

Miami-Dade County Public Schools

Lake Stevens Middle School



2017-18 Schoolwide Improvement Plan

Lake Stevens Middle School

18484 NW 48TH PL, Miami Gardens, FL 33055

<http://lsms.dadeschools.net/>

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	97%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	97%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	C	C*	B

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Dade County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Lake Stevens Middle School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

It is our belief at Lake Stevens Middle School that the unique and ultimate goal of education is to maximize the physical, mental, and educational development of our students in those skills that are vital to becoming lifelong learners and productive citizens in our society.

b. Provide the school's vision statement.

The goal of Lake Stevens Middle School is to encourage independence and responsibility which are characteristics of maturity. Since an orderly atmosphere is essential to inspire learning. These guidelines are for the personal welfare of the students as well as for the common good of the school. It is the desire of Lake Stevens Middle School faculty and staff to create a community of independent, focused individuals seeking a purpose filled education.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

In order to respect and honor all of our students' cultures, Lake Stevens Middle School teachers integrate cultural experiences and curriculum content throughout the year including, but not limited to, Hispanic Heritage, Black History, Women's History, Holocaust Awareness, Jewish Heritage, Haitian Heritage, Native American Heritage and Character Education through Values Matter Miami initiative.

To support the building of relationships between teachers, students and parents, the Lake Stevens PTSA and Community Involvement Specialist offer parent workshops which help to solidify the home-school connection and secure a positive relationship between the teachers and students.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

At Lake Stevens Middle the administrative team works closely with our faculty and security staff to ensure the safety of all students before, during and after school. All security staff and selected personnel have specific locations in the school's campus to supervise and there are provisions made for the coverage of those areas in the event of a staff member's absence. Security staff meetings are held every month in an effort to collaborate and revisit the school's security needs based on student discipline data reports and "hot spot" areas of the building. Additionally, during the changing of class, teachers greet their students at the door so every area of the hallways are monitored and security staff is supported. In an effort to promote a non-threatening learning environment, at our annual grade level orientations, students are introduced to the anonymous reporting box in the student services department. Student bullying, harassment or unfair treatment by another student or adult can be anonymously reported to our counselor through this reporting box. Finally, our Positive Behavior Support (PBS) system which recognizes and rewards model student behavior helps to ensure that all students feel respected and safe by reinforcing school and classroom rules.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

All students at Lake Stevens Middle are held accountable for their behavior based on the District's Code of Student Conduct for Secondary Students. The handbook is available online and all students and parents must sign an acknowledgement receipt as part of the opening of school procedures. In an effort to effectively communicate the details of the Code of Student Conduct, grade level orientations are conducted with students during the first two weeks of school. Additionally, social studies teachers incorporate the Code of Student Conduct into their character education curriculum.

In order to proactively address distractions during instructional time, classroom management strategies are included in professional developments provided to all instructional staff. These sessions include but are not limited to strategies for general classroom management, SPED students and the establishment of a policy and procedure for student referrals to administration for serious offenses and immediate removal from class if necessary.

Lake Stevens Middle School also participates in a Positive Behavior Support (PBS) system which recognizes and rewards model student behavior in an effort to reinforce positive behaviors and minimize distractions and disciplinary incidents. A component of that system includes a PBS tracking form which teachers utilize to document student disruptions in class as well as parent contact for each incident. In order to ensure that our PBS system is enforced fairly and consistently, teachers participate in an annual workshop refresher on the use of PBS tracking forms and grade level leaders participate in monthly PBS committee meetings to discuss ways in which to improve the program and its implementation.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Mentoring programs such as the 5000 Role Models are utilized at Lake Stevens Middle to educate students on how to behave and be successful in the classroom and beyond. Our student services department establishes an "open door policy" where all students feel invited to request counseling services from their counselor at any time.

