

Miami-Dade County Public Schools

# Lake Stevens Middle School



## 2021-22 Schoolwide Improvement Plan

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# Lake Stevens Middle School

18484 NW 48TH PL, Miami Gardens, FL 33055

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

## Demographics

**Principal: Lizette Estevez M**

Start Date for this Principal: 8/2/2019

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Middle School 6-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	Yes
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2020-21 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students Hispanic Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: C (43%) 2017-18: C (45%) 2016-17: C (45%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## School Board Approval

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

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://www.floridacims.org).

## 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. 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.

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## Lake Stevens Middle School

18484 NW 48TH PL, Miami Gardens, FL 33055

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

### School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	94%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	97%

### School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	C

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<https://www.floridacims.org>.

### 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. 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: School Information

### School Mission and Vision

#### **Provide the school's mission statement.**

To develop a learning community that provides a safe and supportive environment for independent and focused individuals who are seeking a purpose-filled education.

#### **Provide the school's vision statement.**

It is our belief at Lakes Stevens Middle School that in preparing our students for the 21st Century, our ultimate goal of education is to maximize the physical, mental, social, and emotional development which is vital to becoming lifelong learners and productive citizens in our society.

### School Leadership Team

#### **Membership**

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

Name	Position Title	Job Duties and Responsibilities
Chardon, Elizabeth	Principal	Oversee and supervise the team.
Olive, Henriette	Other	Math Department Chair, Professional Development Liaison Mrs. Olive has been a member of the Lake Stevens Middle faculty for 22 years. As department chair for 11 years, she manages resources for the Mathematics department, delivers district information, and monitors the delivery of standard-based instruction. As PD Liaison for 9 years, Mrs. Olive promotes a positive professional learning community and assists staff with the requirements of certification.
Ramirez, Heliana	Instructional Coach	Verizon Instructional Technology Coach Mrs. Ramirez has worked for MDCPS for 27 years and at Lake Stevens Middle for 3 years. As an Instructional Technology Coach, she provides teachers with the pedagogical support to effectively leverage technology in the classroom. She collaborates on lessons with teachers and creates professional development that promotes a student-centered classroom, where problem-solving, communication skills, and higher-level thinking is fostered. Additionally, Mrs. Ramirez is part of the school leadership team.
Rambo, Tangular	Other	Language Arts Dept. Chair, New Teacher Mentor  Ms. Rambo has been a member of the Lake Stevens Middle Faculty for approximately 16 years. As ELA Department Chair, she will monitor the instructional delivery of ELA standards-based instruction, manage Reading and ELA resources, collaborate with Administration, Teachers and Parents for the success of students, in addition to, delivering relevant information to the ELA and Reading Teachers, in regards to the goals of the school. As New Teacher Mentor for approximately 5 years, Ms. Rambo has assisted in the retention of teachers at Lake Stevens Middle.
Castellanos, Joel	Assistant Principal	To address and support the initiatives of the Principal as they pertain to Lake Stevens Middle School.

## Demographic Information

### Principal start date

Friday 8/2/2019, Lizette Estevez M

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

26

**Total number of teacher positions allocated to the school**

26

**Total number of students enrolled at the school**

391

**Identify the number of instructional staff who left the school during the 2020-21 school year.**

1

**Identify the number of instructional staff who joined the school during the 2021-22 school year.**

0

### Demographic Data

## Early Warning Systems

### 2021-22

**The number of students by grade level that exhibit each early warning indicator listed:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	130	137	124	0	0	0	0	391
Attendance below 90 percent	0	0	0	0	0	0	40	51	62	0	0	0	0	153
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	25	31	36	0	0	0	0	92
Course failure in Math	0	0	0	0	0	0	26	12	44	0	0	0	0	82
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	30	27	33	0	0	0	0	90
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	19	29	32	0	0	0	0	80
Number of students with a substantial reading deficiency	0	0	0	0	0	0	64	91	79	0	0	0	0	234

