

Miami-Dade County Public Schools

Lake Stevens Middle School



2023-24

Schoolwide Improvement Plan (SIP)

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Lake Stevens Middle School

18484 NW 48TH PL, Miami Gardens, FL 33055

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

School Board Approval

This plan was approved by the Dade County School Board on 10/11/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Estevez, Lizette	Principal	Lead and guide students and staff to achieve academic success in all areas.
Castellanos, Joel	Assistant Principal	Oversee all departments and progress in reading and mathematics to ensure instructional delivery is effective and engaged.
Rambo, Tangular	Teacher, K-12	Oversee the ELA department and monitor interventions to ensure that students are receiving the proper interventions and delivery of instruction.
Ramirez, Heliana	Instructional Technology	Oversee all technological equipment and needs of the students with their iPads and technological needs.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The school meets with faculty, parents, students, EESAC and leadership team to create and devise the School Improvement Plan. All stakeholders are involved in the creation and strategies of the School Improvement Plan through various meetings and input.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP will be monitored on a bi weekly basis during weekly leadership teams, faculty meetings and monthly EESAC meetings. The plan will be used to ensure we are making progress on our action steps and being monitored for effectiveness.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	98%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C 2018-19: C 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	9	21	26	56	
One or more suspensions	0	0	0	0	0	0	0	7	11	18	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	13	0	5	18	
Course failure in Math	0	0	0	0	0	0	18	2	5	25	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	42	70	79	191	
Level 1 on statewide Math assessment	0	0	0	0	0	0	50	45	39	134	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	71	95	107	273	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	46	50	47	143

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	28	27	46	101	
One or more suspensions	0	0	0	0	0	0	10	2	34	46	
Course failure in ELA	0	0	0	0	0	0	26	14	19	59	
Course failure in Math	0	0	0	0	0	0	41	18	32	91	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	56	45	59	160	
Level 1 on statewide Math assessment	0	0	0	0	0	0	59	44	48	151	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	67	75	81	223	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	66	42	65	173

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	14	3	6	23
Students retained two or more times	0	0	0	0	0	0	14	3	8	25

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	22	25	27	74	
One or more suspensions	0	0	0	0	0	0	9	10	20	39	
Course failure in ELA	0	0	0	0	0	0	1	5	0	6	
Course failure in Math	0	0	0	0	0	0	3	5	2	10	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	74	78	74	226	
Level 1 on statewide Math assessment	0	0	0	0	0	0	48	39	32	119	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	104	108	99	311	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Students with two or more indicators	0	0	0	0	0	0	53	47	46	146	

The number of students identified retained:

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

II. Needs Assessment/Data Review**ESSA School, District and State Comparison (pre-populated)**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	33	56	49	30	55	50	28		
ELA Learning Gains				44			34		
ELA Lowest 25th Percentile				45			41		
Math Achievement*	54	60	56	44	43	36	27		
Math Learning Gains				64			26		
Math Lowest 25th Percentile				69			27		
Science Achievement*	31	55	49	32	54	53	23		
Social Studies Achievement*	58	72	68	57	64	58	50		
Middle School Acceleration	80	74	73	88	56	49	44		
Graduation Rate					51	49			
College and Career Acceleration					73	70			
ELP Progress	53	50	40	57	77	76	60		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	52
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	309
Total Components for the Federal Index	6
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	53

2021-22 ESSA Federal Index

OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	530
Total Components for the Federal Index	10
Percent Tested	98
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)**2022-23 ESSA SUBGROUP DATA SUMMARY**

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	32	Yes	4	
ELL	51			
AMI				
ASN				
BLK	50			
HSP	54			
MUL				
PAC				
WHT				
FRL	51			

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	31	Yes	3	3
ELL	44			
AMI				
ASN				
BLK	54			
HSP	53			

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
MUL				
PAC				
WHT				
FRL	53			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	33			54			31	58	80			53
SWD	21			37			13	39			5	50
ELL	24			52			14	64	100		6	53
AMI												
ASN												
BLK	35			49			30	54	81		5	
HSP	33			57			31	64	81		6	56
MUL												
PAC												
WHT												
FRL	34			54			32	60	80		6	45

2021-22 ACCOUNTABILITY 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 2020-21	C & C Accel 2020-21	ELP Progress
All Students	30	44	45	44	64	69	32	57	88			57
SWD	14	30	34	24	43	50	5	38				42
ELL	20	39	41	36	64	70	17	54				57
AMI												
ASN												

2021-22 ACCOUNTABILITY 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 2020-21	C & C Accel 2020-21	ELP Progress
BLK	34	43	50	44	64	68	31	55	95			
HSP	28	44	43	44	64	71	28	59	87			59
MUL												
PAC												
WHT												
FRL	30	44	45	44	64	68	32	56	89			58

