



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Lake Stevens Middle School

18484 NW 48TH PL

Miami Gardens, FL 33055

305-620-1294

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

School Demographics

School Type Middle School	Title I Yes	Free and Reduced Lunch Rate 92%
Alternative/ESE Center No	Charter School No	Minority Rate 99%

School Grades History

2013-14 B	2012-13 C	2011-12 B	2010-11 B
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SIP Authority and Template

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

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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Lake Stevens Middle School

Principal

Mark Soffian

School Advisory Council chair

Alexander Fernandez

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Dr. Mark Soffian	Principal
Dr. Denise Barrett	Assistant Principal
Alexander Fernandez	EESAC Chair
Dr. Jennifer Zirke	Program Specialist
Vania Washington	Reading/Language Arts Department Chairperson
Henriette Olive	Mathematics Department Chairperson
Dahlia Palmer-Morris	-Science Department Chairperson
Sharon Gooden	Social Studies Department Chairperson
Elena Martin	Bilingual Chairperson

District-Level Information

District

Dade

Superintendent

Mr. Alberto M Carvalho

Date of school board approval of SIP

12/11/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

UTD Steward - 1

Teachers - 5

Parents- 6

Principal - 1

Educational Support- 1

Student- 1

Business/Community Partner - 4

Involvement of the SAC in the development of the SIP

The SAC 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 SAC 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 need of all students in mind.

Activities of the SAC for the upcoming school year

- Support the implementation and monitor the on-going progression of the School Improvement Plan.
- Monitor student achievement.
- Recognize and reward student and teacher successes.
- Discuss, evaluate, and execute decisions that will positively affect student achievement.

Projected use of school improvement funds, including the amount allocated to each project

The projected use of school improvement funds (\$3311 total) is as follows:

\$312 CLASSROOM NEEDS REQUEST TO SUPPORT MATH, READING, SCIENCE, WRITING
\$2999

- 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)
- To provide refreshments and incentives for the FCAT mini camps, Saturday School and tutoring programs. (\$600)
- Provide incentives for our Positive Behavior Support program to support and award student responsibilities and positive behavior. (\$400)
- To support the Student Awards program to recognize student achievement at the end of the school year. (\$399)

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Mark Soffian

Principal

Years as Administrator: 24

Years at Current School: 5

Credentials

B.S. in Physical Education
M.S. in Athletic Training
Ed.D. in Ed. Leadership
Certification in Ed. Leadership

Performance Record

2013, 2012
School Grade C, B
Rdg. Proficiency: 44%, 37%
Math Proficiency: 51%, 52%
Rdg. Lrg. Gains, 64points, 64 points
Math Lrg. Gains, 69 points, 76 points
Rdg. Imp. of Lowest 25%-54 points, 74 points
Math Imp. of Lowest 25% -67 points, 78 points
Rdg. AMO – 47, 41
Math AMO – 57, 52
2012
School Grade B
Rdg. Proficiency: 37%
Math Proficiency: 52%
Rdg. Lrg. Gains, 64 points
Math Lrg. Gains, 76 points
Rdg. Imp. of Lowest 25%-74 points
Math Imp. of Lowest 25% -78 points
Rdg. AMO – 41
Math AMO – 52
'11, '10,'09
School Grade B D B
AYP - N N N
High Standards Rdg. 48, 43, 50
High Standards Math 61, 51, 60
Lrng Gains-Rdg 62, 53, 64
Lrng Gains-Math 70, 61, 72
Gains-Rdg-25% 71, 59, 72
Gains-Math-25% 73, 58, 67

Denise Barrett

Asst Principal

Years as Administrator: 9

Years at Current School: 4

Credentials

B.S. in Journalism
 M.S. in Mass Communication
 Ph.D. in Ed Leadership
 Certification in English (6-12) & Ed. Leadership

Performance Record

2013, 2012
 School Grade C, B
 Rdg. Proficiency: 44%, 37%
 Math Proficiency: 51%, 52%
 Rdg. Lrg. Gains, 64points, 64 points
 Math Lrg. Gains, 69 points, 76 points
 Rdg. Imp. of Lowest 25%-54 points, 74 points
 Math Imp. of Lowest 25% -67 points, 78 points
 Rdg. AMO – 47, 41
 Math AMO – 57, 52
 '11, '10,'09
 School Grade B D B
 AYP - N N N
 High Standards Rdg. 48, 43, 50
 High Standards Math 61, 51, 60
 Lrng Gains-Rdg 62, 53, 64
 Lrng Gains-Math 70, 61, 72
 Gains-Rdg-25% 71, 59, 72
 Gains-Math-25% 73, 58, 67

Classroom Teachers

of classroom teachers

35

receiving effective rating or higher

38, 109%

Highly Qualified Teachers

69%

certified in-field

35, 100%

ESOL endorsed

5, 14%

reading endorsed

7, 20%

with advanced degrees

15, 43%

National Board Certified

0, 0%

first-year teachers

0, 0%

with 1-5 years of experience

4, 11%

with 6-14 years of experience

19, 54%

with 15 or more years of experience

12, 34%

Education Paraprofessionals**# of paraprofessionals**

1

Highly Qualified

1, 100%

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

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.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

At this time, Lake Stevens Middle School does not have a formal mentoring program in place because all of our teachers have more than 3 years of experience and none of our teachers are new to their department/grade level. If we were to receive a beginning teacher or have any teacher moved to a new grade level or department, the administrative team would assign a formal mentor to assist and support that teacher.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

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 FAIR Assessments, Baseline and Interim Assessments, student grades and FCAT 2.0 summative data. Behavioral data include referrals, suspensions, detention and attendance.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

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: Provides a common vision for the use of data-based decision-making, ensures that the school based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.

Assistant Principal: Ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation.

Department Chairpersons: Provide information about core instruction, 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: 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: 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 child-serving and community agencies to the schools and families to support the child's academic, career, emotional, behavioral, and social success.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The leadership team in collaboration with the school's EESAC will monitor the fidelity of the school's MTSS and SIP through monthly review of data reports including but not limited to; Baseline Assessment Edusoft reports per subject area, Florida Assessment for Instruction in Reading (FAIR) reports, and Interim Assessment data.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

- Baseline Assessments: Edusoft reports aligned to subject areas are used as a diagnostic tool to assess student proficiency levels (used as both a pre and post test)
- Progress Monitoring: District's Interim Assessments and the Florida Assessments for Instruction in Reading (FAIR) are used for progress monitoring and to assess student progress.
- Mid/End of Year Assessments: FAIR, Comprehensive English Language Learning Assessment (CELLA)

reports, EOCs, 2014 FCAT 2.0 Results

-Data Chats: Twice a month for data sharing and analysis and once a month for teacher-student data chats.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Reviews current and live assessment data to guide instructional decisions and reviews progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk, or at high risk for not meeting benchmarks. The team will also facilitate the process of building consensus, increasing leadership capacity within the staff, and make decisions about implementation in collaboration with parents through the Educational Excellence School Advisory Council (EESAC).

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year:

Strategy Purpose(s)

""

How is data collected and analyzed to determine the effectiveness of this strategy?

Who is responsible for monitoring implementation of this strategy?

Strategy: Extended Day for All Students

Minutes added to school year:

Strategy Purpose(s)

""

How is data collected and analyzed to determine the effectiveness of this strategy?

Who is responsible for monitoring implementation of this strategy?

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Dr. Mark Soffian	Principal
Dr. Denise Barrett	Assistant Principal

Name	Title
Alexander Fernandez	EESAC Chair/Vocational Arts Teacher
Anthony Brooks	UTD Steward/Language Arts Teacher
Vania Washington	Reading/Language Arts Department Chairperson
Jennifer Zirke	Program Specialist
Elena Martin	Bilingual Chairperson
Kimberly Strickland	Language Arts Teacher
Henriette Olive	Mathematics Department Chairperson
Dahlia Palmer-Morris	Science Department Chairperson

How the school-based LLT functions

The Literacy Leadership Team serves to enhance and enrich the school's literacy environment. The team will oversee the District's K-12 Comprehensive Research-Based Reading Plan and have scheduled meetings to review and implement the plan. It will also monitor reading instructional materials and assessment data, focus on literacy concerns throughout the school and create an action plan.

Major initiatives of the LLT

- Investigate an area of concern in literacy
- Plan a course of action
- Implement a plan of action
- Provide professional developments 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 school based literacy plan
- Celebrate all successes big or small

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Lake Stevens Middle School ensures that every teacher contributes to the reading improvement of every student by making literacy a school-wide initiative. First, on a weekly basis, 150 minutes of every homeroom period is dedicated to literacy. Also, block periods 3 and 4 have 30 minute scheduled reading sessions. Engaging novels are read aloud to students to ensure that students comprehend literary benchmarks. Additionally, students are required to read independently and write detailed summaries, comparisons, and argumentative proposals.

Secondly, every teacher is prepared and trained to differentiate instruction by facilitating the following strategies and programs: Timed/Fluency Readings, Reciprocal Teaching, Scaffolding, Grand Conversations, Question-Task Cards, Reading Camps, Marginal Note Taking Skills, Test Taking Skills, Peer Grouping, Technological Reading (Florida Focus, FCAT Explorer, Achieve 3000, and Remedial Reading-SOLO Voyager), After-School Tutorials, and Saturday School Academy.

Thirdly, teachers effectively improve students' reading deficiencies by educating themselves and then enlightening the students. Our educators participate in professional development trainings. Every teacher receives training on how to combat illiteracy by instructing with engaging and innovative strategies. Moreover, teachers gain more knowledge by attending weekly department/team meetings that allow them to share best practices about reading. Also, instructors utilize CPALMS and Classzone

as valuable resources to gain insight on appealing lessons and projects. The instructors are eager to gain more knowledge and change their teaching style to meet the needs of each student. Lastly, our teachers contribute to the improvement of reading by monitoring progress, rewarding students, and ensuring that parents are involved in their children's academic career. Instructors monitor the effectiveness of mastered skills by creating the following: mini test, quizzes, authentic assessments, assigning research based-projects, allowing the students to critically think, and extract key evidence from reading passages in order to formulate accurate responses. More importantly, teachers set goals and have monthly data chats with students to monitor their reading progress. The data from Reading Baselines, Reading Interims, and FAIR drives instruction. Our teachers influence students to improve their reading skills by rewarding our students. We know that positive reinforcement encourages students to consistently improve academically. Therefore, our instructors provide students with verbal praise, "Spartan Dollars", and tangible trinkets. Our teachers promote literacy by making parents accountable for students' academic progress. As a school, teachers educate parents about students' progress by means of verbal communication and inviting parents to Parent Involvement Education (Reading P.I.E. Night), Open House, and Parent-Teacher Conferences.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

The teachers at Lake Stevens Middle School are blending the Common Core Standards in order to provide a more hands-on and relevant curriculum for all students. The incorporation of informational text such as graphs, charts, articles, and periodicals helps to provide students with subject matter that has real-world relevance.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

Students are provided with academic advising at the end of each quarter. Academic advising is conducted by student services personnel and includes an ongoing progress monitoring component which ensures that each student's course of study is meaningful.