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	39	43	60	0	0	0	0	142

**The number of students identified as retainees:**



Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	4	6	10	0	0	0	0	20
Students retained two or more times	0	0	0	0	0	0	5	5	6	0	0	0	0	16

**Date this data was collected or last updated**

Wednesday 6/30/2021

**2020-21 - As Reported****The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		

**The number of students with two or more early warning indicators:**

Indicator	Grade Level	Total
Students with two or more indicators		

**The number of students identified as retainees:**

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

**2020-21 - Updated****The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	152	131	155	0	0	0	0	438
Attendance below 90 percent	0	0	0	0	0	0	50	58	70	0	0	0	0	178
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	28	41	14	0	0	0	0	83
Course failure in Math	0	0	0	0	0	0	9	42	33	0	0	0	0	84
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	26	32	39	0	0	0	0	97
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	27	34	38	0	0	0	0	99

**The number of students with two or more early warning indicators:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	41	57	58	0	0	0	0	156

**The number of students identified as retainees:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	0	0	0	0	0	4	6	11	0	0	0	0	21
Students retained two or more times	0	0	0	0	0	0	3	6	4	0	0	0	0	13

**Part II: Needs Assessment/Analysis****School Data Review**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				31%	58%	54%	29%	56%	53%
ELA Learning Gains				44%	58%	54%	44%	56%	54%
ELA Lowest 25th Percentile				40%	52%	47%	40%	52%	47%
Math Achievement				38%	58%	58%	39%	56%	58%
Math Learning Gains				43%	56%	57%	51%	56%	57%
Math Lowest 25th Percentile				53%	54%	51%	48%	55%	51%
Science Achievement				23%	52%	51%	30%	52%	52%
Social Studies Achievement				57%	74%	72%	61%	73%	72%

**Grade Level Data Review - State Assessments**

**NOTE:** This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	36%	58%	-22%	54%	-18%
Cohort Comparison						
07	2021					
	2019	25%	56%	-31%	52%	-27%
Cohort Comparison		-36%				
08	2021					
	2019	30%	60%	-30%	56%	-26%
Cohort Comparison		-25%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	39%	58%	-19%	55%	-16%
Cohort Comparison						
07	2021					
	2019	36%	53%	-17%	54%	-18%
Cohort Comparison		-39%				
08	2021					
	2019	18%	40%	-22%	46%	-28%
Cohort Comparison		-36%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	23%	43%	-20%	48%	-25%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	57%	73%	-16%	71%	-14%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	73%	63%	10%	61%	12%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	82%	54%	28%	57%	25%

### Grade Level Data Review - Progress Monitoring Assessments

**Provide the progress monitoring tool(s) by grade level used to compile the below data.**

The progress monitoring tools by grade level used to compile the below data include iReady AP1, AP2 and AP3 for ELA and math. In order to gain data for Science and Civics, school used the District mid-year data assessment

Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	25.5%	23.1%	20.%
	Economically Disadvantaged	25.0%	21.4%	21.2%
	Students With Disabilities	9.5%	17.4%	10.5%
	English Language Learners	18.2%	10.0%	14.3%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	15.2%	26.8%	28.6%
	Economically Disadvantaged	14.2%	26.2%	28.3%
	Students With Disabilities	4.8%	14.3%	13.0%
	English Language Learners	0	10.5%	19%

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	35%	28.7%	33.3%
	Economically Disadvantaged	36.2%	28.4%	31.2%
	Students With Disabilities	21.7%	11.1%	5.9%
	English Language Learners	10.0%	6.3%	18.8%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	22.7%	33.3%	31.4%
	Economically Disadvantaged	23.1%	34.1%	32.5%
	Students With Disabilities	4.8%	19%	10%
	English Language Learners	0	12.5%	17.6%
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students		45%	
	Economically Disadvantaged		46%	
	Students With Disabilities		18%	
	English Language Learners		17%	