In order to ensure that the social-emotional needs of all students are being met, the student services team also helps to customize Behavior Intervention Plans as needed, which include strategies that can empower students to correct negative behaviors, thus reducing the need for suspensions.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

The early warning system at Lake Stevens Middle School includes warning indicators for the following:

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- One or more suspensions, whether in school or out of school
- Course failure in English Language Arts or Mathematics
- A Level 1 or 2 score on the FSA in English Language Arts or Mathematics

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	2	0	0	0	0	2
Course failure in ELA or Math	0	0	0	0	0	0	29	18	16	0	0	0	0	63
Level 1 on statewide assessment	0	0	0	0	0	0	90	101	91	0	0	0	0	282

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	0	0	0	101	116	91	0	0	0	0	308

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

For students exhibiting two or more early warning indicators, the student services department will meet one on one with students to provide counseling and identify remediation strategies as applicable. These strategies can include but are not limited to tutoring, course recovery options, attendance review meetings, mentoring services, and/or Behavior Intervention Plans.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

Parents and family members at Lake Stevens Middle School will be invited to participate in community building activities through Science, Math, Reading, and Social Studies curriculum nights. At these events, core curriculum will be discussed with parents along with strategies for assisting students at home. Parental workshops will also be completely quarterly to provide family members with resources on how to monitor student grades online and how to successfully request and participate in a parent-teacher conferences.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

The community surrounding Lake Stevens Middle School plays an active role in supporting the school. Through the community partners who are involved in our EESAC, the school is able to secure donations such as library books and incentives for students and teachers to be used as part of our Positive

Behavior Support (PBS) system. Our Community Involvement Specialist is also involved in open lines of communication with many community partners who are often willing to support the school with necessary resources to promote student achievement.

C. Effective Leadership

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Chardon, Elizabeth	Principal
Milian, Elinor	Assistant Principal
Rambo, Tangular	Teacher, K-12
Olive, Henriette	Teacher, K-12
Palmer-Morris, Dahlia	Teacher, K-12
Gooden, Sharon	Teacher, K-12
Zirke, Jennifer	Teacher, ESE
Martin, Elena	Teacher, K-12

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

The school-based leadership team will focus meetings around performance assessment generated data results by students, teachers and grade-levels. Furthermore, the key questions and responses will be discussed and shared with all stakeholders that formulates around instruction and interventions. The central questions are: What the students need to know, what the students know and what the students don't know and what will we do when they don't know? This process ensures that the school's mission of continuous improvement stays on focus and aligns the strategic changes in instruction that are needed to help students become more successful.

Principal (Jorge Bulnes): Provides instructional leadership by supporting common planning time for all core subject areas, supports shared decision making through data chats with individual teachers and provides effective and timely feedback to teachers as a follow up to all classroom walk-throughs. Provides a common vision for the use of data-based decision making as a leadership team, ensures that the school based team is implementing RtI, ensures implementation of intervention support and documentation, ensures adequate professional development is available to support all instructional staff, and communicates with parents regarding school-based plans and activities.

Assistant Principal (Elinor Milian): Provides instructional leadership by supporting common planning time for all core subject areas, supports shared decision making through data chats with individual teachers and provides effective and timely feedback to teachers as a follow up to all classroom walk-throughs. Ensures implementation of intervention support and documentation, and ensures adequate professional development to support RtI implementation.

Department Chairpersons (Debbie Olive, Chawana Neloms-Barnes, Dahlia Palmer-Morris, Sharon Gooden, Elena Martin): Provide information about core instruction, facilitate common planning sessions practicing data based decision making for instructional planning, participate in student data

collection, deliver T1 instruction/intervention, collaborate with other staff to implement Tier 2 interventions and integrate Tier 1 materials/instruction with Tier 2/3 activities.

SPED Department Chairperson/Program Specialist (Jennifer Zirke): Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, collaborates with general education teachers through such activities as co-teaching. Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provide professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data based decision making activities.

Student Services Personnel (Veronica Ezewike): Provide quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link community agencies to the school and families to support students' academic, career, emotional, behavioral, and social success.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

Data on Tier 1, 2, and 3 targets will be used to address academic and social/emotional areas; help to set clear expectations for instruction (Rigor, Relevance, Relationship); facilitate the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Extending, Refining, and Summarizing); and align the goals and objectives outlined in the SIP. Managed data include Baseline and Mid-Year Assessments, student grades and FSA summative data. Behavioral data include referrals, suspensions, detention and attendance.

