

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN



School Name: LAKE STEVENS MIDDLE SCHOOL

District Name: Dade

Principal: Dr. Mark Soffian

SAC Chair: Mr. Garnel Desravins

Superintendent: Mr. Alberto M. Carvalho

Date of School Board Approval: Pending School Board Approval

Last Modified on: 09-11-2009

Dr. Eric J. Smith, Commissioner
Florida Department of Education
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VISION and MISSION STATEMENTS

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

MISSION: It is our belief at Lake Stevens Middle School that the unique and ultimate goal of education is to maximize the physical, mental, and educational development of our students in those skills that are vital to becoming lifelong learners and productive citizens in a competitive and technological society. Our school promotes a safe, orderly, caring, and supportive environment. Each student's self-esteem is fostered by positive relationships with students and staff. We strive to have our parents, teachers, and community stakeholders become actively involved in our students' learning.

PART I: CURRENT SCHOOL STATUS

SCHOOL PROFILE/DEMOGRAPHICS

Brief History and Background of the School

Lake Stevens Middle School is located on 12.13 acres at 18484 N W 48th Place, Miami, Florida. The original building was built in 1973. In addition to the main building, the school has an additional eight-classroom building and six portables. Lake Stevens Middle School has an enrollment of 750 students. Approximately 86 percent of the students are on free or reduced lunch.

The school is wired for network and Internet access and currently renovations are being made to the structure in accordance with the American Disabilities Act (ADA). The school embarked on a beautification project with the partnership and support of Low' Home Improvement that upgraded the landscaping at the school's entrance. The beautification process will continue in the upcoming school year.

Unique School Strengths for Next Year

Lake Stevens Middle School earned a letter grade of B from the Florida Department of Education (FLDOE) in 2008-2009. After earning a school record high of 506 accountability points on the 2008 FCAT and demonstrating increases in each of the eight accountability areas, which raised the school grade to a high "B" from a "C," Lake Stevens Middle School enters the next school year with renewed confidence to earn the additional 19 points to achieve an "A." Lake Stevens Middle School has increased from 87% to 97% criteria to meet AYP and has met AYP for all subgroups except one.

Lake Stevens Middle School offers its students a wide variety of programs and services to meet their individual needs. Lake Stevens Middle School observed that there is a shortage of students entering the Science, Technology, Engineering, and Mathematics (STEM) field today; which is why we have added the NASA/SEMAA Academy to our curriculum. It is an innovative, national project designed to increase the participation and retention of the students in the the STEM field. To transition them into the STEM field, we are opening up their scientific curiosity by bringing in various resident scientists through a partnership with the University of Miami known as Science Made Sensible. Our implementation of the NASA/SEMAA Academy which incorporates an interdisciplinary team approach and utilizes video conferencing as an instructional science lab.

The school has received a grant to participate in the Middle School Enrichment/South Florida After-School All-Stars Partnership Program (MSE/SFASAS) which has been serving middle school students and their families since 1998. Through this strong partnership, we are able to maximize funding opportunities and deliver an after-school structured, academically sound, and enrichment program to our students.

Additionally, the staff has agreed to participate in the summer training in the district's Positive Behavior Support Model to be implemented in the upcoming school year.

A variety of educational programs, software and intervention are utilized by the vast majority of Lake Stevens' students to

prepare them for the statewide assessment tests. The following are some of the programs that will be continued to be implemented to improve student achievement:

- Journeys from Voyager Learning
- Language Program (Intensive Plus Reading)
- SuccessMaker (Math, FCAT Levels 1 & 2)
- Accelerated Reader (All Students)
- Achieve 3000 (LEP) Program
- Tutorial Programs (After-School Monday to Friday)
- Pull-Out Programs to provide Individualized targeted Instruction
- Gizmos
- Science Made Simple

Lake Stevens Middle School implements a daily 30 minutes school-wide Literacy period where all teachers model read aloud for five minutes followed by students reading independently for twenty minutes. These activities are followed by a five-minute journal writing session for students to write on what they read. Students independently select appropriate grade level reading materials. To promote comprehension and participation, biweekly discussions on reading materials are done and students are rewarded. Teachers are also encouraged in all subject areas to include some aspect of reading in their classes with feedback to assess comprehension.