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	29.2	24.2	19.2
	Economically Disadvantaged	29.6	23.5	19.1
	Students With Disabilities			
	English Language Learners		7.1	8.3
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	17.5	29.2	30
	Economically Disadvantaged	17.4	27.8	29.6
	Students With Disabilities	14.3	12.5	16.7
	English Language Learners		15.4	16.7
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students		17%	
	Economically Disadvantaged		17%	
	Students With Disabilities		0	
	English Language Learners		9%	

## Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	8	37	48	10	25	30	9	33			
ELL	23	40	45	28	31	27	4	38	17		
BLK	28	31	42	23	20	28	23	53	40		
HSP	29	38	40	32	30	20	23	46	52		
FRL	28	32	39	27	25	23	24	53	43		
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	8	31	37	9	29	33	6	23			
ELL	25	42	36	29	46	54	21	47	42		
BLK	28	39	41	40	41	53	19	58	70		
HSP	35	49	41	36	47	56	28	55	49		
MUL	15	46		38	46						

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
WHT	42	42		42	25						
FRL	32	45	42	39	43	53	24	57	62		
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	5	33	33	17	41	50	9	10			
ELL	14	38	30	33	53	54	10	49			
BLK	29	43	45	39	46	48	34	61	63		
HSP	31	46	34	40	55	48	27	63	70		
MUL	14	29		20	36						
WHT	20	50		40	50						
FRL	28	43	40	39	51	49	31	61	68		

### ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	36
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	60
Total Points Earned for the Federal Index	360
Total Components for the Federal Index	10
Percent Tested	94%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	24
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	31
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	32
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	37
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	35
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	



## Analysis

### Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

#### What trends emerge across grade levels, subgroups and core content areas?

The 2021 School-District Comparison shows an increase in the achievement gap widening from 6th to 8th grade on average in ELA of 26%. In Math the percentage point gap was 20% below district comparison.

In comparison to the data from 2019:

All ELA Subgroups Achievement decreased in grades 6-8 on average of 3 percentage points in the following subgroups SWD, ELL, BLK, HSP, MUL, WHT, FRL

All ELA Subgroups Learning Gains decreased in grades 6-8 on average of 10 percentage points in the following subgroups SWD, ELL, BLK, HSP, MUL, WHT, FRL

All ELA Subgroups Learning Gains L25% increased in grades 6-8 on average of 1 percentage point in the following subgroups SWD, ELL, BLK, HSP, FRL

All Math Subgroups Achievement decreased in grades 6th - 8th on average of 11 percentage points in the following subgroups SWD, ELL, BLK, HSP, MUL, WHT, FRL

All Math Subgroups Learning Gains decreased in grades 6th - 8th on average of 17 percentage points in the following subgroups SWD, ELL, BLK, HSP, MUL, WHT, FRL

All Math Subgroups Learning Gains for the L25 in grades 6th - 8th decreased 26 percentage points in the following subgroups SWD, ELL, BLK, HSP, FRL

Science Subgroups Achievement levels remained the same in grade 8 in the following subgroups SWD, ELL, BLK, HSP, FRL

#### What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Based on the data components, the greatest need for improvements are identified core content areas of ELA, Math and Science.

School grade level trends in ELA, Science, Civics and Math demonstrate a lower proficiency rate than the district rate.

The 6th grade ELA proficiency rate is 22% lower than the District rate of 58%, in 7th grade, it is 31% lower than the District's 56% rate and in 8th grade, it is 30% lower than the District's 60% rate.

The 6th grade math proficiency rate is 19% lower than the District rate of 58%, in 7th grade, it is 17% lower than the District's 53% rate and in 8th grade, it is 22% lower than the District's 40% rate. The 8th grade science proficiency rate is 20% lower than the District rate of 43%. The 7th grade Civics proficiency rate is 16% lower than the District rate of 73%.