Title I, Part A

Lake Stevens Middle School is considered a Title 1 school, with approximately ninety-two (92) percent of students on free or reduced lunch. Title I funding will be utilized for students to receive free after-school tutoring to improve academic achievement in the core subject areas.

1. Lake Stevens Middle participates in the district established Mentoring and Induction for New Teachers (MINT) program which is a three-year comprehensive induction program designed to assist and retain new teachers by providing high quality professional development opportunities that will enable teachers to enhance student learning and increase student achievement.
2. The school will participate in Project IMPACT, which is a collaborative effort between the county and school district's police department. The program focuses on safe communities by providing gang resistance and awareness to students in the targeted areas. Additionally, students will participate in the anti-bullying program, which will be facilitated by the guidance counselor.
3. Jessie Trice Community Health Center in collaboration with the district has established a Health Connect clinic. Students will be able to receive health services from a registered nurse.
4. The school is also supported by the 21st Century Afterschool and Middle School Enrichment Programs, which provide additional support and assistance for students in the community. These additional programs will be added assets that will enhance both student achievement and student well-being.

Services are provided to ensure that students requiring additional remediation are assisted through

afterschool programs or summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to secondary students. Curriculum Coaches develop, lead, and evaluate school core content standards/programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children considered “at-risk,” assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school-wide program include an extensive Parental Program; Title CHES Program and special support services to special needs populations such as homeless, migrant, neglected and delinquent students.

Title I, Part C- Migrant

The school provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met.

Title I, Part D

Lakes Stevens Middle School utilizes District-supplied funds to support the Educational Alternative Outreach Program. Services are coordinated with District Drop-out Prevention programs in an effort to retain students and simultaneously provide resources to enable at-risk students to be successful in school.

Title II

District funding is used to improve basic education at Lake Stevens Middle by providing the following opportunities:

- training to certify qualified mentors for the New Teacher (MINT) Program to support our new teachers
- training for add-on endorsement programs, such as Reading, Gifted, ESOL to provide highly qualified instruction
- training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols to further enhance school site professional development.

Title III

Lake Stevens Middle School utilizes services provided through the district for educational materials and ELL district support services to improve the education of English Language Learners. Funds provided through Title III are used to supplement and enhance the programs for English Language Learner (ELL) students through the implementation of :

- tutorial programs (6-8)
- parent outreach activities (6-8)
- behavioral/mental counseling services(6-8)
- professional development on best practices for ESOL and content area teachers
- coaching and mentoring for ESOL and content area teachers (6-8)
- reading and supplementary instructional materials(6-8)
- hardware and software for the development of language and literacy skills in reading, mathematics and science, is purchased for selected schools to be used by ELL and immigrant students (K-12, RFP Process)

Title VI, Part B-N/A

Title X- Homeless

Lake Stevens Middle School utilizes the services of the Homeless Assistance Program to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community. The District Homeless Social Worker provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Career and Technical Education

By promoting Career Pathways and Programs of Study students will become academy program completers and have a better understanding and appreciation of the postsecondary opportunities available and a plan for how to acquire the skills necessary to take advantage of those opportunities.

Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and Industry certifications.

Readiness for postsecondary will strengthen with the integration of academic and career technical components and a coherent sequence of courses.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Mr. Jorge M. Bulnes	Principal
Alexander Fernandez	Teacher
Sharon Gooden	Teacher
Melanie Norris	Teacher
Vania Washington	Teacher
Nathaniel Barnes	Education Support Employee
Vanessa Valencia	Parent
Jessica Gonzalez	Parent
Dr. Claudia Bonilla	Business/Community
Marquez Crawford	Student
Christopher Luna	Student
Tangular Rambo	Teacher
Cynthia Brown	Education Support Employee

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

During the last EESAC meeting of the 2016-2017 school year, the committee completed an end of year review of the SIP and based on faculty input, the committee discussed suggestions for strategies and initiatives which should be implemented in the upcoming SIP. The overall consensus was that the barriers of the 2016-2017 SIP should continue to be a part of the development of the 2017-2018 SIP.