The curriculum and instructional methodology at Lake Stevens Middle School adheres to the Florida Sunshine State Standards, Competency-Based Curriculum and Grade Level Expectations. An instructional focus calendar was developed to address specific weaknesses and unify instruction in order to ensure the achievement of high standards across all subject areas. The school seeks to reshape the educational environment through collaborative initiatives with parents and the community to foster increased student performance and to create a collegial teaching and learning environment. Each initiative is designed to strengthen teaching skills and promote improvement in the overall school curriculum.

Lake Stevens Middle School is a Title I School, receiving additional federal funds. The school has: an inclusion model for students with diagnosed exceptionalities (SWD); a Limited English Proficiency (LEP) program which provides instruction in English for Students of Other Languages; and a Gifted Program which offer advanced courses in Language Arts, Mathematics, Science and Social Studies. These programs focus on improving the educational achievement of all students.

Unique School Weaknesses for Next Year

Some of the unique challenges facing Lake Stevens Middle School are high teacher turn-over rate, high mobility rate of students, and high referrals to alternative education programs. Forty percent of instructional staff have less than three years teaching experience. The high percentage of beginning teachers results in students being taught by teachers with limited knowledge of differentiated instruction, different learning styles and literacy strategies during the beginning of the school year, and requiring additional time for professional development.

Increase in CHOICE transfers reduces enrollment of high performing students and causes a high mobility rate for the school.

The school continues to lose a significant number of high performing students in all AYP subgroups to neighboring public schools due to the No Child Left Behind (NCLB) Act. Additionally, this results in enrollment of a disproportionate amount of struggling students. A significant decline in student enrollment has existed for the past five years from 1539 students (2003-04) to 861 (2008-09).

Lake Stevens Middle School has identified several issues concerning challenges in student achievement. In the past 5 years less than 50 percent of the students have met proficiency in Reading and only 26 percent met proficiency in Science in the last school year. The school not made the criteria of NCLB-AYP for the past four years. Students' scores on the 2008-2009 FCAT indicate a need to modify instructional methods to raise the

level of achievement and reduce the number of students at the lowest performance levels. The team building concept will continue to provide for grade level and departments to collaborate and plan together, share best practices and use item analysis information to analyze student weaknesses to drive instruction.

Frequent monitoring by administration of classroom instruction, professional development, continuous teacher support, and monthly assessments aligned with the Sunshine State Standards have been developed to address the instructional needs to raise student achievement in all subgroups.

The suspension rate and student absentee rate is higher than the district averages and the non promotion rate of 11.1 percent is higher than the average rate of the district's middle schools. To address this problem, the school will implement a new school-wide discipline plan - Positive Behavior Support (PBS) that provides professional development for teachers in the area of classroom management, student motivation, and student incentives.

The need for more parental Involvement is evident by the low parent attendance at monthly PTSA meetings (average of 5-10 parents). The school will continue to reach out to the community, parents and other stakeholders to promote participation and involvement in the school's progress, activities and achievements.

The school has changed principals for this school year and has lost two administrators, seven teachers and two clerical positions from the previous school year due to declining enrollment and budgetary constraints. Budget cuts may also jeopardize the school's ability to create an alternative to suspension option through its Saturday School program as well as offer fine art electives for students.

Student Demographics

Lake Stevens Middle School serves a multi-ethnic and culturally diverse population consists of 860 students from a predominately economically disadvantaged community. The student population of approximately 860 students is 43% Hispanic, 53% Black, 2% White, 1% Asian and 1% Other. There are 42 students in the program for the Gifted, 82 students in the SPED and 43 students in the ESOL program. Seventy-three percent of the students qualify for Free and Reduced Lunch.