#### What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

For the past two assessed school years, science scores have been declining, which shows that the content and the application of knowledge needs to be realigned throughout the grade levels. ELA learning gains throughout all grade levels have remained stagnant and math has shown a slight decline in learning gains. Lack of learning gains were identified because of the need to increase focus on early grade level MTSS processes for future progress. Teachers in Science, Math and ELA will review current curriculum and resources and engage in a discussion within departments to find or develop effective resources and instructional strategies to remediate instruction collaboratively. We will be strategic in aligning resources and include OPM in our data chats. We will share best practice strategies that focus on intervention for lower performing students to help them access grade level content.

**What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?**

In the 2019 FSA Math, 52% of the lowest 25% of students in grades 6-8 demonstrated learning gains by an increase of 4 percentage points from the 2018 FSA Math lowest 25% of students.

**What were the contributing factors to this improvement? What new actions did your school take in this area?**

There was a focus of progress through intervention and implementation on focused benchmark deficiencies to achieve sustainable results. Another contributing factor, department leaders and administration highlighted data driven instructional data chats focusing on addressing students specific deficiencies.

**What strategies will need to be implemented in order to accelerate learning?**

Implemented pull-out/ push in, Saturday and afterschool tutoring as well as progress monitoring and regrouping of DI based on topic assessment, and iReady results.

**Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.**

Teachers will be provided with professional development on Performance Matters to understand Scorecard. Common Planning in order to allow teachers to compare data. All content areas were involved in 21st Century Project Based Learning. STEM programatic discussion and lesson/artifact calibration professional development was provided to Science, Math, and CTE. PLST will create a bank of best practices to be presented during faculty, department and grade level team meetings. Topics will include classroom management, critical thinking activities to include science and Data driven DI. Topic assessments will be uploaded to performance matters in order to analyze progress.

**Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.**

We will add additional support through a full time Reading coach that will address reading deficiencies. This coach will collect iReady assessment reports that will allow us to implement specific strategies to address those deficiencies. Administration will be closely monitoring iReady participation through usage reports and share with teachers. Extended learning opportunities will be provided through afterschool STEM based clubs such as coding, math club, robotics and biomedical.

## Part III: Planning for Improvement

### Areas of Focus:

**#1. Instructional Practice specifically relating to Differentiation****Area of Focus Description and Rationale:**

Based on the data review, our school will implement the Targeted Element of Differentiation and student/teacher data chats. We selected the overarching area of Differentiation and data chats based on our findings that demonstrated an overall decrease of Learning Gains in ELA of 10% points. We are not meeting the unique needs of all learners, therefore it is evident that we must improve our ability to differentiate instruction and implement rigorous pull-out/push- strategies based on the levels of the students we serve, in order to access grade-level content to make learning gains and move towards proficiency.

**Measurable Outcome:**

If we successfully implement Differentiation and data chats, then our ELA students will increase by a minimum of 12 percentage points as evidenced by the 20-22 State Assessments.

**Monitoring:**

The leadership team will conduct quarterly data chats, adjust groups based on current data in real time, and follow-up with regular walkthroughs to ensure quality instruction is taking place. Administrators will review bi-weekly lesson plans for indication of differentiation for ELA students, in particular. Data Analysis of formative assessments and i-Ready data of the ELA students and will be reviewed monthly to observe progress. Schoolwide data chat tracker will be implemented to monitor OPM data on a bi-weekly basis. This data will be analyzed during Leadership and grade level Team meetings to ensure students are demonstrating growth on remediated standards. Extended learning opportunities to include pull-outs/push-ins and tutoring, will be provided to those students who are not showing growth on OPMs.

**Person responsible for monitoring outcome:**

Heliana Ramirez (200912@dadeschools.net)

**Evidence-based Strategy:**

Within the Targeted Element of Differentiation, our school will focus on the evidence-based strategy of: Data-Driven Instruction through PCL, common planning and dept. meetings. Data-Driven instruction will assist in accelerating the learning gains in ELA to meet the students' needs. Data-Driven instruction will be monitored through the use of data chat trackers and small group instruction in order to drive instructional, planning and data driven conversations to include OPMs.

**Rationale for Evidence-based Strategy:**

Data-Driven Instruction will ensure that teachers are using relevant, recent, and aligned data to plan lessons that are customized to student needs. Teachers will continually make adjustments to their instruction, plans, and instructional delivery as new data becomes available.