The entire evaluation process included an open forum discussion at a faculty meeting as well as small group discussions about the SIP within core department meetings.

b. Development of this school improvement plan

The EESAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students, parents, and other business and community members who are representative of the ethnic, racial, and economic community served by the school. The EESAC members reviewed the Tier 1, 2, and 3 targets to address academic and social/emotional needs. Goals and objectives were discussed and aligned with the academic needs of all students.

c. Preparation of the school's annual budget and plan

The EESAC assists in the development and preparation of the School Improvement Plan and determines how the allocations of the budget will be used to support its implementation.

For the 2017-2018 school year, it will be proposed that the school improvement funds be allocated as follows:

- 1) Student incentives for high performance and achievement on various district and school assessments.
- 2) Instructional materials as needed for the core content areas.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

The school improvement funds received last year (\$3888) were allocated as follows:

\$889 for instructional needs based on requests from the core instructional departments for the improvement of academic achievement.

Student incentives for high performance and achievement on the various district and school assessments. (\$600)

Support our SIP events such as Partners In Education (PIE) night refreshments for Reading, Math, Writing and Science back to school parent events. (\$400)

Provide for honor roll breakfast each nine weeks and incentives for student academic achievement (\$600)

Provide refreshments and incentives for the FSA mini camps, Saturday School and tutoring programs. (\$600)

Provide incentives for our Positive Behavior Support program to support and award model student behavior. (\$400)

To support the Student Awards program to recognize student achievement at the end of the school year. (\$399)

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Chardon, Elizabeth	Principal
Milian, Elinor	Assistant Principal
Rambo, Tangular	Teacher, K-12
Olive, Henriette	Teacher, K-12
Palmer-Morris, Dahlia	Teacher, K-12
Gooden , Sharon	Teacher, K-12
Zirke, Jennifer	Teacher, ESE
Martin, Elena	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

- Investigate an area of concern in literacy
- Plan a course of action
- Implement a plan of action
- Provide professional development for teachers
- Conduct daily reading activities in all courses
- Implement reading strategies from scientifically- based reading research
- Provide reading material and resource to assist teachers
- Collect and analyze data to uncover trends and patterns for differentiated instruction
- Model lessons
- Develop a school based literacy plan
- Celebrate all successes big or small

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

All teachers at Lake Stevens Middle School have a scheduled 50 minutes of weekly collaborative planning time by department to be spent reviewing the implementation of curriculum in their particular content area. Teachers are also afforded an additional 50 minutes of weekly grade level collaboration to discuss grade specific strategies for incentives, curriculum delivery, and parent teacher conferences.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

1. The principal will implement and enforce stringent certification requirements for newly hired teachers.
2. The principal will implement meaningful induction programs for new teachers.
3. The principal will require new teachers to participate in the school's on-site professional development program.
4. The principal will provide opportunities for continuous professional development for teachers.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

Lake Stevens Middle participates in the district established Mentoring and Induction for New Teachers (MINT) program which is a three-year comprehensive induction program designed to assist and retain new teachers by providing high quality professional development opportunities that will enable teachers to enhance student learning and increase student achievement. MINT mentors are identified by administration based on years of experience and performance evaluation results, prior to completing district level MINT training.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

In order to ensure that all instructional programs and materials are aligned to Florida's Standards, teachers are continuously participating in Professional Development at the district or school level to unpack the standards and align questioning techniques and content delivery to the standards as needed. Through common planning time built in to the school-wide master schedule, teachers have the opportunity to collaborate and share best practices while aligning instructional materials to Florida's standards.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

To meet the diverse needs of all students, teachers and administrators conduct data chats to evaluate assessment data (baselines, mid-year, iReady, topic tests, etc). Additionally, teachers collaborate in teams to develop lessons for differentiated instruction in order to meet the needs of all students in their grade groups. Evidence of this includes student folders with differentiated work samples, as well as completed data chat sheets and updated data binders.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 2,880

Afterschool Tutoring

Strategy Rationale

After school tutoring provides students with the opportunity to revisit and practice instruction in the core content areas.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Milian, Elinor, 255425@dadeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Tutoring sign in sheets and Assessment Data (baselines, mid-year, iReady, topic tests, etc)