Strategies for improving student readiness for the public postsecondary level

A school-wide writing plan includes the use of a research-based strategy called the 10% summary. This summary strategy is being implemented across the curriculum in order to target reading comprehension and basic writing skills. The cross-curricular component helps to provide real-world relevance to our students in preparation for the public postsecondary level.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	47%	44%	No	52%
American Indian				
Asian				
Black/African American	43%	40%	No	49%
Hispanic	51%	47%	No	56%
White				
English language learners	41%	27%	No	47%
Students with disabilities	29%	19%	No	36%
Economically disadvantaged	47%	43%	No	52%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	175	27%	33%
Students scoring at or above Achievement Level 4	110	17%	19%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		64%	68%
Students in lowest 25% making learning gains (FCAT 2.0)		54%	59%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	31	37%	43%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	24	29%	36%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	18	22%	30%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	74	33%	40%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics**Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	57%	51%	No	61%
American Indian				
Asian				
Black/African American	52%	47%	No	57%
Hispanic	63%	55%	No	66%
White				
English language learners	64%	37%	No	68%
Students with disabilities	30%	30%	Yes	37%
Economically disadvantaged	57%	51%	No	61%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	174	29%	41%
Students scoring at or above Achievement Level 4	86	15%	20%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		69%	72%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		67%	70%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications		64%	68%
Middle school performance on high school EOC and industry certifications		94%	95%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	37	49%	49%
Students scoring at or above Achievement Level 4	34	45%	45%

Area 4: Science**Middle School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	36	16%	21%
Students scoring at or above Achievement Level 4	43	19%	21%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Area 5: Science, Technology, Engineering, and Mathematics (STEM)**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	13		15
Participation in STEM-related experiences provided for students	680	97%	98%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses			
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses			
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses			
Students taking CTE industry certification exams			
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators			
CTE teachers holding appropriate industry certifications			

Area 7: Social Studies**U.S. History End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Civics End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Area 8: Early Warning Systems**Middle School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	150	21%	20%
Students who fail a mathematics course	70	10%	9%
Students who fail an English Language Arts course	114	16%	15%
Students who fail two or more courses in any subject	159	22%	21%
Students who receive two or more behavior referrals	59	9%	8%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	81	11%	10%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Please see the Parent Involvement Plan

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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Goals Summary

- G1.** Our goal for the 2014 FCAT 2.0 is for all students to increase Reading proficiency by 8 percentage points from 44% to 52%. Black from 40% to 49% Hispanic from 47% to 56% ELL from 27% to 47% SWD from 19% to 36% ED from 43% to 52%
- G2.** Our goal for the 2014 FCAT 2.0 is for level 3 students to increase their Reading proficiency by 6 percentage points and level 4-5 students to increase by 2 percentage points. Level 3 Students From 27% to 33% Level 4-5 Students From 17% to 19%
- G3.** Our goal for the 2014 FCAT writing is for 8th grade students to achieve proficient with an increase of 7 percentage points as measured by the FCAT 2.0 Writing.
- G4.** Our goal for the 2014 FCAT 2.0 is for all students to achieve proficient with an increase of 10 percentage points as measured by the 2014 FCAT 2.0 Mathematics Exam.
- G5.** Our goal for the 2014 is to increase participation and performance on Middle School Acceleration for Mathematics. The 2014 Academic Target for Participation: From 64% to 68% 2014 Academic Target for Performance: From 94% to 95%
- G6.** Our goal for the 2014 FCAT 2.0 is for Algebra students to achieve proficient by maintaining 49 percentage points.
- G7.** Our goal for the 2014 FCAT 2.0 Science is for 8th grade students to achieve proficient with an increase of 5 percentage points.
- G8.** To increase participation in STEM activities for all students from 95% to 98%.
- G9.** Our goal for the 2014 FCAT 2.0 is for students enrolled in CTE courses to increase Reading proficiency by 8 percentage points.
- G10.** Our goal is for 7th grade students to achieve proficiency on the Civics 2014 EOC assessment with an increase of 5 percentage points.

Goals Detail

G1. Our goal for the 2014 FCAT 2.0 is for all students to increase Reading proficiency by 8 percentage points from 44% to 52%. Black from 40% to 49% Hispanic from 47% to 56% ELL from 27% to 47% SWD from 19% to 36% ED from 43% to 52%

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

Resources Available to Support the Goal

- Graphic Organizers • "Question Task Cards" • Timed/Fluency Readings • SOLO Voyager • FCAT Explorer • Florida Focus

Targeted Barriers to Achieving the Goal

- Students in the Black, Hispanic, ELL, SWD and ED subgroups, demonstrate limited exposure to informational text. Therefore, students should receive exposure to rigorous lessons that compel students to respond to high level complexity questions. Academic Reading Targets for 2014 by subgroups: Black 49% Hispanic 56% ELL 47% SWD 36% ED 52%
- Students who demonstrate learning gains, exhibit limited exposure to informational text. Therefore, students should receive exposure to rigorous lessons that compel students to respond to high level complexity questions. Academic Target for 2014: 68%
- Students in the lowest 25% who demonstrate learning gains, exhibit limited exposure to informational text. Therefore, students should receive exposure to rigorous lessons that compel students to respond to high level complexity questions. Academic Target for 2014: 59%
- Students proficient in the Listening/Speaking portion of the CELLA, demonstrate limited exposure to informational text. Therefore, students must receive exposure to rigorous lessons that compel students to respond to high level complexity questions. Academic Target for 2014: 43%
- Students proficient in the Reading portion of the CELLA, demonstrate limited exposure to informational text. Therefore, students should receive exposure to rigorous lessons that compel students to respond to high level complexity questions. Academic Target for 2014: 36%
- Students proficient in the Writing portion of the CELLA, demonstrate limited exposure to informational text. Therefore, students should receive exposure to rigorous lessons that compel students to respond to high level complexity questions. Academic Target for 2014: 30%

Plan to Monitor Progress Toward the Goal

Will provide support and monitoring

Person or Persons Responsible

Multi-Tiered System of Supports (MTSS) - Response to Instruction/Intervention (RtI) Teams

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Summative and Formative Assessments

G2. Our goal for the 2014 FCAT 2.0 is for level 3 students to increase their Reading proficiency by 6 percentage points and level 4-5 students to increase by 2 percentage points. Level 3 Students From 27% to 33% Level 4-5 Students From 17% to 19%

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

Resources Available to Support the Goal

- Graphic Organizers • "Question Task Cards" • Timed/Fluency Readings • FCAT Explorer • Florida Focus • Student engagement in oral and written debates which will enrich their communication and presentation skills.

Targeted Barriers to Achieving the Goal

- Historically, level 3 students at Lake Stevens Middle School demonstrate limited mastery in verbal communication and lack persuasive writing skills. Their reading comprehension is hindered by their lack of exposure to high complexity text and higher order questioning.
- Level 4-5 students at Lake Stevens Middle School demonstrate limited mastery in verbal communication and their reading comprehension is hindered by a lack of exposure to high complexity text and higher order questioning.

Plan to Monitor Progress Toward the Goal

Provide support and monitor implementation

Person or Persons Responsible

Multi-Tiered System of Supports (MTSS) - Response to Instruction/Intervention (RtI) Teams

Target Dates or Schedule:

Quarterly

Evidence of Completion:

- Graphic Organizers • "Question Task Cards" • Timed/Fluency Readings • FCAT Explorer • Florida Focus

G3. Our goal for the 2014 FCAT writing is for 8th grade students to achieve proficient with an increase of 7 percentage points as measured by the FCAT 2.0 Writing.

Targets Supported

- Writing

Resources Available to Support the Goal

- -School Wide Writing Across the Curriculum Schedule -Implementation of a research-based strategy called the "10% Summary" -Instructional Focus Calendars

Targeted Barriers to Achieving the Goal

- Students at an FCAT Writing level of 3.5 and above demonstrate a deficiency in providing support. Last year 33% of 8th grade students were considered proficient at writing (3.5 and above) and the target for the 2013-2014 school year is 40% proficiency.

Plan to Monitor Progress Toward the Goal

Comparison of the District's Writing Baseline Assessment to the District's Mid-Year Writing Assessment and make adjustments to the instructional strategies as needed in preparation for the 2014 FCAT 2.0 Writing Assessment.

Person or Persons Responsible

Multi-Tiered System of Supports (MTSS) - Response to Instruction/Intervention (RtI) Teams

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Baseline and Mid-Year Writing Assessment Data

G4. Our goal for the 2014 FCAT 2.0 is for all students to achieve proficient with an increase of 10 percentage points as measured by the 2014 FCAT 2.0 Mathematics Exam.

Targets Supported

- Math (Elementary and Middle School)

Resources Available to Support the Goal

- -technology programs such as reflex math and gizmos -manipulatives -differentiated instruction

Targeted Barriers to Achieving the Goal

- Students in the Black, Hispanic, ELL, and ED subgroups demonstrate a deficiency in basic computational skills needed to be successful with middle school math. Specifically, students demonstrate limited knowledge with the reporting category of Geometry and Measurement. Academic Targets for Subgroups not making AMO: Black 57% Hispanic 66% ELL 68% ED 61%
- Students at a Mathematics FCAT 2.0 level 3, demonstrate a deficiency in basic computational skills needed to be successful with middle school math. Specifically, students demonstrate limited knowledge with the reporting category of Geometry and Measurement. Academic Target for FCAT level 3 students: 41%
- Students at a Mathematics FCAT 2.0 Level 4 and above, demonstrate a deficiency in basic computational skills needed to be successful with middle school math. Specifically, students demonstrate limited knowledge with the reporting category of Geometry and Measurement. Academic Target for FCAT level 4 and above: 20%
- Students making learning gains in Mathematics, demonstrate a deficiency in basic computational skills needed to be successful with middle school math. Specifically, students demonstrate limited knowledge with the reporting category of Geometry and Measurement. Academic Target for All Students Making Learning Gains: 72%
- Students in the lowest 25%, demonstrate a deficiency in basic computational skills needed to be successful with middle school math. Specifically, students demonstrate limited knowledge with the reporting category of Geometry and Measurement. Academic Target for Learning Gains-Lowest 25%: 70%

Plan to Monitor Progress Toward the Goal

Provide support and monitor implementation

Person or Persons Responsible

Multi-Tiered System of Supports (MTSS) - Response to Instruction/Intervention (RtI)Teams

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Summative and Formative Assessment Data

G5. Our goal for the 2014 is to increase participation and performance on Middle School Acceleration for Mathematics. The 2014 Academic Target for Participation: From 64% to 68% 2014 Academic Target for Performance: From 94% to 95%

Targets Supported

Resources Available to Support the Goal

- Implementation of the curriculum with fidelity by highly effective math teachers addressing students' needs through the use of technology, manipulatives, and differentiated instruction.

Targeted Barriers to Achieving the Goal

- Students participating in middle school acceleration courses, demonstrate a deficiency in basic computational skills needed to be successful with middle school math. 2014 Academic Target for Participation: 68% 2014 Academic Target for Performance: 95%

Plan to Monitor Progress Toward the Goal

Provide support and monitor implementation

Person or Persons Responsible

Multi-Tiered System of Supports (MTSS) - Response to Instruction/Intervention (RtI)Teams

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Summative and Formative Assessment results.

G6. Our goal for the 2014 FCAT 2.0 is for Algebra students to achieve proficient by maintaining 49 percentage points.