**Action Steps to Implement**

9/13 Teachers will develop lesson plans that are inclusive of DI instruction. As a result, teachers will have student groups, appropriate resources, and lesson plans that reflect DI instruction.

**Person Responsible**

Tangular Rambo (221931@dadeschools.net)

9/27 - 10/7 Facilitate weekly dept. /planning meetings and teacher/teacher observations to include feeder pattern instructional reviews in order to provide teachers with an opportunity to capture best practices and collaborate and brainstorm challenges and shared best practices.

**Person Responsible**

Joel Castellanos (jcastellanos@dadeschools.net)

10/1 - 10/15 Teachers will attend collaborative planning and take turns taking the lead and modeling explicit instruction during small groups while sharing best practices. In addition, teachers will then conduct instructional reviews amongst their colleagues.

**Person Responsible** Tangular Rambo (221931@dadeschools.net)

1/0-2/4 Data chats will be conducted in order to review AP1 vs. AP2. As a result, teachers will then conduct specific interventions and DI in order to address learning needs.

**Person Responsible** Tangular Rambo (221931@dadeschools.net)

11/1-12/17 Students will be targeted by interventionist by gathering data through Power Bi and iReady in order to meet with students for Pull-outs.

**Person Responsible** Tangular Rambo (221931@dadeschools.net)

11/1-12/17 Teachers' classes will be targeted by interventionist by gathering data through Power Bi and iReady in order to Push-in. This will facilitate the efficiency of DI instruction to meet the needs of students through this intervention.

**Person Responsible** Tangular Rambo (221931@dadeschools.net)

January 31 – April 29 Reading coach and ELA Teachers will reevaluate students overall reading needs and update Di groupings. This system is expected to yield positive gains in respect to the students participation and new DI grouping based on comparative results from AP1 to AP2.

**Person Responsible** Joel Castellanos (jcastellanos@dadeschools.net)

January 31 – April 29 Data chats will be conducted to review AP1 vs. AP2. As a result, teachers will then conduct specific interventions and DI to address learning needs. This shift came as a direct result of being able to compare data from AP1 and AP2.

**Person Responsible** Joel Castellanos (jcastellanos@dadeschools.net)

**#2. Instructional Practice specifically relating to Collaborative Planning**

<b>Area of Focus</b>	Based on the FSA data from 2019 and 2020 we selected our focus in the area of ELA Learning Gains. ELA Learning Gains showed a decreased of 10 percentage points as evidenced in 2019 with 44% LG and 34% in 2021.
<b>Description and Rationale:</b>	
<b>Measurable Outcome:</b>	We will increase our proficiency scores for our ELA Learning Gains by 10 percentage points as evidenced by i-Ready AP3 data results .
<b>Monitoring:</b>	Weekly reports will allow for teachers to develop lesson plans that are inclusive to DI instruction. Based on data reports and administrative walkthrough while providing immediate feedback, teachers will have students in small groups, ensure appropriate resources, and lessons will reflect DI instruction.
<b>Person responsible for monitoring outcome:</b>	Tangular Rambo (221931@dadeschools.net)
<b>Evidence-based Strategy:</b>	Collaborative planning will allow for teachers to identify specific staff members that are experts in areas of need. By involving teachers in collaboration, this will allow for those identified teachers to provide support and development to their colleagues in differentiated instructional planning. Teachers who receive support will share the knowledge that they have gained in department and faculty meetings.
<b>Rationale for Evidence-based Strategy:</b>	Collaborative planning will ensure uniformity of standard based instruction and the delivery of intentional and deliberate engaging activities. Resources will include the use of i-pads, computer labs, i-Ready, progress monitoring through Performance Matters, and Reading Coach to verify the implementation of resources.

**Action Steps to Implement**

9/13, Teachers will collaboratively meet by grade level and dept. in order to identify EWI's specifically in ELA and develop data tracker/chats that can be used to monitor progress.