Twenty-nine percent of our students scored Level 1 and 27 percent Level 2 on the 2009 administration of the FCAT Reading. On the 2009 administration of the FCAT Mathematics, 24 percent scored Level 1 and 23 percent scored Level 2. According to the student membership data, there were 464 male students and 444 female students in the 2007-08.

Student Attendance Rates

Lake Stevens Middle School students maintained an average attendance rate of 93.86% during the 2008-2009 school year as compared to the average attendance rate for the district of 95.19%. The attendance rate in the Miami Carol City Feeder Pattern has demonstrated a decreasing trend with a 95.18% in the 2006-2007 school year to 95.13% in the 2008-2009 school year. Similarly, Lake Stevens Middle School demonstrated an increasing trend with a 93.06% in the 2006-2007 school year to 93.86% in the 2008-2009 school year. The annual average attendance rate at Lake Stevens Middle has been below the District's average.

Student Mobility

The mobility index of Lake Stevens Middle School 35%. Due to economic hardships and unemployment, student mobility is a concern for students at Lake Stevens Middle School. Additionally, Lake Stevens Middle School continues to lose high achieving students to neighboring middle schools and magnet schools. The No Child Left Behind CHOICE transfers are a contributing factor to the school's mobility rate.

Student Suspension Rates

The suspension rates for Lake Stevens Middle School are as follows:
2006-2007 - Indoor Suspensions 27%, Outdoor Suspensions 28%; 2007-2008 - Indoor Suspensions 16%, Outdoor Suspensions 18%; 2008-2009 - Indoor Suspensions 20%, Outdoor Suspensions 19%. The suspension rates have increased/decreased over the past three years

Student Retention Rates

The retention rate for Lake Stevens Middle School demonstrated a 2.5% decline from the 2006-2007 school year of 13.6 to the 2008-2009 school year of 11.1%. The district retention rates compared to state averages is 5.7%.

To minimize retention, students will be enrolled in the PLATO Course Recovery program in the upcoming school year. This program will be offered during school for students needing course recovery. In addition, the school's counselors review the middle school point requirements at two grade level assemblies held each semester. Individualized counseling is given to students as needed throughout the year. Students at risk of retention are informed and monitored by counselors and teachers. Parent contact is made throughout the year to keep parents abreast of their child's academic performance.

Class Size

Lake Stevens Middle School strives to maintain a 22:1 ratio in all subject areas and across grade levels to reduce discipline problems, increase the rigor and relevance and strengthen the one-on-one relationship between students and teachers. The average class size in general education classrooms was: 22.41 for the 2008-09 school year and was in line with the state's requirement for class size.

The breakdown by grade level is 6th Grade: 1:23 students; 7th Grade: 1:22 students; 8th Grade: 1:22 students. The teacher to student ratio in general education classrooms is: 6th Grade: 1 teacher to 1:24 students; 7th Grade: 1 teacher to 1:22 students; 8th Grade: 1 teacher to 1:22 students. The average class size in inclusion classrooms is: 6th Grade: 1:23 students; 7th Grade: 1:22 students; 8th Grade: 1:22 students. The teacher to student ratio in SWD education classrooms is: Varying Exceptionalities: 6th Grade: 1 teacher to 14 students; 7th Grade: 1 teacher to 15 students; 8th Grade: 1 teacher to 13 students; Emotional Behavior Disorders: 1 teacher to 14 students (although multi-graded); Mentally Handicapped: 1 to 9 (although multi-graded). ESOL: 1 teacher to 30 students.

In an effort to effectively cope with the minimum class size, professional development will be implemented this school year in the areas of differentiated instruction, reciprocal teaching, and classroom management.