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	28	34	41	27	26	27	23	50	44			60
SWD	8	37	48	10	25	30	9	33				18
ELL	23	40	45	28	31	27	4	38	17			60
AMI												
ASN												
BLK	28	31	42	23	20	28	23	53	40			
HSP	29	38	40	32	30	20	23	46	52			60
MUL												
PAC												
WHT												
FRL	28	32	39	27	25	23	24	53	43			59

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2023 - Spring	24%	50%	-26%	47%	-23%
08	2023 - Spring	24%	51%	-27%	47%	-23%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	31%	50%	-19%	47%	-16%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	41%	58%	-17%	54%	-13%
07	2023 - Spring	28%	48%	-20%	48%	-20%
08	2023 - Spring	57%	59%	-2%	55%	2%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	21%	40%	-19%	44%	-23%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	92%	56%	36%	50%	42%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	52%	*	48%	*

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	86%	65%	21%	63%	23%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	47%	68%	-21%	66%	-19%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Based on 2023 FAST PM 3 data, ELA showed the lowest performance. Last year's contributing factors included new teacher, new standards and lack of an interventionist in reading.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

ELA showed the greatest decline. FAST PM3 scores in 2023 dropped to 28% from 30%, showing a decline of 2 percentage points. The factors that contributed to this decline include new standards and testing format and platform, new teachers in the reading program and lack of interventionist to provide additional tutoring during the day and after school.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The 2023 FAST PM 3 ELA results indicated a proficiency of 28%, a 19% percentage point gap from the state average of 47%. The factors that contributed to this decline include new standards, testing format, and platforms. As well as, new teachers in the reading program and the lack of interventionist to provide additional tutoring during the day and after school.

Which data component showed the most improvement? What new actions did your school take in this area?

2023 FAST PM3 showed the greatest improvement in math with 43% proficient as compared to the PM 1 demonstrating 3% proficiency. Some actions taken included expanding tutoring to after school, teacher led pull out intervention during the day and constant use of I-Ready intervention in both elective and core classes.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Two potential areas of concern include attendance which shows 28% of students with 16 or more absences and 7% of students having one or more suspensions on the EWS report.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

The highest priority for our school improvement plan is the reading proficiency following with attendance.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. ESSA Subgroup specifically relating to Students with Disabilities**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2022-2023 data, the greatest need this school year would be addressing the subgroup SWD proficiency. The data revealed that the SWD proficiency is 12% ELA, The focus will be getting the SWD students to proficiency through differentiated instruction. This focus on differentiation will positively impact student learning and impact our overall school improvement by ensuring that we are meeting students at their specific needs while building proficiency.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

With the implementation of differentiated instruction 3% percent of the students with disabilities will increase their FAST PM 3 ELA proficiency score by June 24, 2024.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Administration will conduct classroom walkthroughs, weekly meeting with Literacy Coach and data chats will be used to monitor the implementation of differentiated instruction. Administrators will review lesson plans for indication of differentiation.

Person responsible for monitoring outcome:

Lizette Estevez (lestevez@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Differentiated instruction.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Differentiated instruction is a framework for philosophy providing different students with different avenues to learning in terms of acquiring content, processing, instructing, ideas, and developing teaching materials measures so that all students within a classroom learning affectively, regardless of differences in ability. Research demonstrates a wide range of students.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/15/23-Provide professional development for differentiated instruction. As a result, teachers will identify resources that are appropriate student success and plan for DI.

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

By When: 9/22/23 - Professional development will be given within the first two weeks of school.

8/15-9/29-Teachers will develop lesson plans that address student's needs. As a result, teachers will utilize resources for differentiation within the whole group instruction as well as within small groups.

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

By When: Lesson plans will be created and followed by the first day of school 08/17/23.

8/15-9/29 Attend weekly collaborative planning meetings to collaborate and plan for differentiated instruction. As a result, teachers will have plans for students individualized instruction.

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

By When: Weekly collaborative planning meetings will begin first week of school 08/17/23.

#2. Instructional Practice specifically relating to Instructional Coaching/Professional Learning**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2022–2023 FAST PM 3 data 28% of six grade students were proficient in ELA as compared to the state average of 47%. Based on the data and the identified contributing factors of lack of coaching and professional development, we will implement the targeted element of instructional coaching and professional development.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

With implementation of instructional coaching and professional development an additional 3% of 7th grade students will meet proficiency on the FAST PM3 assessment by June 2024.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Instructional coach will provide coaching cycles and professional development to reading and ELA teachers to ensure students are making adequate progress from the FAST PM 1 and 2 assessment results. Logs will be used to show evidence of coaching cycles and administration will provide classroom walkthroughs to monitor coaching cycles and follow up.