**Person Responsible** Elizabeth Chardon (pr6351@dadeschools.net)

9/27 Reading coach will analyze AP1 data and identify specific deficiencies in order to address intervention needs for all students showing deficiencies. As a result, DI groups will be re-organized and revisited after topic and i-Ready assessments, through instructional planning and small group pull-out/push-ins.

**Person Responsible** Joel Castellanos (jcastellanos@dadeschools.net)

10/15, Reading Coach will work collaboratively with teachers in order to provide pull out and push in support while monitoring and continue to identify identify data trends.

**Person Responsible** Tangular Rambo (221931@dadeschools.net)

9/13 - 10/1 Teachers will conduct detailed data chat reviews with all students in collaboration with the leadership team through classroom instruction. Leadership team members will conduct grade level chats schoolwide.

**Person Responsible** Elizabeth Chardon (pr6351@dadeschools.net)

11/1-12/17 Reading coach will collaborate with instructors to compare AP1 & AP2 data to identify struggling students. By identifying these students coach will determine which students to pull-out for continued intervention.

**Person Responsible** Tangular Rambo (221931@dadeschools.net)

11/1-12/17 Reading coach will analyze Power BI, AP1 & AP2 and meet with administration to identify classes that are not making adequate progress. While pushing in, interventionist will apply best practices to meet the needs of low performing classes by working with students in a small groups.

**Person Responsible** Joel Castellanos (jcastellanos@dadeschools.net)

January 4 – April 6- Collaborating with teachers and Curriculum Support Specialist, Reading Coach will develop and implement a flexible schedule that will target students' writing needs.

**Person Responsible** Joel Castellanos (jcastellanos@dadeschools.net)

January 29 – April 29: After analyzing data from Intervention Groups and Data Chats with teachers, Reading Coach will update the list of struggling students and provide intervention specifically for these students.

**Person Responsible** Joel Castellanos (jcastellanos@dadeschools.net)



**#3. Culture & Environment specifically relating to Positive Behavior Intervention and Supports**

<b>Area of Focus Description and Rationale:</b>	Culture and environment were selected as an area of critical need due to results from the Student Climate Survey 2020 - 2021. The survey indicated that only 45% of students answered strongly agreed/agreed that their teachers are interested in their future and another 36% were neutral, highlighting the need to build a more positive school culture. In addition, 27% of students expressed that school rules are not being followed.
<b>Measurable Outcome:</b>	If we successfully implement Social and Emotional Learning (SEL), then 90% of our student and staff will participate in activities to promote the physical emotional, and mental health of student and employees within the school and beyond as evidenced by SEL via Edgenuity Data while improving teacher/student relationships.
<b>Monitoring:</b>	Student positive behavior incentives, SEL activities and teacher recommendations will be monitored monthly by tracking of PBS involvement rosters and student participation increase.
<b>Person responsible for monitoring outcome:</b>	Daina Heldore (mrsheldore@dadeschools.net)
<b>Evidence-based Strategy:</b>	Positive Behavior Support (PBS) is one of the foremost advances in schoolwide discipline is the emphasis on schoolwide systems of support that include proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments. Instead of using a piecemeal approach of individual behavioral management plans, a continuum of PBS for all students within a school is implemented in areas including the classroom and non-classroom settings (such as hallways, buses, and restrooms). PBS is an application of a behaviorally-based systems approach to enhance the capacity of schools, families, and communities to design effective environments that improve the link between research-validated practices and the environments in which teaching and learning occurs.
<b>Rationale for Evidence-based Strategy:</b>	This particular strategy was selected since 27% of students expressed that school rules are not being followed. This expresses the needs of a rigorous and comprehensive school discipline plan.

**Action Steps to Implement**

9/2 Provide Schoolwide Discipline plan for faculty and staff for effective implementation that is aligned to the code of student conduct and monitored quarterly based on student behavior progress.