Academic Performance of Feeder Pattern

Lake Stevens Middle School works collaboratively with feeder pattern schools through the vertical teaming initiative to improve the quality of professional development and instruction which ultimately improve student achievement. Lake Stevens Middle School is one of two middle schools in the Carol City Feeder Pattern, receiving students from five elementary schools. The data from the A+ Plan reveals that two of the elementary feeder schools received school grade of "B" (Lake Stevens and North Glade), two received a "C" (Charles D. Wyche and Skyway) and one received a "D" (North County). The students from Lake Stevens Middle transition into Miami Carol City Senior High School with a grade of "F".

The feeder pattern schools' performance history is as follows:

Miami Carol City Senior High School: Did not make AYP and Correct II Status

2008-2009: D; 2007-2008: F; 2006-2007: F; 2005-2006: D; 2004-2005: D; 2003-2004: D; 2002-2003: D.

Carol City Middle School: Did not make AYP and Correct II Status

2008-2009: C; 2007-2008: C; 2006-2007: F; 2005-2006: C; 2004-2005: D; 2003-2004: C; 2002-2003: D.

Lake Stevens Middle School: Did not make AYP and Correct II Status

2008-2009: B; 2007-2008: B; 2006-2007: C; 2005-2006: B; 2004-2005: C; 2003-2004: C; 2002-2003: C.

Barbara Hawkins Elementary School: Made AYP and Prevent I Status

2008-2009: B; 2007-2008: C; 2006-2007: C; 2005-2006: D; 2004-2005: C; 2003-2004: B; 2002-2003: D.

Brentwood Elementary School:

2008-2009: Pending; 2007-2008: A; 2006-2007: D; 2005-2006: C; 2004-2005: C; 2003-2004: C; 2002-2003: D.

Carol City Elementary School:
 2008-2009: Pending; 2007-2008: B; 2006-2007: C; 2005-2006: C; 2004-2005: C; 2003-2004: C; 2002-2003: C.
 Charles D. Wyche Elementary School:
 2008-2009: Pending; 2007-2008: C; 2006-2007: I; 2005-2006: A; 2004-2005: A; 2003-2004: D; 2002-2003: A
 Miami Gardens Elementary School: Did not make AYP and Correct I Status
 2008-2009: B; 2007-2008: B; 2006-2007: F; 2005-2006: B; 2004-2005: C; 2003-2004: B; 2002-2003: C.
 North County Elementary School: Did not make AYP and Correct II Status
 2008-2009: D; 2007-2008: D; 2006-2007: C; 2005-2006: C; 2004-2005: C; 2003-2004: D; 2002-2003: .
 North Glade Elementary School: Did not make AYP and Correct I Status
 2008-2009: A; 2007-2008: B; 2006-2007: C; 2005-2006: A; 2004-2005: A; 2003-2004: B; 2002-2003: .
 Lake Stevens Elementary School: Did not make AYP and Correct II Status
 2008-2009: B; 2007-2008: B; 2006-2007: C; 2005-2006: A; 2004-2005: C; 2003-2004: B; 2002-2003: .
 Skyway Elementary School: Did not make AYP and Prevent I Status
 2008-2009: A; 2007-2008: C; 2006-2007: I; 2005-2006: A; 2004-2005: A; 2003-2004: D; 2002-2003: A

Partnerships and Grants

Lake Stevens Middle School collaborates with district programs and services, community agencies and the business community in order to integrate educational services to all students. This collaboration includes: Head Start, Reading First, Early Reading First, Miami-Dade District Pre-K and Early Intervention, Exceptional Student Education, Adult Education, Vocational Career Awareness, Staff Development Department, Miami Dade County Health Department, community colleges, universities, ESOL/LEP Programs, Migrant, Neglected/Delinquent, At-risk Programs, Homeless Agencies, the Parent Academy, the Parent Information and Resource Center (PERC), the PTS/PSTA, Upward Bound and Pre-collegiate programs at community colleges and universities, Home Instruction for Parents of Preschool Youngsters (HIPPY), Homestead Housing Authority, and through compacts with local municipalities as well as Metro Dade County. These collaborative efforts will eliminate gaps in service for the ELL students, children with disabilities, migrant children, N & D children, homeless children, and migrant children. An avenue will be provided for sharing information about available services, and for helping to eliminate duplication and fragmentation within the programs. Title I personnel will, on an on-going basis, work with the appropriate staff to increase program effectiveness of the instructional program. Representatives from these agencies will meet as necessary to coordinate various services for families and children to increase student achievement. Additionally, the school receives funding under the School Improvement Grant Fund/School Improvement Grant Initiative in order to increase the achievement of the lowest performing subgroups through comprehensive, ongoing data analysis, curriculum and instruction alignment, and specific interventions such as Differentiated Instruction/intervention, classroom libraries, Project CRISS, and Learning 100.