Strategy: Weekend Program

Minutes added to school year: 3,600

Saturday Academy

Strategy Rationale

Saturday Academy provides students with the opportunity to revisit and practice instruction in the core content areas.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Milian, Elinor, 255425@dadeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Saturday Academy sign-in sheets and Interim Assessment Data

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

At Lake Stevens Middle School, grade level orientations are used to familiarize new and returning students with grade level specific programs, procedures and expectations. Counselors within our student services department conduct classroom presentations for incoming 6th graders using the

"Middle Moves" curriculum which helps to provide students with effective strategies for the transition to middle school. For our outgoing cohorts, counselors facilitate a magnet fair and articulation visits to high schools to help students determine which school would be the best fit for them.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

N/A

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

N/A

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

N/A

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

N/A

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

G1. If core instruction is increased in all content areas, then student achievement will improve.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. If core instruction is increased in all content areas, then student achievement will improve. 1a

G097120

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	35.0
FSA Mathematics Achievement	45.0
FCAT 2.0 Science Proficiency	35.0
Civics EOC Pass	60.0

Targeted Barriers to Achieving the Goal 3

- Limited evidence of critical thinking skills and higher order thinking

Resources Available to Help Reduce or Eliminate the Barriers 2

- ELA; Early Release Days available for Professional Development, Faculty Meetings, Department Meetings, homeroom literacy activities MATH: Early Release Days available for Professional Development, Faculty Meetings, Department Meetings, fluency drills SCIENCE: Early Release Days available for Professional Development, Faculty Meetings, Department Meetings, Textbooks available in Spanish for ELL Students SOCIAL SCIENCE: Early Release Days available for Professional Development, Faculty Meetings, Department Meetings, District Professional Development Opportunities (Civics Institute) TECHNOLOGY: iReady, Edgenuity, Edmodo, Power BI, G2D

Plan to Monitor Progress Toward G1. 8

Data disaggregation from iReady Assessments, Mid-Year Assessments, Topic Assessments, Florida Standards Assessments, EOCs and FCAT 2.0 (Science) will be used to monitor the progress toward meeting this goal.

Person Responsible

Elizabeth Chardon

Schedule

Monthly, from 10/2/2017 to 6/7/2018

Evidence of Completion

Assessment Results

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
 Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. If core instruction is increased in all content areas, then student achievement will improve. 1

G097120

G1.B2 Limited evidence of critical thinking skills and higher order thinking 2

B261250

G1.B2.S1 Quarterly strategic data chats will be held between administration and core department members to discuss current student progress on assessments (baseline, mid-year, topic tests, i-Ready and mini assessments), in an effort to realign differentiated instruction with a focus on intervention, remediation, and enrichment. 4

S276583

Strategy Rationale

Strategic and targeted data conversations lead to a better alignment of instructional resources and delivery.

Action Step 1 5

Provide Professional Development across all content areas on effective data disaggregation through the use of reports from the Gateway to Data (G2D) testing platform, Microsoft Excel and Power BI.

Person Responsible

Elinor Milian

Schedule

Monthly, from 9/28/2017 to 3/23/2018

Evidence of Completion

Agenda and Sign In Sheet

Action Step 2 5

Data chats between administration and core content teachers will disaggregate data and realign differentiated instruction with a focus on intervention, remediation and enrichment. Instructional materials will be purchased as needed and student incentives will be provided for high performance and achievement on various assessments.

Person Responsible

Elizabeth Chardon

Schedule

Quarterly, from 8/21/2017 to 6/7/2018

Evidence of Completion

Assessment Data Reports (baseline, mid-year, topic tests, i-Ready, and mini assessments)

Action Step 3 **5**

Provide Professional Development on the implementation of differentiated instruction in all content areas to support data-driven decisions made during quarterly data chats.

Person Responsible

Tangular Rambo

Schedule

Quarterly, from 8/21/2017 to 6/7/2018

Evidence of Completion

Agenda and Sign In Sheet

Plan to Monitor Fidelity of Implementation of G1.B2.S1 **6**

The administrative team will attend department common planning meetings and conduct classroom walkthroughs to monitor the implementation of differentiated instruction in all core content classes.