Targets Supported

- Algebra 1 EOC

Resources Available to Support the Goal

- Implementation of the curriculum with fidelity by highly effective math teachers addressing students' needs through the use of technology, manipulatives, and differentiated instruction.

Targeted Barriers to Achieving the Goal

- Students at a level 3 on the Algebra EOC, demonstrate a deficiency in basic computational skills needed to be successful with middle school math. 2014 Academic Target for Level 3: 49% 2014 Academic Target for Level 4-5: 45%

Plan to Monitor Progress Toward the Goal

Provide support and monitor implementation

Person or Persons Responsible

Multi-Tiered System of Supports (MTSS) - Response to Instruction/Intervention (RtI) Teams

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Summative and Formative Assessment results

G7. Our goal for the 2014 FCAT 2.0 Science is for 8th grade students to achieve proficient with an increase of 5 percentage points.

Targets Supported

- Science
- Science - Middle School

Resources Available to Support the Goal

- Essential Labs, district pacing guides, GIZMOS

Targeted Barriers to Achieving the Goal

- Students at a Science FCAT 2.0 Level 3, demonstrate a deficiency in Physical Science and Life Science categories due to a need for greater exposure to moderate and high complexity questions and more hands-on activities in the two categories. Academic Target for 2014 for FCAT 2.0 Level 3: 21%
- Students at a Science FCAT 2.0 Level 4 and above, demonstrate a deficiency in Physical Science and Life Science categories due to a need for greater exposure to moderate and high complexity questions and more hands-on activities in the two categories. Academic Target for 2014 for FCAT 2.0 Level 4-5: 21%

Plan to Monitor Progress Toward the Goal

Provide support and monitor implementation

Person or Persons Responsible

Multi-Tiered System of Supports (MTSS) - Response to Instruction/Intervention (RtI) Teams

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Summative and Formative Data Results

G8. To increase participation in STEM activities for all students from 95% to 98%.

Targets Supported

- STEM
- STEM - All Levels

Resources Available to Support the Goal

- Hands-on instructional delivery of lessons, Discovery Education online, the robotics club, and the district's STEM resource website.

Targeted Barriers to Achieving the Goal

- The number of STEM experiences offered to students is sometimes limited due to a lack of technology. Targeted number of experiences for 2014: 15 Targeted percent of participation in STEM experiences for 2014: 98%

Plan to Monitor Progress Toward the Goal

Provide support and monitor implementation

Person or Persons Responsible

Multi-Tiered System of Supports (MTSS) - Response to Instruction/Intervention (RtI) Teams

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Summative and Formative Assessment Data FCAT Science 2.0 Results

G9. Our goal for the 2014 FCAT 2.0 is for students enrolled in CTE courses to increase Reading proficiency by 8 percentage points.

Targets Supported

- CTE

Resources Available to Support the Goal

- Graphic Organizers • "Question Task Cards" • Timed/Fluency Readings • SOLO Voyager • FCAT Explorer • Florida Focus
- Graphic Organizers • "Question Task Cards" • Timed/Fluency Readings • SOLO Voyager • FCAT Explorer • Florida Focus

Targeted Barriers to Achieving the Goal

- Students enrolled in Career and Technical Education (CTE) courses, demonstrate limited exposure to informational text. Therefore, students should receive exposure to rigorous lessons that compel students to respond to high level complexity questions.

Plan to Monitor Progress Toward the Goal

Provide support and monitor implementation

Person or Persons Responsible

Multi-Tiered System of Supports (MTSS) - Response to Instruction/Intervention (RtI) Teams

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Summative and Formative Assessment

G10. Our goal is for 7th grade students to achieve proficiency on the Civics 2014 EOC assessment with an increase of 5 percentage points.

Targets Supported

- Social Studies
- Civics EOC

Resources Available to Support the Goal

- Webb's Depth of Knowledge questioning wheel, district-published lesson plans with skills and assessments aligned to tested End of Course Exam benchmarks to maximize opportunities for students to master tested content.

Targeted Barriers to Achieving the Goal

- Students lack exposure to moderate and high complexity questions. Students show a deficiency in reading skills, specifically informational text and reading application.

Plan to Monitor Progress Toward the Goal

Provide support and monitor implementation

Person or Persons Responsible

Multi-Tiered System of Supports (MTSS) - Response to Instruction/Intervention (RtI) Teams

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Formative and Summative Assessment Results

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Our goal for the 2014 FCAT 2.0 is for all students to increase Reading proficiency by 8 percentage points from 44% to 52%. Black from 40% to 49% Hispanic from 47% to 56% ELL from 27% to 47% SWD from 19% to 36% ED from 43% to 52%

G1.B1 Students in the Black, Hispanic, ELL, SWD and ED subgroups, demonstrate limited exposure to informational text. Therefore, students should receive exposure to rigorous lessons that compel students to respond to high level complexity questions. Academic Reading Targets for 2014 by subgroups: Black 49% Hispanic 56% ELL 47% SWD 36% ED 52%

G1.B1.S1 Students will benefit from rigorous lessons which incorporate information text through; differentiated instruction, reciprocal teaching, scaffolding, grand conversations, Question-Task Cards, Marginal Note Taking Skills, Test Taking Skills, Peer Grouping, and Technological Remedial Programs- Florida Focus, FCAT Explorer, Achieve 3000, and SOLO Voyager

Action Step 1

All teachers will incorporate an assortment of literacy activities throughout the school day. Students will get exposed to literacy packets, skill-based worksheets, and reading/writing activities. These academic activities will support what the instructors are teaching in the Language Arts/Reading classes and will be used across the curriculum along with the implementation of a research based strategy called the 10% Summary during a school-wide weekly schedule. With this strategy, many students will receive double exposure to various Reading skills.

Person or Persons Responsible

Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Lesson Plans Student Work Folders Classroom Walkthrough Logs

Facilitator:

Reading/Language Arts Department Chair

Participants:

All Teachers

Plan to Monitor Fidelity of Implementation of G1.B1.S1

The Florida Continuous Improvement Model (FCIM) will be utilized to monitor the school wide reading activities for fidelity. Instruction will be adjusted as needed.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments Lesson Plans Walkthrough Data Student Work Folders

Plan to Monitor Effectiveness of G1.B1.S1

The 2014 FCAT 2.0 Assessment data will determine effectiveness of the school-wide reading activities.

Person or Persons Responsible

The Administrators and teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

2014 FCAT 2.0 Data Interim Assessment Data

G1.B2 Students who demonstrate learning gains, exhibit limited exposure to informational text. Therefore, students should receive exposure to rigorous lessons that compel students to respond to high level complexity questions. Academic Target for 2014: 68%

G1.B2.S1 Students will benefit from rigorous lessons which incorporate information text through; differentiated instruction, reciprocal teaching, scaffolding, grand conversations, Question-Task Cards, Marginal Note Taking Skills, Test Taking Skills, Peer Grouping, and Technological Remedial Programs- Florida Focus, FCAT Explorer, Achieve 3000, and SOLO Voyager

Action Step 1

All teachers will incorporate an assortment of literacy activities throughout the school day. Students will get exposed to literacy packets, skill-based worksheets, and reading/writing activities. These academic activities will support what the instructors are teaching in the Language Arts/Reading classes and will be used across the curriculum along with the implementation of a research based strategy called the 10% Summary during a school-wide weekly schedule. With this strategy, many students will receive double exposure to various Reading skills.

Person or Persons Responsible

All teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans Student Work Folders Classroom Walkthrough Logs

Facilitator:

Reading/Language Arts Department Chair

Participants:

All Teachers

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

The Florida Continuous Improvement Model (FCIM) will be utilized to monitor the school-wide reading activities for fidelity. Instruction will be adjusted as needed.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

classroom walk-through logs lesson plans student work folders

Plan to Monitor Effectiveness of G1.B2.S1

The 2014 FCAT 2.0 Assessment data will determine effectiveness of the school-wide reading activities.

Person or Persons Responsible

Multi-Tiered System of Supports (MTSS) - Response to Instruction/Intervention (RtI) Teams

Target Dates or Schedule

Quarterly

Evidence of Completion

2014 FCAT 2.0 Assessment Data Interim Assessment Results

G1.B3 Students in the lowest 25% who demonstrate learning gains, exhibit limited exposure to informational text. Therefore, students should receive exposure to rigorous lessons that compel students to respond to high level complexity questions. Academic Target for 2014: 59%

G1.B3.S1 Students will benefit from rigorous lessons which incorporate information text through; differentiated instruction, reciprocal teaching, scaffolding, grand conversations, Question-Task Cards, Marginal Note Taking Skills, Test Taking Skills, Peer Grouping, and Technological Remedial Programs- Florida Focus, FCAT Explorer, Achieve 3000, and SOLO Voyager

Action Step 1

All teachers will incorporate an assortment of literacy activities throughout the school day. Students will get exposed to literacy packets, skill-based worksheets, and reading/writing activities. These academic activities will support what the instructors are teaching in the Language Arts/Reading classes and will be used across the curriculum along with the implementation of a research based strategy called the 10% Summary during a school-wide weekly schedule. With this strategy, many students will receive double exposure to various Reading skills.

Person or Persons Responsible

All teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans Student Work Folders Classroom Walkthrough Logs

Facilitator:

Reading/Language Arts Department Chair

Participants:

All Teachers

Plan to Monitor Fidelity of Implementation of G1.B3.S1

The Florida Continuous Improvement Model (FCIM) will be utilized to monitor the school-wide reading activities for fidelity. Instruction will be adjusted as needed.

Person or Persons Responsible

The Administrators and the leadership team

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans Walkthrough Data Student Work Folders

Plan to Monitor Effectiveness of G1.B3.S1

The 2014 FCAT 2.0 Assessment data will determine effectiveness of the school-wide reading activities.

Person or Persons Responsible

Multi-Tiered System of Supports (MTSS) - Response to Instruction/Intervention (RtI) Teams

Target Dates or Schedule

Quarterly

Evidence of Completion

2014 FCAT 2.0 Assessment Data Interim Assessment Results

G1.B4 Students proficient in the Listening/Speaking portion of the CELLA, demonstrate limited exposure to informational text. Therefore, students must receive exposure to rigorous lessons that compel students to respond to high level complexity questions. Academic Target for 2014: 43%

G1.B4.S1 Students will benefit from rigorous lessons which incorporate information text through; differentiated instruction, reciprocal teaching, scaffolding, grand conversations, Question-Task Cards, Marginal Note Taking Skills, Test Taking Skills, Peer Grouping, and Technological Remedial Programs- Florida Focus, FCAT Explorer, Achieve 3000, and SOLO Voyager

Action Step 1

All teachers will incorporate an assortment of literacy activities throughout the school day. Students will get exposed to literacy packets, skill-based worksheets, and reading/writing activities. These academic activities will support what the instructors are teaching in the Language Arts/Reading classes and will be used across the curriculum along with the implementation of a research based strategy called the 10% Summary during a school-wide weekly schedule. With this strategy, many students will receive double exposure to various Reading skills.

Person or Persons Responsible

All teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans Student Work Folders Classroom Walkthrough Logs

Facilitator:

Reading/Language Arts Department Chair

Participants:

All Teachers

Plan to Monitor Fidelity of Implementation of G1.B4.S1

The Florida Continuous Improvement Model (FCIM) will be utilized to monitor the school-wide fluency building activities for fidelity. Instruction will be adjusted as needed.