Person responsible for monitoring outcome:

Joel Castellanos (jcastellanos@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Instructional Support/Coaching is when teachers work together to set a measurable goal to improve instructional outcomes. Coaching Cycles focus on the identified goal and increases the achievement and engagement of every student by bringing out the best performance of every teacher. Coaches use both student-centered and teacher-centered methods to help teachers improve the decisions they make about their instruction.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Instructional support/coaching is when teachers work together to set a measurable goal to improve instructional outcomes. Coaching cycles focus on the identified goal and increases the achievement and engagement of every student by bringing out the best performance of every teacher. Coaches use both student centered and teacher centered methods to help teachers improve the decisions they make about their instruction.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/14/23 - 9/29/23 Meet weekly to plan instruction with coaches and teachers to model and plan explicit instruction that identifies student needs. As a result, teachers will be provided additional assistance and guidance in providing effective explicit instruction.

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

By When: 8/14/23 - 9/29/23

Attend PD's on effective reading strategies. As a result, teachers will enhance their knowledge on reading strategies and provide more effective reading instruction.

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

By When: 8/15/23

8/14/23 - 9/29/23 Create & implement a coaching calendar and cycle. As a result, teachers will be provided support and coaching to better deliver instruction.

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

By When: 8/14/23 - 9/29/23 Create & implement a coaching calendar and cycle.

#3. Positive Culture and Environment specifically relating to Other**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2023 Student Climate survey only 61 percent of students expressed that their teachers care about them individually. Based on the data, several students feel a lack of connection to their teachers. Through Staff-Student Connections, We will provide opportunities for teachers and students to build relationships through activities in period 8. This will increase a positive culture and environment and school pride.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

There will be a 3% increase in positive student-teacher interactions and engagement, as measured by the percentage of students who report feeling that teachers care about them individually, based on the 2024 Student Climate survey. The school aims to achieve this 3% increase to reflect a positive change in the perception of students' interactions with teachers and demonstrate the success of the implemented target element of School Spirit and Pride in improving the overall positive culture and environment.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

The Area of Focus, "Positive Culture and Environment" with the target element of "Student-Staff Connections," will be monitored through an in-house student survey conducted three times during the academic year. The surveys will take place in the First Grading Period, Second Grading Period, and Third Grading Period. These surveys will be designed to gauge students' feelings towards their teachers and the level of positive interactions and engagement they perceive.

Person responsible for monitoring outcome:

Joel Castellanos (jcastellanos@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Student Staff Connections

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Building Staff-Student Connections can help increase students' sense of belonging at school. This practice consists of providing opportunities for students to interact with adults outside of the context of academic learning and disciplinary actions. Staff-Student Connections can occur through various means such as, but not limited to, visibility of staff during arrivals/lunch/dismissal, quick check in/out activities at the start and/or end of each class or activities during an homeroom/advisory period.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

The leadership team will organize monthly meetings with activity director and team leaders to plan a monthly calendar of events. As a result, it will allow leaders to consistently plan events that will ensure diversity is highlighted in our school culture and help build student teacher relationships.

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

By When: 08/17/23 -08/31/23 Team leaders, activity director, and leadership members will meet to discuss/strategize idea on a monthly basis to ensure that the events promote our school culture

Quarterly schoolwide activities will be taking place which involve classroom teachers and students. As a result, these activities will promote the building of student- teacher relationships.

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

By When: 10/18/23 The activities in question will be established and taking place which will help support and promote teacher and student relationship.

Homeroom competition and grade level orientation will be used to promote learning of mission and vision statement. As a result, students will become familiar with the vision and mission of school.

Person Responsible: Heliana Ramirez (200912@dadeschools.net)

By When: 09/29/23 The homeroom competitions and grade level orientations will ensure our students internalize and learn the mission and vision statement our school, helping them feel connected.

#4. Positive Culture and Environment specifically relating to Other**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the attendance records from the 2022-2023 school year it has been identified that attendance is a crucial area of focus based on compelling data. By analyzing attendance records, it was found that Lake Stevens Middle School had a higher percentage of students, 20%, who missed 11-15 days of school this year compared to the district average of 17%. Contributing factors that have led to poor attendance include, students that have moved out of the area and have not been withdrawn, lack of motivation from students to be on time, and lack of parent involvement and concern. This data underscores the urgent need to address attendance challenges at Lake Stevens Middle School. By reducing absences, students will have more consistent access to instruction, leading to increased engagement and achievement in their educational journey.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By prioritizing this area, we aim to improve student attendance rates by 3% and enhance academic outcomes. With the implementation of home visits, parent contact, and school incentives we will reach our target goal by the end of the third marking period, April 9th, 2024.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

To ensure effective monitoring of student attendance and progress towards the desired outcome, homeroom teachers at Lake Stevens Middle School will receive daily attendance bulletins. These bulletins will provide up-to-date information on student attendance, highlighting any instances of absences or tardiness. By receiving these regular updates, homeroom teachers will have real-time awareness of students who are at risk of missing excessive days of school. This allows them to promptly intervene and take necessary actions, such as reaching out to students and their families to address the underlying causes of absenteeism. By closely monitoring attendance and promptly addressing any issues, homeroom teachers can play a critical role in fostering a culture of regular attendance and ensuring that students have the support they need to succeed academically.