Person Responsible

Elizabeth Chardon

Schedule

Biweekly, from 8/21/2017 to 5/31/2018

Evidence of Completion

Classroom Walkthrough Logs and Notes

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 **7**

The 2018 Florida Standards Assessment (FSA) and FCAT 2.0 (Science) data will determine the effectiveness of the strategy throughout the year to increase grade level proficiency and higher order thinking in all content areas.

Person Responsible

Elizabeth Chardon







Schedule

Annually, from 8/21/2017 to 6/7/2018

Evidence of Completion

2018 FSA and FCAT 2.0 Assessment Results

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.B2.S1.A1  A372785	Provide Professional Development across all content areas on effective data disaggregation through...	Milian, Elinor	9/28/2017	Agenda and Sign In Sheet	3/23/2018 monthly
G1.B2.S1.MA1  M400906	The administrative team will attend department common planning meetings and conduct classroom...	Chardon, Elizabeth	8/21/2017	Classroom Walkthrough Logs and Notes	5/31/2018 biweekly
G1.MA1  M400907	Data disaggregation from iReady Assessments, Mid-Year Assessments, Topic Assessments, Florida...	Chardon, Elizabeth	10/2/2017	Assessment Results	6/7/2018 monthly
G1.B2.S1.MA1  M400905	The 2018 Florida Standards Assessment (FSA) and FCAT 2.0 (Science) data will determine the...	Chardon, Elizabeth	8/21/2017	2018 FSA and FCAT 2.0 Assessment Results	6/7/2018 annually
G1.B2.S1.A2  A372786	Data chats between administration and core content teachers will disaggregate data and realign...	Chardon, Elizabeth	8/21/2017	Assessment Data Reports (baseline, mid-year, topic tests, i-Ready, and mini assessments)	6/7/2018 quarterly
G1.B2.S1.A3  A372787	Provide Professional Development on the implementation of differentiated instruction in all content...	Rambo, Tangular	8/21/2017	Agenda and Sign In Sheet	6/7/2018 quarterly

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. If core instruction is increased in all content areas, then student achievement will improve.

G1.B2 Limited evidence of critical thinking skills and higher order thinking

G1.B2.S1 Quarterly strategic data chats will be held between administration and core department members to discuss current student progress on assessments (baseline, mid-year, topic tests, i-Ready and mini assessments), in an effort to realign differentiated instruction with a focus on intervention, remediation, and enrichment.

PD Opportunity 1

Provide Professional Development across all content areas on effective data disaggregation through the use of reports from the Gateway to Data (G2D) testing platform, Microsoft Excel and Power BI.

Facilitator

Professional Development Liaison, District Curriculum Support Specialists, Teacher Leaders

Participants

All Teachers

Schedule

Monthly, from 9/28/2017 to 3/23/2018

PD Opportunity 2

Provide Professional Development on the implementation of differentiated instruction in all content areas to support data-driven decisions made during quarterly data chats.

Facilitator

Professional Development Liaison, District Curriculum Support Specialists, Teacher Leaders

Participants

All Teachers

Schedule

Quarterly, from 8/21/2017 to 6/7/2018

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B2.S1.A1	Provide Professional Development across all content areas on effective data disaggregation through the use of reports from the Gateway to Data (G2D) testing platform, Microsoft Excel and Power BI.				\$0.00
2	G1.B2.S1.A2	Data chats between administration and core content teachers will disaggregate data and realign differentiated instruction with a focus on intervention, remediation and enrichment. Instructional materials will be purchased as needed and student incentives will be provided for high performance and achievement on various assessments.				\$2,199.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			6351 - Lake Stevens Middle School			\$2,199.00
			<i>Notes: EESAC funding will be used to provide motivating rewards and incentives to support Project-Based Learning activities school wide.</i>			
3	G1.B2.S1.A3	Provide Professional Development on the implementation of differentiated instruction in all content areas to support data-driven decisions made during quarterly data chats.				\$0.00
					Total:	\$2,199.00