Person or Persons Responsible

The Administrators and the leadership team

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans Walkthrough Data Student Work Folders

Plan to Monitor Effectiveness of G1.B4.S1

The 2014 FCAT 2.0 Assessment data will determine effectiveness of the school-wide mathematics fluency activities.

Person or Persons Responsible

Multi-Tiered System of Supports (MTSS) - Response to Instruction/Intervention (RtI) Teams

Target Dates or Schedule

Quarterly

Evidence of Completion

2014 FCAT 2.0 Results Interim Assessment Data

G1.B5 Students proficient in the Reading portion of the CELLA, demonstrate limited exposure to informational text. Therefore, students should receive exposure to rigorous lessons that compel students to respond to high level complexity questions. Academic Target for 2014: 36%

G1.B5.S1 Students will benefit from rigorous lessons which incorporate information text through; differentiated instruction, reciprocal teaching, scaffolding, grand conversations, Question-Task Cards, Marginal Note Taking Skills, Test Taking Skills, Peer Grouping, and Technological Remedial Programs- Florida Focus, FCAT Explorer, Achieve 3000, and SOLO Voyager

Action Step 1

All teachers will incorporate an assortment of literacy activities throughout the school day. Students will get exposed to literacy packets, skill-based worksheets, and reading/writing activities. These academic activities will support what the instructors are teaching in the Language Arts/Reading classes and will be used across the curriculum along with the implementation of a research based strategy called the 10% Summary during a school-wide weekly schedule. With this strategy, many students will receive double exposure to various Reading skills.

Person or Persons Responsible

All teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Evidence Lesson Plans Student Work Folders Classroom Walkthrough Logs

Facilitator:

Reading/Language Arts Department Chair

Participants:

All Teachers

Plan to Monitor Fidelity of Implementation of G1.B5.S1

The Florida Continuous Improvement Model (FCIM) will be utilized to monitor the school-wide reading activities for fidelity. Instruction will be adjusted as needed. .

Person or Persons Responsible

The Administrators and the leadership team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments Lesson Plans Walkthrough Data Student Work Folders

Plan to Monitor Effectiveness of G1.B5.S1

The 2014 FCAT 2.0 Assessment data will determine effectiveness of the school-wide reading activities.

Person or Persons Responsible

Multi-Tiered System of Supports (MTSS) - Response to Instruction/Intervention (RtI) Teams

Target Dates or Schedule

Quarterly

Evidence of Completion

2014 FCAT 2.0 Assessment Data Interim Assessment Results

G1.B6 Students proficient in the Writing portion of the CELLA, demonstrate limited exposure to informational text. Therefore, students should receive exposure to rigorous lessons that compel students to respond to high level complexity questions. Academic Target for 2014: 30%

G1.B6.S1 Students will benefit from rigorous lessons which incorporate information text through; differentiated instruction, reciprocal teaching, scaffolding, grand conversations, Question-Task Cards, Marginal Note Taking Skills, Test Taking Skills, Peer Grouping, and Technological Remedial Programs- Florida Focus, FCAT Explorer, Achieve 3000, and SOLO Voyager

Action Step 1

All teachers will incorporate an assortment of literacy activities throughout the school day. Students will get exposed to literacy packets, skill-based worksheets, and reading/writing activities. These academic activities will support what the instructors are teaching in the Language Arts/Reading classes and will be used across the curriculum along with the implementation of a research based strategy called the 10% Summary during a school-wide weekly schedule. With this strategy, many students will receive double exposure to various Reading skills.

Person or Persons Responsible

All teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans Student Work Folders Classroom Walkthrough Logs

Facilitator:

Reading Language Arts Department Chair

Participants:

All Teachers

Plan to Monitor Fidelity of Implementation of G1.B6.S1

The Florida Continuous Improvement Model (FCIM) will be utilized to monitor the school-wide fluency building activities for fidelity. Instruction will be adjusted as needed.

Person or Persons Responsible

The Administrators and the leadership team

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans Walkthrough Data Student Work Folders

Plan to Monitor Effectiveness of G1.B6.S1

The 2014 FCAT 2.0 Assessment data will determine effectiveness of the school-wide mathematics fluency activities.

Person or Persons Responsible

Multi-Tiered System of Supports (MTSS) - Response to Instruction/Intervention (RtI) Teams

Target Dates or Schedule

Quarterly

Evidence of Completion

2014 FCAT 2.0 Assessment Results Interim Assessment Data

G2. Our goal for the 2014 FCAT 2.0 is for level 3 students to increase their Reading proficiency by 6 percentage points and level 4-5 students to increase by 2 percentage points. Level 3 Students From 27% to 33% Level 4-5 Students From 17% to 19%

G2.B1 Historically, level 3 students at Lake Stevens Middle School demonstrate limited mastery in verbal communication and lack persuasive writing skills. Their reading comprehension is hindered by their lack of exposure to high complexity text and higher order questioning.

G2.B1.S1 To increase overall reading comprehension, teachers will provide team building activities, authentic assessments, speech and debate opportunities, exposure to high complexity text along with higher order questioning.

Action Step 1

Reading and Language Arts Teachers will provide team building activities, authentic assessments, speech and debate opportunities, exposure to high complexity text along with higher order questioning.

Person or Persons Responsible

Reading and Language Arts Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans and Student Samples

Facilitator:

Ms. V. Washington, Dept. Chairperson

Participants:

Reading and Language Arts Teachers

Plan to Monitor Fidelity of Implementation of G2.B1.S1

The Florida Continuous Improvement Model (FCIM) will be utilized to monitor the implementation of team building activities, authentic assessments, speech and debate opportunities, exposure to high complexity text along with higher order questioning for fidelity. Instruction will be adjusted as needed.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments Lesson Plans Walkthrough Data Student Work Folders

Plan to Monitor Effectiveness of G2.B1.S1

The 2014 FCAT 2.0 Assessment data will determine effectiveness of the team building activities, authentic assessments, speech and debate opportunities, exposure to high complexity text along with higher order questioning.

Person or Persons Responsible

Multi-Tiered System of Supports (MTSS) - Response to Instruction/Intervention (RtI) Teams

Target Dates or Schedule

April 2014

Evidence of Completion

2014 FCAT 2.0 Assessment Data

G2.B2 Level 4-5 students at Lake Stevens Middle School demonstrate limited mastery in verbal communication and their reading comprehension is hindered by a lack of exposure to high complexity text and higher order questioning.

G2.B2.S1 To increase overall reading comprehension, teachers will provide enrichment opportunities such as speech and debate activities along with consistent exposure to high complexity text and higher order questioning.

Action Step 1

Reading and Language Arts Teachers will provide speech and debate opportunities and exposure to high complexity text along with higher order questioning.

Person or Persons Responsible

Reading and Language Arts Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Lesson Plans and Student Work Folders

Facilitator:

Ms. Vania Washington, Reading/Language Arts Department Chair

Participants:

Reading and Language Arts Teachers

Plan to Monitor Fidelity of Implementation of G2.B2.S1

The Florida Continuous Improvement Model (FCIM) will be utilized to monitor the school-wide reading activities for fidelity. Instruction will be adjusted as needed.

Person or Persons Responsible

The Administrators and the leadership team

Target Dates or Schedule

ongoing

Evidence of Completion

Lesson Plans Walkthrough Data Student Work Folders

Plan to Monitor Effectiveness of G2.B2.S1

The 2014 FCAT 2.0 Assessment data will determine effectiveness of the school-wide reading activities.

Person or Persons Responsible

Multi-Tiered System of Supports (MTSS) - Response to Instruction/Intervention (RtI) Teams

Target Dates or Schedule

Quarterly

Evidence of Completion

2014 FCAT 2.0 Assessment Data Interim Assessment Results

G3. Our goal for the 2014 FCAT writing is for 8th grade students to achieve proficient with an increase of 7 percentage points as measured by the FCAT 2.0 Writing.

G3.B1 Students at an FCAT Writing level of 3.5 and above demonstrate a deficiency in providing support. Last year 33% of 8th grade students were considered proficient at writing (3.5 and above) and the target for the 2013-2014 school year is 40% proficiency.

G3.B1.S1 The implementation of a school-wide weekly writing schedule will allow students to connect the writing process with all subject areas. This cross-curricular writing activity will assist students with their deficiency in providing support.

Action Step 1

All subject area teachers will incorporate a school-wide weekly writing schedule into their lesson plans. Cross-curricular writing activities will specifically address the building of various forms of writing support including specific details, realistic statistics, facts, reasons, and incidents.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans, Writing Schedule

Facilitator:

Dr. Barrett, Assistant Principal

Participants:

All Subject Area Teachers

Plan to Monitor Fidelity of Implementation of G3.B1.S1

The Florida Continuous Improvement Model (FCIM) will be utilized to monitor the school-wide weekly writing schedule for fidelity. Instruction will be adjusted as needed.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments Lesson Plans Walkthrough Data Student Work Folders

Plan to Monitor Effectiveness of G3.B1.S1

FCAT 2.0 Assessment data will determine effectiveness of the school-wide weekly writing schedule.

Person or Persons Responsible

Multi-Tiered System of Supports (MTSS) - Response to Instruction/Intervention (RtI) Teams

Target Dates or Schedule

June 2014

Evidence of Completion

2014 FCAT 2.0 Assessment Data

G3.B1.S2 The 10% Summary-Professional Development and implementation of a research based strategy called the "10% Summary" will provide all subject area teachers with a writing activity to incorporate into their weekly lessons. This summary strategy allows students to condense informational text that is relevant and real-world applicable. Summary writing will improve reading comprehension and assist students with their deficiency in providing support.

Action Step 1

Implementation of a research-based strategy called the "10% Summary" for all subject area teachers. Teachers will begin implementation of the "10% Summary" once they have received PD and/or have had the writing strategy modeled in their own classroom. Full implementation of the strategy will include students summarizing informational text on a weekly basis using the "10% Summary" format.

Person or Persons Responsible

All subject area teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Professional Development Documents, Lesson Plans, Student Work Samples

Facilitator:

Dr. Barrett, Assistant Principal

Participants:

All Subject Area Teachers

Plan to Monitor Fidelity of Implementation of G3.B1.S2

The Florida Continuous Improvement Model (FCIM) will be utilized to monitor the 10% Summary Writing Strategy for fidelity. Instruction will be adjusted as needed.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments Lesson Plans Walkthrough Data Student Work Folders

Plan to Monitor Effectiveness of G3.B1.S2

FCAT 2.0 Assessment data will determine effectiveness of the 10% Summary Writing Strategy.

Person or Persons Responsible

Multi-Tiered System of Supports (MTSS) - Response to Instruction/Intervention (RtI) Teams

Target Dates or Schedule

April 2014

Evidence of Completion

2014 FCAT 2.0 Assessment Data

G3.B1.S3 Instructional Focus Calendars will target writing instruction based on trends and patterns from the 2013 student responses to the FCAT 2.0 Writing Assessment and the 2013 District Writing Baseline. Specifically targeted instructional activities will provide differentiated instruction to address students with a deficiency in providing support.

Action Step 1

The language arts teachers will collaborate with the department chair to develop an instructional focus calendar for 8th grade writing utilizing the District's Pacing Guide and the trends and patterns found on the student responses to the 2013 FCAT 2.0 Writing Assessment and the 2013-2014 District Writing Baseline.