Lake Stevens Middle School receives continuous support from district staff and directors and staff from North Regional Center in all areas of the day to day operation of the school. The Dade partners at Lake Stevens Middle School provide services for school events and donations of funds for student enhancement.

The Dade partners include: Gilly's Vending, Miami-Dade College, UD Tropic Technology, Southern Business Communication and Lowe's Home Improvement.

Lake Stevens Middle School was awarded the Middle School Enrichment Grant through the Middle School Enrichment Program. It provides research-based and vocational technical programs to motivate and achieve measurable mathematics and reading improvement. The school will work closely with the Office of Intergovernmental Affairs and Grants Administration to research grant funding opportunities.

Lake Stevens Middle School houses a Health Connect clinic. This partnership with The Children's Trust and Miami-Dade County Health Department integrates education, medical and/or social and human services on the school's campus. This partnership enhances the health education activities provided by the school.

The partnership with D-FY-IT provides students with anti-drug information, skills for developing leadership, community service opportunities and special programs for both students and parents.

Lake Stevens Middle School is proud of its partnership with Youth Crime Watch. This partnership provides students with the opportunity to view special anti-crime presentations, safety projects, club meetings, assemblies and rallies, all in an effort to address school safety and violence.

The Peer Mediation program provides Conflict Resolution Program using peer to peer intervention.100.

STUDENT ACHIEVEMENT DATA

Note: The following links will open in a separate browser window.

[School Grades Trend Data](#)

[Adequate Yearly Progress \(AYP\) Trend Data](#)

[Florida Comprehensive Assessment Test \(FCAT\) Trend Data](#)

HIGHLY QUALIFIED ADMINISTRATORS

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record *
					In September 2008, Dr. Mark Soffian, principal, was reassigned to Lake Steven Middle School.

Principal	Mark Soffian	Bachelor of Science degree in Physical Education, Masters of Science degree in Athletic Training, and a Doctor of Education degree in Educational Leadership. He has certification in Educational Leadership	1	20	<p>Principal of Lake Stevens Middle School in 2008-09: Grade B. Reading Mastery: 50%, Math Mastery: 60%, Science Mastery: 24%, Writing Mastery: 95%; Learning Gains (Reading): 64%, Learning Gains (Math): 72%; AYP: Subgroups meeting AYP: None Subgroups not meeting AYP: Blacks, Hispanics, Economic Disadvantaged.</p> <p>Principal of Miami Norland Senior High School (November 2006 – September 2008): showed an increase in the Black subgroup of 3 percentage points in Reading and 3 percentage points increase of the same subgroup making learning gains in mathematics on the FCAT compared to the previous school year.</p> <p>Principal of Carol City Middle (March 2005- November 2006): The Reading Performance of the Black subgroup increased from 27 percent to 30.03 percent and in Mathematics Performance within the same subgroup, they increased from 20 percent to 22.61 percent. The school increased from 60% to 74% meeting AYP criteria. School improved from a D to a C grade.</p> <p>Assistant Principal of American High School (June 2001- April 2005). The performance group made learning gains in Reading moving from 45% to 53%. The school improved from a D to a C grade in 2004-05.</p>
Assis Principal	Victoria Jackson	She is certified in Language Arts Grades 6-12, Educational Leadership, and holds a Reading Endorsement. She holds an Educational Specialist Degree in Educational Leadership, a Masters Degree in Business Administration, a Bachelor of Arts Degree in English, a Bachelor of Science Degree in Dietetics, and an Associate in Arts Degree in Broadcasting Journalism.	1	4	<p>Under Ms. Jackson's leadership as an Assistant Principal for Curriculum at Charles R. Drew Middle School, students showed academic gains in Reading and Writing as evidenced on the 2008-2009 administration of the Florida Comprehensive Assessment Test (FCAT) and Florida Writing. The school letter grade is "D". Reading Mastery was 33%. Math Mastery was 35%. Science Mastery was 16%. Writing Mastery was 81%. For the 2008-2009 school year, 82% of AYP was met. However, 18% of the Black and economically disadvantaged students did not meet AYP in Math or Reading.</p>