**Person Responsible** Joel Castellanos (jcastellanos@dadeschools.net)

9/8 Coordinate SEL Club Rush Roundtable in order to provide students with an opportunity to select from a number of clubs and activities based on student choice. This will increase student engagement, participation and mental health wellness.

**Person Responsible** Veronica Ezewike (vezewike@dadeschools.net)

10/6 Implement schoolwide activities in order to create awareness on strategies to build relationships and make safe and smart choices.

**Person Responsible** Veronica Ezewike (vezewike@dadeschools.net)

12/1 - 1/5 Small group presentations to discuss anxiety, stress, and grief. As a result, students will identify strategies to navigate conflict amongst peers and staff allowing them to build stronger relationships and make connections.

**Person Responsible** Veronica Ezewike (vezewike@dadeschools.net)

11/1-12/17 Monthly SEL lessons will be implemented by our TRUST counselor, Ms. Tate, afterschool to reach all students in our extensive afterschool program. Programs will be open and available to all students in the school to participate. Speakers from the community will be invited to provide students with several resources.

**Person Responsible** Joel Castellanos (jcastellanos@dadeschools.net)

11/1-12/17 Community speakers will be scheduled to students regarding how to best prepare for their future by setting goals.

**Person Responsible** Joel Castellanos (jcastellanos@dadeschools.net)

01/03 - 04/05 Create Public Safety announcements in order to prevent Bullying. This was done during the morning announcements. We expect that creating more of an awareness of bullying behaviors will encourage a more positive school culture.

**Person Responsible** Veronica Ezewike (vezewike@dadeschools.net)

1/31 - 4/29 PBS Announcements and definitions that mirror Core Character Values (Values Matters) will be announced monthly through morning announcements. Additionally, students that show Core Character Values will be nominated and recognized school wide. These activities that educate and highlight Core Character Values will lead an overall positive school culture. This will be done in order to shift the culture of the school to a more positive outlook on how we recognize students.

**Person Responsible** Veronica Ezewike (vezewike@dadeschools.net)

1/31 - 4/29 Weekly attendance conferences with students and parents to increase attendance. This process will reinforce the fact that we are addressing school rules and that students are required to come to school on daily.

**Person Responsible** Joel Castellanos (jcastellanos@dadeschools.net)

1/31 - 4/29 What's up Wednesdays announcements to encourage students to connect in order to foster positive school culture. The process of administering these announcements will continue to motivate students to remain positive to the end of the year.

**Person Responsible** Veronica Ezewike (vezewike@dadeschools.net)



**#4. Leadership specifically relating to Instructional Leadership Team**

<b>Area of Focus Description and Rationale:</b>	Based on the qualitative data from the school climate survey results and review of the core leadership competencies, the focus is the targeted element of the instructional leadership team. Based on the school staff climate survey, 67% of staff either agreed or strongly agreed that students are deficient in basic academic skills.
<b>Measurable Outcome:</b>	Through departmental PLC meetings, feeder school collaboration visits and elementary school articulations, teachers will share and impellent best practices to include peer/peer mentoring strategies. There will be a 10% percent decrease of teachers indicating that students are deficient in basic academic skills.
<b>Monitoring:</b>	Monitoring will take place by walk throughs, teacher lesson plans, and student work samples. Accomplished lesson plans with student samples will be highlighted during faculty meetings. Pre/post assessments will be implemented in collaboration with rising elementary teachers and students.
<b>Person responsible for monitoring outcome:</b>	Elizabeth Chardon (pr6351@dadeschools.net)
<b>Evidence-based Strategy:</b>	The Leadership team will focus on the evidence based strategy of, Shared Best Practices. The leadership team will work collaboratively to develop a bank of best practices that will be shared through department meetings, grade level team meetings and faculty meetings. Department teams will be analyzing post-assessment data in order to properly implement intervention strategies.
<b>Rationale for Evidence-based Strategy:</b>	The sharing of Best Practices will encourage all staff members to design engaging lessons and develop the school's professional learning community.
<b>Action Steps to Implement</b>	
3/7, Articulation teams will meet to discuss and gather important academic topics to introduce to incoming 6th grade students from feeder elementary schools. A review of academic deficiencies will be reviewed in order to gather lessons that will introduce topics.	
<b>Person Responsible</b>	Henriette Olive (olivemath@dadeschools.net)
4/1/22, Articulation meetings will be conducted in collaboration with feeder pattern rising teachers and staff to develop pre-post assessment and first quarter new school year guides. As a result, elementary teachers will infuse recommended skills into 4th quarter planning in order prepare rising 6th grade students for the new school year.	
<b>Person Responsible</b>	Joel Castellanos (jcastellanos@dadeschools.net)
6/1 Post assessment will be given to all rising 6th graders in order to evaluate level of understanding of 6th grade material.	
<b>Person Responsible</b>	Tangular Rambo (221931@dadeschools.net)
6/3 Summer packets and materials will be provided to parents in order to supplement summer learning loss to include Reading and Math.	