Person or Persons Responsible

Language Arts Teachers and Department Chair

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson Plans Student Work Folders

Plan to Monitor Fidelity of Implementation of G3.B1.S3

The Florida Continuous Improvement Model (FCIM) will be utilized to monitor the fidelity of implementation of the instructional writing focus calendars. Instruction will be adjusted as needed.

Person or Persons Responsible

Administration

Target Dates or Schedule

ongoing

Evidence of Completion

Formative Assessments Classroom Walkthrough Logs Lesson Plans Student Work Folders

Plan to Monitor Effectiveness of G3.B1.S3

2014 FCAT 2.0 Assessment data will determine effectiveness of the instructional writing focus calendars.

Person or Persons Responsible

Multi-Tiered System of Supports (MTSS) - Response to Instruction/Intervention (RtI) Teams

Target Dates or Schedule

April 2014

Evidence of Completion

2014 FCAT 2.0 Assessment Data

G4. Our goal for the 2014 FCAT 2.0 is for all students to achieve proficient with an increase of 10 percentage points as measured by the 2014 FCAT 2.0 Mathematics Exam.

G4.B1 • Students in the Black, Hispanic, ELL, and ED subgroups demonstrate a deficiency in basic computational skills needed to be successful with middle school math. Specifically, students demonstrate limited knowledge with the reporting category of Geometry and Measurement. Academic Targets for Subgroups not making AMO: Black 57% Hispanic 66% ELL 68% ED 61% • Students at a Mathematics FCAT 2.0 level 3, demonstrate a deficiency in basic computational skills needed to be successful with middle school math. Specifically, students demonstrate limited knowledge with the reporting category of Geometry and Measurement. Academic Target for FCAT level 3 students: 41% • Students at a Mathematics FCAT 2.0 Level 4 and above, demonstrate a deficiency in basic computational skills needed to be successful with middle school math. Specifically, students demonstrate limited knowledge with the reporting category of Geometry and Measurement. Academic Target for FCAT level 4 and above: 20% • Students making learning gains in Mathematics, demonstrate a deficiency in basic computational skills needed to be successful with middle school math. Specifically, students demonstrate limited knowledge with the reporting category of Geometry and Measurement. Academic Target for All Students Making Learning Gains: 72% • Students in the lowest 25%, demonstrate a deficiency in basic computational skills needed to be successful with middle school math. Specifically, students demonstrate limited knowledge with the reporting category of Geometry and Measurement. Academic Target for Learning Gains-Lowest 25%: 70%

G4.B1.S1 Provide all teachers with targeted math fluency activities in an effort to build and reinforce the basic computational skills necessary to be successful with middle school math. This additional assistance with multiplication and division facts will provide students with fluency practice outside of the Mathematics instructional block.

Action Step 1

The department chair will provide all teachers with school-wide fluency activities including but not limited to, the quick recall of multiplication and division facts.

Person or Persons Responsible

All Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work Folders Classroom Walkthrough Data

Facilitator:

Mathematics Department Chair

Participants:

All Teachers

Plan to Monitor Fidelity of Implementation of G4.B1.S1

The Florida Continuous Improvement Model (FCIM) will be utilized to monitor the school-wide fluency building activities for fidelity. Instruction will be adjusted as needed.

Person or Persons Responsible

Mathematics Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments Lesson Plans Walkthrough Data Student Work Folders

Plan to Monitor Effectiveness of G4.B1.S1

The 2014 FCAT 2.0 Assessment data will determine effectiveness of the school-wide mathematics fluency activities.

Person or Persons Responsible

Multi-Tiered System of Supports (MTSS) - Response to Instruction/Intervention (RtI) Teams

Target Dates or Schedule

April 2014

Evidence of Completion

2014 FCAT 2.0 Assessment Data

G5. Our goal for the 2014 is to increase participation and performance on Middle School Acceleration for Mathematics. The 2014 Academic Target for Participation: From 64% to 68% 2014 Academic Target for Performance: From 94% to 95%

G5.B1 Students participating in middle school acceleration courses, demonstrate a deficiency in basic computational skills needed to be successful with middle school math. 2014 Academic Target for Participation: 68% 2014 Academic Target for Performance: 95%

G5.B1.S1 Provide all teachers with targeted math fluency activities in an effort build and reinforce the basic computational skills necessary to be successful with middle school math. This additional assistance with multiplication and division facts will provide students with fluency practice outside of the mathematics instructional block.

Action Step 1

The department chair will provide all teachers with school-wide fluency activities including but not limited to, the quick recall of multiplication and division facts.

Person or Persons Responsible

All Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work Folders

Facilitator:

Mathematics Department Chair

Participants:

All Teachers

Plan to Monitor Fidelity of Implementation of G5.B1.S1

The Florida Continuous Improvement Model (FCIM) will be utilized to monitor the school-wide fluency building activities for fidelity. Instruction will be adjusted as needed.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments Lesson Plans Walkthrough Data Student Work Folders

Plan to Monitor Effectiveness of G5.B1.S1

The 2014 FCAT 2.0 Assessment data will determine effectiveness of the school-wide mathematics fluency activities.

Person or Persons Responsible

Multi-Tiered System of Supports (MTSS) - Response to Instruction/Intervention (RtI) Teams

Target Dates or Schedule

April 2014

Evidence of Completion

2014 FCAT 2.0 Assessment Data

G6. Our goal for the 2014 FCAT 2.0 is for Algebra students to achieve proficient by maintaining 49 percentage points.

G6.B1 Students at a level 3 on the Algebra EOC, demonstrate a deficiency in basic computational skills needed to be successful with middle school math. 2014 Academic Target for Level 3: 49% 2014 Academic Target for Level 4-5: 45%

G6.B1.S1 Provide all teachers with targeted math fluency activities in an effort build and reinforce the basic computational skills necessary to be successful with middle school math. This additional assistance with multiplication and division facts will provide students with fluency practice outside of the Mathematics instructional block.

Action Step 1

All teachers will implement school-wide math fluency activities including but not limited to, the quick recall of multiplication and division facts.

Person or Persons Responsible

All teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans Walkthrough Data Student Work Folders

Facilitator:

Mathematics Department Chair

Participants:

All Teachers

Plan to Monitor Fidelity of Implementation of G6.B1.S1

The Florida Continuous Improvement Model (FCIM) will be utilized to monitor the school-wide fluency building activities for fidelity. Instruction will be adjusted as needed.

Person or Persons Responsible

Administrative and Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments Lesson Plans Walkthrough Data Student Work Folders

Plan to Monitor Effectiveness of G6.B1.S1

The 2014 FCAT 2.0 Assessment data will determine effectiveness of the school-wide mathematics fluency activities.

Person or Persons Responsible

Multi-Tiered System of Supports (MTSS) - Response to Instruction/Intervention (RtI) Teams

Target Dates or Schedule

Quarterly

Evidence of Completion

2014 FCAT 2.0 Results Interim Assessment Data

G7. Our goal for the 2014 FCAT 2.0 Science is for 8th grade students to achieve proficient with an increase of 5 percentage points.

G7.B1 Students at a Science FCAT 2.0 Level 3, demonstrate a deficiency in Physical Science and Life Science categories due to a need for greater exposure to moderate and high complexity questions and more hands-on activities in the two categories. Academic Target for 2014 for FCAT 2.0 Level 3: 21%

G7.B1.S1 Teachers will utilize the District-published lesson plans to provide opportunities for students to participate in hands-on activities that will help develop an understanding of the concepts related to Physical and Life Science. Teachers will provide opportunities for students to read and interpret data as it relates to Physical Science and provide opportunities for students to review "Fair-Game" Benchmarks. Students will also have access to technology for online labs through GIZMOS

Action Step 1

Science teachers will utilize the District-published lesson plans to provide opportunities for students to participate in hands-on activities that will help develop an understanding of the concepts related to Physical and Life Science, provide opportunities for students to read and interpret data as it relates to Physical Science and provide opportunities for students to review "Fair-Game" Benchmarks.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans Student Work Folders

Facilitator:

Science Department Chair

Participants:

Science Teachers

Plan to Monitor Fidelity of Implementation of G7.B1.S1

The Florida Continuous Improvement Model (FCIM) will be utilized to monitor the hands-on science activities. Instruction will be adjusted as needed.

Person or Persons Responsible

Administrators and Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans Walkthrough Data Student Work Folders

Plan to Monitor Effectiveness of G7.B1.S1

The 2014 FCAT 2.0 Assessment data will determine effectiveness of the the hands-on science activities.

Person or Persons Responsible

Multi-Tiered System of Supports (MTSS) - Response to Instruction/Intervention (RtI) Teams

Target Dates or Schedule

Quarterly

Evidence of Completion

2014 FCAT 2.0 results Interim Assessment Data

G7.B2 Students at a Science FCAT 2.0 Level 4 and above, demonstrate a deficiency in Physical Science and Life Science categories due to a need for greater exposure to moderate and high complexity questions and more hands-on activities in the two categories. Academic Target for 2014 for FCAT 2.0 Level 4-5: 21%

G7.B2.S1 Teachers will utilize the District-published lesson plans to provide opportunities for students to participate in enrichment opportunities such as hands-on activities that will help develop an understanding of the concepts related to Physical and Life Science. Teachers will also provide enrichment opportunities through online labs through GIZMOS

Action Step 1

Teachers will utilize the District-published lesson plans to provide opportunities for students to participate in enrichment opportunities such as hands-on activities that will help develop an understanding of the concepts related to Physical and Life Science. Teachers will also provide enrichment opportunities through online labs through GIZMOS

Person or Persons Responsible

Science Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans and Student Folders

Plan to Monitor Fidelity of Implementation of G7.B2.S1

The Florida Continuous Improvement Model (FCIM) will be utilized to monitor the hands-on science activities. Instruction will be adjusted as needed.

Person or Persons Responsible

Administrators and Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans Walkthrough Data Student Work Folders

Plan to Monitor Effectiveness of G7.B2.S1

The 2014 FCAT 2.0 Assessment data will determine effectiveness of the the hands-on science activities.

Person or Persons Responsible

Multi-Tiered System of Supports (MTSS) - Response to Instruction/Intervention (RtI) Teams

Target Dates or Schedule

Quarterly

Evidence of Completion

2014 FCAT 2.0 results Interim Assessment Data

G8. To increase participation in STEM activities for all students from 95% to 98%.

G8.B1 The number of STEM experiences offered to students is sometimes limited due to a lack of technology. Targeted number of experiences for 2014: 15 Targeted percent of participation in STEM experiences for 2014: 98%

G8.B1.S1 Teachers will offer STEM activities through hands on instructional delivery of lessons as per the district published pacing guide, the incorporation of Discovery Education online and the offering of a robotics club.

Action Step 1

Teachers will offer STEM activities through hands on instructional delivery of lessons as per the district published pacing guide, the incorporation of Discovery Education online and the offering of a robotics club.

Person or Persons Responsible

Science Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans Student Work Folders Participation and Student Performance during STEM Activities.

Facilitator:

Science Department Chair

Participants:

Science, Mathematics and Technology Teachers

Plan to Monitor Fidelity of Implementation of G8.B1.S1

The Florida Continuous Improvement Model (FCIM) will be utilized to monitor the school-wide STEM activities for fidelity. Instruction will be adjusted as needed.