* Note: Prior Performance Record (including prior School Grades and AYP information along with the associated school year)

HIGHLY QUALIFIED INSTRUCTIONAL COACHES

Subject Area	Name	Degree(s) / Certification(s)	# of Years at Current School	# of Years as a Coach	Prior Performance Record *
		B.S. in Elementary			<p>Reading Coach at Lake Stevens Middle School. 2008-2009: Grade B. Reading Mastery: 50%, Science Mastery: 24%, Writing Mastery: 95%; Learning Gains (Reading): 64%, AYP: Subgroups meeting AYP: None Subgroups not meeting AYP: Blacks, Hispanics, Economic Disadvantaged.</p> <p>2007-2008: Grade B. Reading Mastery: 45%; Science Mastery: 26% Writing Mastery: 93%. Learning Gains (Reading): 60% AYP: 97%. Subgroups meeting AYP: Reading: Hispanic and Economically Disadvantaged. Subgroups not meeting AYP: Reading: Black</p> <p>Henry H. Filer Middle Language Arts/Reading Teacher & Dept Chair 2006-2007: Grade B</p>

Reading	Yvette Gonzalez	Education, M.S. in TESOL, Ed.S. in Educational Leadership. Areas of Certification in English, ESOL, and Educational Leadership.	1	1	<p>Reading Mastery: 52% Science Mastery: 33% Writing Mastery: 88% Learning Gains in Reading: 63% AYP: Subgroups meeting AYP Reading: None Subgroups not meeting AYP Reading: Hispanic, Economically Disadvantaged, ELL, SWD</p> <p>2005-2006: Grade A Reading Mastery: 51% Science Mastery: N/A Writing Mastery: 90% Learning Gains in Reading: 71% AYP: Subgroups meeting AYP Reading: Hispanic, Economically Disadvantaged. Subgroups not meeting AYP Reading: ELL, SWD</p> <p>2004-2005: Grade C Reading Mastery: 37% Science Mastery: N/A Writing Mastery: 81% Learning Gains in Reading: 60% AYP: Subgroups meeting AYP Reading: None Subgroups not meeting AYP Reading: Hispanic, Economically Disadvantaged, ELL, SWD</p>
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* Note: Prior Performance Record (including prior School Grades and AYP information along with the associated school year)

HIGHLY QUALIFIED TEACHERS

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
<p>1. Implements and enforces stringent certification requirements for newly hired teachers.</p> <p>2. Implements meaningful induction programs for new teachers.</p> <p>3. Requires new teachers to participate in the school's on-site professional development program.</p> <p>4. Limits the number of subject areas and grade levels a teacher teaches in order to develop their expertise in one or two fields.</p> <p>5. Provides support and encouragement for teachers.</p> <p>6. Provides continuous professional development for teachers.</p>	School Leadership Team	<p>The Projected Completion Date is August 2009 for #1, #2, and #4.</p> <p>The Projected Completion Date for #3, #5, and #6 is Ongoing.</p>	