**Person Responsible** Joel Castellanos (jcastellanos@dadeschools.net)

11/1-12/17 Scheduling of Teacher Driven Observations (TDO's) will take place within subject departments and inter-curriculum departments.

**Person Responsible** Joel Castellanos (jcastellanos@dadeschools.net)

11/1-12/17 Collaboration with neighboring schools through Teacher Driven Observations (TDO's) will take place in order to gather and implement new best practices strategies.

**Person Responsible** Elizabeth Chardon (pr6351@dadeschools.net)

January 4 – April 29 To address the need of students being deficient in basic academic skills the Leadership team will provide tutoring opportunities after school for any student lacking basic skills as identified by iReady AP2 data. This will be done to develop a system where all children will have access to additional resources to improve reading skills.

**Person Responsible** Elizabeth Chardon (pr6351@dadeschools.net)

January 4 – April 29 Reading coach and ELA Teachers will reevaluate students overall reading skills by analyzing data and modeling lessons to address deficiencies. Expected outcome of this process is that teachers will be able to deliver lessons that will facilitate growth in the areas of reading and writing.

**Person Responsible** Joel Castellanos (jcastellanos@dadeschools.net)

### Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

**In comparison to Statewide data, Lake Stevens Middle School ranked at 0.8 incidents per 100 students vs. the Statewide data of 4.2 incidents per 100 students. We will continue to monitor our school culture and safety comparing behavior incidents and discipline by providing incentives to raise school involvement and moral.**

## Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

### Describe how the school addresses building a positive school culture and environment.

Based on the data reviewed, our school will expand the current PBS (Positive Behavior Support) program and implement the Multi-Tiered Systems of Support (MTSS)

Through our data we noticed that approximately 50% of the students felt that other students do not follow the rules, teachers are disinterested in students' futures, and need more attention from counselors.

Approximately 60-70% of the students do not meet expectations for learning gains as well as proficiency. We recognize that we need to provide development for instructors on PBS and MTSS. If we successfully implement the two programs, our students will receive quality instruction that will contribute to improving student outcomes. With consistent use of these programs, we project an increase of 10% in these areas.

The Leadership team will work to train, model, and implement programs to increase student voice and sense of belonging in a nurturing environment. This will be accomplished by sharing PBS best practices during faculty meetings lead by the leadership team. Teachers, counselors, and the Dean of Discipline will collaborate using MTSS during grade-level team meetings. Students will benefit from incentives while improving their behavior and the overall school climate. In turn, this will increase positive student relationships with teachers, counselors, and fellow students.

### Identify the stakeholders and their role in promoting a positive culture and environment at the school.

The stakeholders involved in building positive school culture and environment are the Instructional Leadership Team. This team will monitor the MTSS process, oversee all school initiatives, and respond to identified issues, in order to plan student and staff team-building activities, while providing incentive opportunities.

## Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: Differentiation	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Collaborative Planning	\$0.00
3	III.A.	Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports	\$0.00

4	III.A.	Areas of Focus: Leadership: Instructional Leadership Team	\$0.00
Total:			\$0.00