Person or Persons Responsible

Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments Lesson Plans Walkthrough Data Student Work Folders

Plan to Monitor Effectiveness of G8.B1.S1

The 2014 FCAT 2.0 Assessment data will determine effectiveness of the school-wide STEM activities.

Person or Persons Responsible

Multi-Tiered System of Supports (MTSS) - Response to Instruction/Intervention (RtI) Teams

Target Dates or Schedule

Quarterly

Evidence of Completion

2014 FCAT 2.0 results Interim Assessment Data

G9. Our goal for the 2014 FCAT 2.0 is for students enrolled in CTE courses to increase Reading proficiency by 8 percentage points.

G9.B1 Students enrolled in Career and Technical Education (CTE) courses, demonstrate limited exposure to informational text. Therefore, students should receive exposure to rigorous lessons that compel students to respond to high level complexity questions.

G9.B1.S1 Students will benefit from rigorous lessons which incorporate information text through; differentiated instruction, reciprocal teaching, scaffolding, grand conversations, Question-Task Cards, Marginal Note Taking Skills, Test Taking Skills, Peer Grouping, and Technological Remedial Programs- Florida Focus, FCAT Explorer, Achieve 3000, and SOLO Voyager

Action Step 1

All teachers will incorporate an assortment of literacy activities throughout the school day. Students will get exposed to literacy packets, skill-based worksheets, and reading/writing activities. These academic activities will support what the instructors are teaching in the Language Arts/Reading classes and will be used across the curriculum along with the implementation of a research based strategy called the 10% Summary during a school-wide weekly schedule. With this strategy, many students will receive double exposure to various Reading skills

Person or Persons Responsible

All teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Lesson Plans Student Work Folders Classroom Walkthrough Logs

Plan to Monitor Fidelity of Implementation of G9.B1.S1

The Florida Continuous Improvement Model (FCIM) will be utilized to monitor the school-wide reading activities for fidelity. Instruction will be adjusted as needed.

Person or Persons Responsible

Administration and Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments Lesson Plans Walkthrough Data Student Work Folders

Plan to Monitor Effectiveness of G9.B1.S1

The 2014 FCAT 2.0 Assessment data will determine effectiveness of the school-wide reading activities.

Person or Persons Responsible

Multi-Tiered System of Supports (MTSS) - Response to Instruction/Intervention (RtI) Teams

Target Dates or Schedule

Quarterly

Evidence of Completion

2014 FCAT 2.0 Results Interim Assessment Data

G10. Our goal is for 7th grade students to achieve proficiency on the Civics 2014 EOC assessment with an increase of 5 percentage points.

G10.B1 Students lack exposure to moderate and high complexity questions. Students show a deficiency in reading skills, specifically informational text and reading application.

G10.B1.S1 Provide students with opportunities to examine opposing points of view on a variety of global issues.

Action Step 1

Civics teachers will utilize Webb's Depth of Knowledge wheel to present topics and questions for students to examine opposing points of view on a variety of lessons.

Person or Persons Responsible

Civics Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans Classroom Walkthrough Data Student Work Folders

Plan to Monitor Fidelity of Implementation of G10.B1.S1

The Florida Continuous Improvement Model (FCIM) will be utilized to monitor the higher order questioning activities for fidelity. Instruction will be adjusted as needed.

Person or Persons Responsible

Administration and Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments Lesson Plans Walkthrough Data Student Work Folders

Plan to Monitor Effectiveness of G10.B1.S1

The 2014 FCAT 2.0 Assessment data will determine effectiveness of the school-wide higher order thinking activities.

Person or Persons Responsible

Multi-Tiered System of Supports (MTSS) - Response to Instruction/Intervention (RtI) Teams

Target Dates or Schedule

Quarterly

Evidence of Completion

2014 FCAT Assessment Results Interim Assessment Data

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

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. As such, since the school has not made Adequate Yearly Progress for more than two consecutive years, students at the school are eligible to receive Supplemental Education Services (SES). Students will be afforded the opportunity to participate in before and/or after school tutoring which will be provided by private and/or contracted providers.

1. The district established the New Educator Support Team (NEST) program. Lake Stevens Middle School will utilize the district's support program to provide assistance for teachers in their first and second year of teaching.
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 TRUST counselor.
3. Citrus Health Services 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 South Florida After-School All Stars and Middle School Enrichment Program, which provides 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. Course recovery courses will be offered through Compass Learning.

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 (as appropriate); Supplemental Educational Services; 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.

Title II

The District uses supplemental funds for improving basic education as follows:

- training to certify qualified mentors for the New Teacher (MINT) Program
- training for add-on endorsement programs, such as Reading, Gifted, ESOL
- 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.

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. In addition, Lake Stevens Middle School provides the following services from Health Connect in Our Schools:

- Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds.
- HCiOS services will reduce or eliminate barriers to care, connect eligible students with health insurance and a medical home, and provide care for students who are not eligible for other services.
- HCiOS will deliver coordinated social work and mental/behavioral health interventions in a timely manner.
- HCiOS will enhance the health education activities provided by the schools and by the health department.
- HCiOS will assure all students receive health education.
- HCiOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program.

Supplemental Academic Instruction (SAI)

Lake Stevens Middle School will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

Lake Stevens Middle School offers non-violence and anti-drug programs that incorporate field trips, community service, drug testing, and counseling. All of these programs are coordinated by the TRUST Counselor. Peer Mediation and Youth Crime Watch programs are also provided through the Trust Counselor.

Nutrition Programs

- 1) Lake Stevens Middle School adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- 2) Nutrition education, as per state statute, is taught through physical education.
- 3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Housing Programs-N/A

Head Start-N/A

Adult Education-N/A

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.

Articulation agreements allow students to earn college and postsecondary technical credits in high school. It also provides more opportunities for students to complete two and four year postsecondary degrees.

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.

Job Training-N/A

Other

Parental Involvement Program Description

Involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services.

Increase parental engagement/involvement through developing (with on-going parental input) our Title I School-Parent Compact (for each student); our school's Title I Parental Involvement Policy; scheduling the Title I Orientation Meeting (Open House); and other documents/activities necessary in order to comply with dissemination and reporting requirements.

Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents' schedule as part of our goal to empower parents and build their capacity for involvement.

The school receives funding under the School Improvement Grant Fund/School Improvement Grant Initiative in order to increase the achievement of the lowest performing subgroups through comprehensive, ongoing data analysis, curriculum and instruction alignment, and specific interventions such as extended day remedial tutorial instruction, Differentiated instruction/intervention, classroom libraries, and Project CRISS. Additionally, Title I School Improvement Grant/Fund support funding and assistance to schools in Differentiated Accountability based on need.

Complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07), and submit to the Title I Administration by the 5th of each month as documentation and compliance with NCLB Section 1118.

Additionally, the M-DCPS Title I Parent/Family Survey, distributed to schools by Title I Administration is to be completed by parents/families annually in May. The Survey's results are to be used to assist with revising our Title I parental documents for the approaching school year.

The Voluntary Public School Choice Program (I Choose!) a federally funded grant, is a district wide initiative designed to assist in achieving the Miami-Dade County Public Schools' District's Strategic Plan goal to expand the availability of and access to high quality public school choice options for all parents in Miami-Dade County. Voluntary Public School Choice grant funds are used to evaluate programs, inform parents of educational options, and re-culture teaching practices to establish quality school environments.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. Our goal for the 2014 FCAT 2.0 is for all students to increase Reading proficiency by 8 percentage points from 44% to 52%. Black from 40% to 49% Hispanic from 47% to 56% ELL from 27% to 47% SWD from 19% to 36% ED from 43% to 52%

G1.B1 Students in the Black, Hispanic, ELL, SWD and ED subgroups, demonstrate limited exposure to informational text. Therefore, students should receive exposure to rigorous lessons that compel students to respond to high level complexity questions. Academic Reading Targets for 2014 by subgroups: Black 49% Hispanic 56% ELL 47% SWD 36% ED 52%

G1.B1.S1 Students will benefit from rigorous lessons which incorporate information text through; differentiated instruction, reciprocal teaching, scaffolding, grand conversations, Question-Task Cards, Marginal Note Taking Skills, Test Taking Skills, Peer Grouping, and Technological Remedial Programs-Florida Focus, FCAT Explorer, Achieve 3000, and SOLO Voyager

PD Opportunity 1

All teachers will incorporate an assortment of literacy activities throughout the school day. Students will get exposed to literacy packets, skill-based worksheets, and reading/writing activities. These academic activities will support what the instructors are teaching in the Language Arts/Reading classes and will be used across the curriculum along with the implementation of a research based strategy called the 10% Summary during a school-wide weekly schedule. With this strategy, many students will receive double exposure to various Reading skills.

Facilitator

Reading/Language Arts Department Chair

Participants

All Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Lesson Plans Student Work Folders Classroom Walkthrough Logs

G1.B2 Students who demonstrate learning gains, exhibit limited exposure to informational text. Therefore, students should receive exposure to rigorous lessons that compel students to respond to high level complexity questions. Academic Target for 2014: 68%

G1.B2.S1 Students will benefit from rigorous lessons which incorporate information text through; differentiated instruction, reciprocal teaching, scaffolding, grand conversations, Question-Task Cards, Marginal Note Taking Skills, Test Taking Skills, Peer Grouping, and Technological Remedial Programs- Florida Focus, FCAT Explorer, Achieve 3000, and SOLO Voyager

PD Opportunity 1

All teachers will incorporate an assortment of literacy activities throughout the school day. Students will get exposed to literacy packets, skill-based worksheets, and reading/writing activities. These academic activities will support what the instructors are teaching in the Language Arts/Reading classes and will be used across the curriculum along with the implementation of a research based strategy called the 10% Summary during a school-wide weekly schedule. With this strategy, many students will receive double exposure to various Reading skills.

Facilitator

Reading/Language Arts Department Chair

Participants

All Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans Student Work Folders Classroom Walkthrough Logs

G1.B3 Students in the lowest 25% who demonstrate learning gains, exhibit limited exposure to informational text. Therefore, students should receive exposure to rigorous lessons that compel students to respond to high level complexity questions. Academic Target for 2014: 59%

G1.B3.S1 Students will benefit from rigorous lessons which incorporate information text through; differentiated instruction, reciprocal teaching, scaffolding, grand conversations, Question-Task Cards, Marginal Note Taking Skills, Test Taking Skills, Peer Grouping, and Technological Remedial Programs- Florida Focus, FCAT Explorer, Achieve 3000, and SOLO Voyager

PD Opportunity 1

All teachers will incorporate an assortment of literacy activities throughout the school day. Students will get exposed to literacy packets, skill-based worksheets, and reading/writing activities. These academic activities will support what the instructors are teaching in the Language Arts/Reading classes and will be used across the curriculum along with the implementation of a research based strategy called the 10% Summary during a school-wide weekly schedule. With this strategy, many students will receive double exposure to various Reading skills.