Person responsible for monitoring outcome:

Joel Castellanos (jcastellanos@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Attendance initiatives

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Strategic Attendance Initiatives involve close monitoring and reporting of student absences, calls to parents, and more direct measures including home visits, counseling and referrals to outside agencies as well as incentives for students with perfect attendance.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Homerooms will participate in attendance competitions to increase student attendance. As a result, students will attend school regularly.

Person Responsible: Lizette Estevez (lestevez@dadeschools.net)

By When: 08/17/23 - 10/26/23 homeroom attendance competitions will be held on a monthly basis to promote and increase attendance.

Homeroom teacher will contact parents with the assistance of the counselor and CIS. As a result, there will be a reduction of absences among students.

Person Responsible: Heliana Ramirez (200912@dadeschools.net)

By When: 08/17/23 - 10/26/23 teachers will communicate with parents once student reaches 3 absences.

Monthly attendance incentives will be held through 8th period which will include healthy snacks and stimulating activities. As a result, students will be motivated to attend school regularly.

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

By When: 10/26/23 - 11/17/23 monthly attendance incentives will be given to help promote school attendance.

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C)).

Based on the school's academic needs for low performing students in the SWD subgroup, the following instructional resources will be utilized such as System 44, Imagine Learning, Read 180, and I-Ready. These resources will be implemented with the help of paraprofessionals, interventionist(s), and Instructional Coaches. These resources will be utilized during core instruction, morning and afternoon tutoring, Saturday, Winter, and Spring Break Academies.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

The School Improvement Plan will not only be available on the school's website but will be presented at faculty meetings, leadership team meetings, PTA meetings and EESAC meetings for review and monitoring throughout the school year.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

The school plans on building positive relationships with parents and families by holding monthly PTA meetings, EESAC meetings, weekly parent conferences, curriculum parent nights, parent workshops, and other student centered activity opportunities to keep parents informed throughout the year. Additionally all information can be found on the school's website.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

In order to strengthen the academic program at the school, we offer a number of resources such as tutoring through Title 3, middle school enrichment, TALENTS, Be Strong International, and schoolwide study hall. Additionally, we will provide extended learning opportunities through Saturday, Winter, and Spring Break academies.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

VILS Technology Program-Devices and software for students to access digital learning materials and collaborate with peers, and related training for educators (including accessible devices and software needed by students with disabilities). Response to intervention strategies intended to allow for early identification of students with learning or behavioral needs and to provide a tiered response based on those needs. Activities for families to increase engagement and provide resources to parents about literacy and student success. Mental Health based programs to target the whole child (academic and nonacademic) through counseling and outside resources.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Lake Stevens Middle School prioritizes the holistic development of its students by implementing a comprehensive range of non-academic support services. The school ensures counseling and mental health services through a dedicated team of trained professionals who provide individual and group counseling sessions, fostering emotional well-being. Specialized support services are offered to students with diverse learning needs, including individualized education plans (IEPs) and accommodations, promoting inclusivity. Additionally, mental health services and referrals are provided as necessary.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

Lake Stevens Middle School is committed to thoroughly preparing students for postsecondary opportunities and the workforce. The school emphasizes early access to high school-level coursework by offering high school courses and PSAT exams to prepare for postsecondary educational programs.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Lake Stevens Middle School uses a tiered approach to prevent and manage behavior issues. Tier 1 involves schoolwide strategies for all students utilizing the Code of Student Conduct, while Tier 2 offers targeted support for those at risk. Intensive individualized interventions are provided at Tier 3 utilizing a Behavioral Intervention Plan (BIP). The school aligns its interventions with the Individuals with Disabilities Education Act (IDEA) for a coordinated approach. This ensures that all students, including those with disabilities, receive appropriate support for academic and behavioral success.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Lake Stevens Middle School prioritizes the ongoing development of its educational staff through a range of professional learning activities. Teachers, paraprofessionals, and school personnel engage in regular workshops, and professional development to enhance their instructional skills and effectively utilize academic assessment data. To address the recruitment and retention of effective teachers, the school employs targeted strategies, the use of Buddy and Mentor teachers to assist other teachers especially in high-need subjects.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

n/a