Facilitator

Reading/Language Arts Department Chair

Participants

All Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans Student Work Folders Classroom Walkthrough Logs

G1.B4 Students proficient in the Listening/Speaking portion of the CELLA, demonstrate limited exposure to informational text. Therefore, students must receive exposure to rigorous lessons that compel students to respond to high level complexity questions. Academic Target for 2014: 43%

G1.B4.S1 Students will benefit from rigorous lessons which incorporate information text through; differentiated instruction, reciprocal teaching, scaffolding, grand conversations, Question-Task Cards, Marginal Note Taking Skills, Test Taking Skills, Peer Grouping, and Technological Remedial Programs- Florida Focus, FCAT Explorer, Achieve 3000, and SOLO Voyager

PD Opportunity 1

All teachers will incorporate an assortment of literacy activities throughout the school day. Students will get exposed to literacy packets, skill-based worksheets, and reading/writing activities. These academic activities will support what the instructors are teaching in the Language Arts/Reading classes and will be used across the curriculum along with the implementation of a research based strategy called the 10% Summary during a school-wide weekly schedule. With this strategy, many students will receive double exposure to various Reading skills.

Facilitator

Reading/Language Arts Department Chair

Participants

All Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans Student Work Folders Classroom Walkthrough Logs

G1.B5 Students proficient in the Reading portion of the CELLA, demonstrate limited exposure to informational text. Therefore, students should receive exposure to rigorous lessons that compel students to respond to high level complexity questions. Academic Target for 2014: 36%

G1.B5.S1 Students will benefit from rigorous lessons which incorporate information text through; differentiated instruction, reciprocal teaching, scaffolding, grand conversations, Question-Task Cards, Marginal Note Taking Skills, Test Taking Skills, Peer Grouping, and Technological Remedial Programs- Florida Focus, FCAT Explorer, Achieve 3000, and SOLO Voyager

PD Opportunity 1

All teachers will incorporate an assortment of literacy activities throughout the school day. Students will get exposed to literacy packets, skill-based worksheets, and reading/writing activities. These academic activities will support what the instructors are teaching in the Language Arts/Reading classes and will be used across the curriculum along with the implementation of a research based strategy called the 10% Summary during a school-wide weekly schedule. With this strategy, many students will receive double exposure to various Reading skills.

Facilitator

Reading/Language Arts Department Chair

Participants

All Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Evidence Lesson Plans Student Work Folders Classroom Walkthrough Logs

G1.B6 Students proficient in the Writing portion of the CELLA, demonstrate limited exposure to informational text. Therefore, students should receive exposure to rigorous lessons that compel students to respond to high level complexity questions. Academic Target for 2014: 30%

G1.B6.S1 Students will benefit from rigorous lessons which incorporate information text through; differentiated instruction, reciprocal teaching, scaffolding, grand conversations, Question-Task Cards, Marginal Note Taking Skills, Test Taking Skills, Peer Grouping, and Technological Remedial Programs- Florida Focus, FCAT Explorer, Achieve 3000, and SOLO Voyager

PD Opportunity 1

All teachers will incorporate an assortment of literacy activities throughout the school day. Students will get exposed to literacy packets, skill-based worksheets, and reading/writing activities. These academic activities will support what the instructors are teaching in the Language Arts/Reading classes and will be used across the curriculum along with the implementation of a research based strategy called the 10% Summary during a school-wide weekly schedule. With this strategy, many students will receive double exposure to various Reading skills.

Facilitator

Reading Language Arts Department Chair

Participants

All Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans Student Work Folders Classroom Walkthrough Logs

G2. Our goal for the 2014 FCAT 2.0 is for level 3 students to increase their Reading proficiency by 6 percentage points and level 4-5 students to increase by 2 percentage points. Level 3 Students From 27% to 33% Level 4-5 Students From 17% to 19%

G2.B1 Historically, level 3 students at Lake Stevens Middle School demonstrate limited mastery in verbal communication and lack persuasive writing skills. Their reading comprehension is hindered by their lack of exposure to high complexity text and higher order questioning.

G2.B1.S1 To increase overall reading comprehension, teachers will provide team building activities, authentic assessments, speech and debate opportunities, exposure to high complexity text along with higher order questioning.

PD Opportunity 1

Reading and Language Arts Teachers will provide team building activities, authentic assessments, speech and debate opportunities, exposure to high complexity text along with higher order questioning.

Facilitator

Ms. V. Washington, Dept. Chairperson

Participants

Reading and Language Arts Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans and Student Samples

G2.B2 Level 4-5 students at Lake Stevens Middle School demonstrate limited mastery in verbal communication and their reading comprehension is hindered by a lack of exposure to high complexity text and higher order questioning.

G2.B2.S1 To increase overall reading comprehension, teachers will provide enrichment opportunities such as speech and debate activities along with consistent exposure to high complexity text and higher order questioning.

PD Opportunity 1

Reading and Language Arts Teachers will provide speech and debate opportunities and exposure to high complexity text along with higher order questioning.

Facilitator

Ms. Vania Washington, Reading/Language Arts Department Chair

Participants

Reading and Language Arts Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Lesson Plans and Student Work Folders

G3. Our goal for the 2014 FCAT writing is for 8th grade students to achieve proficient with an increase of 7 percentage points as measured by the FCAT 2.0 Writing.

G3.B1 Students at an FCAT Writing level of 3.5 and above demonstrate a deficiency in providing support. Last year 33% of 8th grade students were considered proficient at writing (3.5 and above) and the target for the 2013-2014 school year is 40% proficiency.

G3.B1.S1 The implementation of a school-wide weekly writing schedule will allow students to connect the writing process with all subject areas. This cross-curricular writing activity will assist students with their deficiency in providing support.

PD Opportunity 1

All subject area teachers will incorporate a school-wide weekly writing schedule into their lesson plans. Cross-curricular writing activities will specifically address the building of various forms of writing support including specific details, realistic statistics, facts, reasons, and incidents.

Facilitator

Dr. Barrett, Assistant Principal

Participants

All Subject Area Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans, Writing Schedule

G3.B1.S2 The 10% Summary-Professional Development and implementation of a research based strategy called the "10% Summary" will provide all subject area teachers with a writing activity to incorporate into their weekly lessons. This summary strategy allows students to condense informational text that is relevant and real-world applicable. Summary writing will improve reading comprehension and assist students with their deficiency in providing support.

PD Opportunity 1

Implementation of a research-based strategy called the "10% Summary" for all subject area teachers. Teachers will begin implementation of the "10% Summary" once they have received PD and/or have had the writing strategy modeled in their own classroom. Full implementation of the strategy will include students summarizing informational text on a weekly basis using the "10% Summary" format.

Facilitator

Dr. Barrett, Assistant Principal

Participants

All Subject Area Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Professional Development Documents, Lesson Plans, Student Work Samples

G4. Our goal for the 2014 FCAT 2.0 is for all students to achieve proficient with an increase of 10 percentage points as measured by the 2014 FCAT 2.0 Mathematics Exam.

G4.B1 • Students in the Black, Hispanic, ELL, and ED subgroups demonstrate a deficiency in basic computational skills needed to be successful with middle school math. Specifically, students demonstrate limited knowledge with the reporting category of Geometry and Measurement. Academic Targets for Subgroups not making AMO: Black 57% Hispanic 66% ELL 68% ED 61% • Students at a Mathematics FCAT 2.0 level 3, demonstrate a deficiency in basic computational skills needed to be successful with middle school math. Specifically, students demonstrate limited knowledge with the reporting category of Geometry and Measurement. Academic Target for FCAT level 3 students: 41% • Students at a Mathematics FCAT 2.0 Level 4 and above, demonstrate a deficiency in basic computational skills needed to be successful with middle school math. Specifically, students demonstrate limited knowledge with the reporting category of Geometry and Measurement. Academic Target for FCAT level 4 and above: 20% • Students making learning gains in Mathematics, demonstrate a deficiency in basic computational skills needed to be successful with middle school math. Specifically, students demonstrate limited knowledge with the reporting category of Geometry and Measurement. Academic Target for All Students Making Learning Gains: 72% • Students in the lowest 25%, demonstrate a deficiency in basic computational skills needed to be successful with middle school math. Specifically, students demonstrate limited knowledge with the reporting category of Geometry and Measurement. Academic Target for Learning Gains-Lowest 25%: 70%

G4.B1.S1 Provide all teachers with targeted math fluency activities in an effort to build and reinforce the basic computational skills necessary to be successful with middle school math. This additional assistance with multiplication and division facts will provide students with fluency practice outside of the Mathematics instructional block.

PD Opportunity 1

The department chair will provide all teachers with school-wide fluency activities including but not limited to, the quick recall of multiplication and division facts.

Facilitator

Mathematics Department Chair

Participants

All Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work Folders Classroom Walkthrough Data

G5. Our goal for the 2014 is to increase participation and performance on Middle School Acceleration for Mathematics. The 2014 Academic Target for Participation: From 64% to 68% 2014 Academic Target for Performance: From 94% to 95%

G5.B1 Students participating in middle school acceleration courses, demonstrate a deficiency in basic computational skills needed to be successful with middle school math. 2014 Academic Target for Participation: 68% 2014 Academic Target for Performance: 95%

G5.B1.S1 Provide all teachers with targeted math fluency activities in an effort build and reinforce the basic computational skills necessary to be successful with middle school math. This additional assistance with multiplication and division facts will provide students with fluency practice outside of the mathematics instructional block.

PD Opportunity 1

The department chair will provide all teachers with school-wide fluency activities including but not limited to, the quick recall of multiplication and division facts.

Facilitator

Mathematics Department Chair

Participants

All Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work Folders

G6. Our goal for the 2014 FCAT 2.0 is for Algebra students to achieve proficient by maintaining 49 percentage points.

G6.B1 Students at a level 3 on the Algebra EOC, demonstrate a deficiency in basic computational skills needed to be successful with middle school math. 2014 Academic Target for Level 3: 49% 2014 Academic Target for Level 4-5: 45%

G6.B1.S1 Provide all teachers with targeted math fluency activities in an effort build and reinforce the basic computational skills necessary to be successful with middle school math. This additional assistance with multiplication and division facts will provide students with fluency practice outside of the Mathematics instructional block.

PD Opportunity 1

All teachers will implement school-wide math fluency activities including but not limited to, the quick recall of multiplication and division facts.

Facilitator

Mathematics Department Chair

Participants

All Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans Walkthrough Data Student Work Folders

G7. Our goal for the 2014 FCAT 2.0 Science is for 8th grade students to achieve proficient with an increase of 5 percentage points.

G7.B1 Students at a Science FCAT 2.0 Level 3, demonstrate a deficiency in Physical Science and Life Science categories due to a need for greater exposure to moderate and high complexity questions and more hands-on activities in the two categories. Academic Target for 2014 for FCAT 2.0 Level 3: 21%

G7.B1.S1 Teachers will utilize the District-published lesson plans to provide opportunities for students to participate in hands-on activities that will help develop an understanding of the concepts related to Physical and Life Science. Teachers will provide opportunities for students to read and interpret data as it relates to Physical Science and provide opportunities for students to review "Fair-Game" Benchmarks. Students will also have access to technology for online labs through GIZMOS

PD Opportunity 1

Science teachers will utilize the District-published lesson plans to provide opportunities for students to participate in hands-on activities that will help develop an understanding of the concepts related to Physical and Life Science, provide opportunities for students to read and interpret data as it relates to Physical Science and provide opportunities for students to review "Fair-Game" Benchmarks.

Facilitator

Science Department Chair

Participants

Science Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans Student Work Folders

G8. To increase participation in STEM activities for all students from 95% to 98%.

G8.B1 The number of STEM experiences offered to students is sometimes limited due to a lack of technology. Targeted number of experiences for 2014: 15 Targeted percent of participation in STEM experiences for 2014: 98%

G8.B1.S1 Teachers will offer STEM activities through hands on instructional delivery of lessons as per the district published pacing guide, the incorporation of Discovery Education online and the offering of a robotics club.

PD Opportunity 1

Teachers will offer STEM activities through hands on instructional delivery of lessons as per the district published pacing guide, the incorporation of Discovery Education online and the offering of a robotics club.

Facilitator

Science Department Chair

Participants

Science, Mathematics and Technology Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans Student Work Folders Participation and Student Performance during STEM Activities.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
	Total	\$0

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
	Total	\$0
	Total	\$0

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. Our goal for the 2014 FCAT 2.0 is for all students to increase Reading proficiency by 8 percentage points from 44% to 52%. Black from 40% to 49% Hispanic from 47% to 56% ELL from 27% to 47% SWD from 19% to 36% ED from 43% to 52%

G1.B1 Students in the Black, Hispanic, ELL, SWD and ED subgroups, demonstrate limited exposure to informational text. Therefore, students should receive exposure to rigorous lessons that compel students to respond to high level complexity questions. Academic Reading Targets for 2014 by subgroups: Black 49% Hispanic 56% ELL 47% SWD 36% ED 52%

G1.B1.S1 Students will benefit from rigorous lessons which incorporate information text through; differentiated instruction, reciprocal teaching, scaffolding, grand conversations, Question-Task Cards, Marginal Note Taking Skills, Test Taking Skills, Peer Grouping, and Technological Remedial Programs- Florida Focus, FCAT Explorer, Achieve 3000, and SOLO Voyager

Action Step 1

All teachers will incorporate an assortment of literacy activities throughout the school day. Students will get exposed to literacy packets, skill-based worksheets, and reading/writing activities. These academic activities will support what the instructors are teaching in the Language Arts/Reading classes and will be used across the curriculum along with the implementation of a research based strategy called the 10% Summary during a school-wide weekly schedule. With this strategy, many students will receive double exposure to various Reading skills.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G1.B2 Students who demonstrate learning gains, exhibit limited exposure to informational text. Therefore, students should receive exposure to rigorous lessons that compel students to respond to high level complexity questions. Academic Target for 2014: 68%

G1.B2.S1 Students will benefit from rigorous lessons which incorporate information text through; differentiated instruction, reciprocal teaching, scaffolding, grand conversations, Question-Task Cards, Marginal Note Taking Skills, Test Taking Skills, Peer Grouping, and Technological Remedial Programs- Florida Focus, FCAT Explorer, Achieve 3000, and SOLO Voyager

Action Step 1

All teachers will incorporate an assortment of literacy activities throughout the school day. Students will get exposed to literacy packets, skill-based worksheets, and reading/writing activities. These academic activities will support what the instructors are teaching in the Language Arts/Reading classes and will be used across the curriculum along with the implementation of a research based strategy called the 10% Summary during a school-wide weekly schedule. With this strategy, many students will receive double exposure to various Reading skills.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G1.B3 Students in the lowest 25% who demonstrate learning gains, exhibit limited exposure to informational text. Therefore, students should receive exposure to rigorous lessons that compel students to respond to high level complexity questions. Academic Target for 2014: 59%

G1.B3.S1 Students will benefit from rigorous lessons which incorporate information text through; differentiated instruction, reciprocal teaching, scaffolding, grand conversations, Question-Task Cards, Marginal Note Taking Skills, Test Taking Skills, Peer Grouping, and Technological Remedial Programs- Florida Focus, FCAT Explorer, Achieve 3000, and SOLO Voyager

Action Step 1

All teachers will incorporate an assortment of literacy activities throughout the school day. Students will get exposed to literacy packets, skill-based worksheets, and reading/writing activities. These academic activities will support what the instructors are teaching in the Language Arts/Reading classes and will be used across the curriculum along with the implementation of a research based strategy called the 10% Summary during a school-wide weekly schedule. With this strategy, many students will receive double exposure to various Reading skills.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G2. Our goal for the 2014 FCAT 2.0 is for level 3 students to increase their Reading proficiency by 6 percentage points and level 4-5 students to increase by 2 percentage points. Level 3 Students From 27% to 33% Level 4-5 Students From 17% to 19%

G2.B1 Historically, level 3 students at Lake Stevens Middle School demonstrate limited mastery in verbal communication and lack persuasive writing skills. Their reading comprehension is hindered by their lack of exposure to high complexity text and higher order questioning.

G2.B1.S1 To increase overall reading comprehension, teachers will provide team building activities, authentic assessments, speech and debate opportunities, exposure to high complexity text along with higher order questioning.

Action Step 1

Reading and Language Arts Teachers will provide team building activities, authentic assessments, speech and debate opportunities, exposure to high complexity text along with higher order questioning.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G2.B2 Level 4-5 students at Lake Stevens Middle School demonstrate limited mastery in verbal communication and their reading comprehension is hindered by a lack of exposure to high complexity text and higher order questioning.

G2.B2.S1 To increase overall reading comprehension, teachers will provide enrichment opportunities such as speech and debate activities along with consistent exposure to high complexity text and higher order questioning.

Action Step 1

Reading and Language Arts Teachers will provide speech and debate opportunities and exposure to high complexity text along with higher order questioning.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G3. Our goal for the 2014 FCAT writing is for 8th grade students to achieve proficient with an increase of 7 percentage points as measured by the FCAT 2.0 Writing.

G3.B1 Students at an FCAT Writing level of 3.5 and above demonstrate a deficiency in providing support. Last year 33% of 8th grade students were considered proficient at writing (3.5 and above) and the target for the 2013-2014 school year is 40% proficiency.

G3.B1.S1 The implementation of a school-wide weekly writing schedule will allow students to connect the writing process with all subject areas. This cross-curricular writing activity will assist students with their deficiency in providing support.

Action Step 1

All subject area teachers will incorporate a school-wide weekly writing schedule into their lesson plans. Cross-curricular writing activities will specifically address the building of various forms of writing support including specific details, realistic statistics, facts, reasons, and incidents.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G3.B1.S2 The 10% Summary-Professional Development and implementation of a research based strategy called the "10% Summary" will provide all subject area teachers with a writing activity to incorporate into their weekly lessons. This summary strategy allows students to condense informational text that is relevant and real-world applicable. Summary writing will improve reading comprehension and assist students with their deficiency in providing support.

Action Step 1

Implementation of a research-based strategy called the "10% Summary" for all subject area teachers. Teachers will begin implementation of the "10% Summary" once they have received PD and/or have had the writing strategy modeled in their own classroom. Full implementation of the strategy will include students summarizing informational text on a weekly basis using the "10% Summary" format.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G3.B1.S3 Instructional Focus Calendars will target writing instruction based on trends and patterns from the 2013 student responses to the FCAT 2.0 Writing Assessment and the 2013 District Writing Baseline. Specifically targeted instructional activities will provide differentiated instruction to address students with a deficiency in providing support.

Action Step 1

The language arts teachers will collaborate with the department chair to develop an instructional focus calendar for 8th grade writing utilizing the District's Pacing Guide and the trends and patterns found on the student responses to the 2013 FCAT 2.0 Writing Assessment and the 2013-2014 District Writing Baseline.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G4. Our goal for the 2014 FCAT 2.0 is for all students to achieve proficient with an increase of 10 percentage points as measured by the 2014 FCAT 2.0 Mathematics Exam.

G4.B1 • Students in the Black, Hispanic, ELL, and ED subgroups demonstrate a deficiency in basic computational skills needed to be successful with middle school math. Specifically, students demonstrate limited knowledge with the reporting category of Geometry and Measurement. Academic Targets for Subgroups not making AMO: Black 57% Hispanic 66% ELL 68% ED 61% • Students at a Mathematics FCAT 2.0 level 3, demonstrate a deficiency in basic computational skills needed to be successful with middle school math. Specifically, students demonstrate limited knowledge with the reporting category of Geometry and Measurement. Academic Target for FCAT level 3 students: 41% • Students at a Mathematics FCAT 2.0 Level 4 and above, demonstrate a deficiency in basic computational skills needed to be successful with middle school math. Specifically, students demonstrate limited knowledge with the reporting category of Geometry and Measurement. Academic Target for FCAT level 4 and above: 20% • Students making learning gains in Mathematics, demonstrate a deficiency in basic computational skills needed to be successful with middle school math. Specifically, students demonstrate limited knowledge with the reporting category of Geometry and Measurement. Academic Target for All Students Making Learning Gains: 72% • Students in the lowest 25%, demonstrate a deficiency in basic computational skills needed to be successful with middle school math. Specifically, students demonstrate limited knowledge with the reporting category of Geometry and Measurement. Academic Target for Learning Gains-Lowest 25%: 70%

G4.B1.S1 Provide all teachers with targeted math fluency activities in an effort to build and reinforce the basic computational skills necessary to be successful with middle school math. This additional assistance with multiplication and division facts will provide students with fluency practice outside of the Mathematics instructional block.

Action Step 1

The department chair will provide all teachers with school-wide fluency activities including but not limited to, the quick recall of multiplication and division facts.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G7. Our goal for the 2014 FCAT 2.0 Science is for 8th grade students to achieve proficient with an increase of 5 percentage points.

G7.B1 Students at a Science FCAT 2.0 Level 3, demonstrate a deficiency in Physical Science and Life Science categories due to a need for greater exposure to moderate and high complexity questions and more hands-on activities in the two categories. Academic Target for 2014 for FCAT 2.0 Level 3: 21%

G7.B1.S1 Teachers will utilize the District-published lesson plans to provide opportunities for students to participate in hands-on activities that will help develop an understanding of the concepts related to Physical and Life Science. Teachers will provide opportunities for students to read and interpret data as it relates to Physical Science and provide opportunities for students to review "Fair-Game" Benchmarks. Students will also have access to technology for online labs through GIZMOS

Action Step 1

Science teachers will utilize the District-published lesson plans to provide opportunities for students to participate in hands-on activities that will help develop an understanding of the concepts related to Physical and Life Science, provide opportunities for students to read and interpret data as it relates to Physical Science and provide opportunities for students to review "Fair-Game" Benchmarks.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G7.B2 Students at a Science FCAT 2.0 Level 4 and above, demonstrate a deficiency in Physical Science and Life Science categories due to a need for greater exposure to moderate and high complexity questions and more hands-on activities in the two categories. Academic Target for 2014 for FCAT 2.0 Level 4-5: 21%

G7.B2.S1 Teachers will utilize the District-published lesson plans to provide opportunities for students to participate in enrichment opportunities such as hands-on activities that will help develop an understanding of the concepts related to Physical and Life Science. Teachers will also provide enrichment opportunities through online labs through GIZMOS

Action Step 1

Teachers will utilize the District-published lesson plans to provide opportunities for students to participate in enrichment opportunities such as hands-on activities that will help develop an understanding of the concepts related to Physical and Life Science. Teachers will also provide enrichment opportunities through online labs through GIZMOS

Resource Type

Resource

Funding Source

Amount Needed