Non-Highly Qualified Instructors

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
CAROLYN MCCLAIN	Elementary Education	Reading	Has been given an out-of-field waiver and is registered to take Language Arts Middle grade integrated curriculum State Certification exam. Is mentored by Department Chair and Reading Coach, Ms. Yvette Gonzalez.
CATRINA CARSWELL	Business Education	Middle Grade Math	Will take the State certification test, July 15th, middle grade integrated math. Is mentored by the Math Department Chairperson, Henriette Olive.
ANNETTE P. HUGHES-WILMOT	Varying Exceptionalities, Spanish, ESOL	English Second Language	Completed all 6 competencies, Will apply for certification this summer. Is mentored by Department Chair and Reading Coach, Ms. Yvette Gonzalez.
TANGULAR D. MCLEOD	Exceptional Student Education	ESE Severely Emotionally Disb.	Finished all courses and waiting DOE to send certificate. Teacher is mentored by Department Chair and Reading Coach, Ms. Yvette Gonzalez.
SHEKEETHA L. LAW	Elementary Education	Middle Grade English	Plans to take subject area Language Arts middle grade integrated curriculum State Certification exam. Is mentored by Reading

			Coach and Department Chairperson, Yvette Gonzalez.
LABREIA A. CHERRY	Middle Social Science	ESE Severely Emotionally Disb.	Plans to take subject area SPED and middle grade integrated curriculum State Certification exam. Is mentored by Department Chairperson, Dr. Zirke.

Staff Demographics

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed
52	9.62	32.69	36.54	21.15	42.31	84.21	3.85	3.85	13.46

Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Anna Vachala	Brandon Douglas	Mr. Douglass a New Teacher and Ms. Vachalais a veteranteacher with over 20 years experi-ence.	The mentor and mentee meet weekly in a professional learning community to discuss evidenced-based strategies for each benchmark and standard. The mentor provides support with curriculum and instruction.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Title I, Part A

Lake Stevens Middle School is considered a Title 1 school, with eighty-two (82) percent of students on free or reduced lunch. As such, since the school has not made Adequate Yearly Progress for more than two consecutive years, students at the school are eligible to receive Supplemental Education Services (SES). Students will be afforded the opportunity to participant in before and/or after school tutoring which will be provided by private and/or contracted providers.

1. The district established the New Educator Support Team (NEST) program. Lake Stevens Middle School will utilize the district's support program to provide assistance for teachers in their first and second year of teaching.
2. The school will participate in Project MPACT, which is a collaborative effort between the county and school district's police department. The program focuses on safe communities by providing gang resistance and awareness to students in the targeted areas. Additionally, students will participate in the anti-bullying program, which will be facilitated by the TRUST counselor.
3. Jackson Health Services in collaboration with the district has established a Health CONNECT clinic. Students will be able to receive health services from a registered nurse.
4. The school is also supported by the YMCA, which provides additional support and assistance for students in the community. These additional programs will be added assets that will enhance both student achievement and student well-being.

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

Title I, Part C- Migrant

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

of migrant students are met.

Title I, Part D

Lake Stevens Middle School utilizes District-supplied funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.

Title II

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

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

Title III

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

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

Title X- Homeless

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

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

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

Supplemental Academic Instruction (SAI)

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

Violence Prevention Programs

Lake Stevens Middle School offers non-violence and anti-drug programs to students that incorporate field trips, community service, drug tests, and counseling, all coordinated by the TRUST Counselor:

Peer Mediation
SSHSMPACT
Youth Crime Watch

Nutrition Programs

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

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

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

Articulation agreements allow students to earn college and postsecondary technical credits in high school provides more opportunities for students to complete 2 and 4 year postsecondary degrees.

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

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

Job Training

N/A

Other

Parental Involvement Program Description

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

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

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

The school receives funding under the School Improvement Grant Fund/School Improvement Grant Initiative in order to increase the achievement of the lowest performing subgroups through comprehensive, ongoing data analysis, curriculum and instruction alignment, and specific interventions such as extended day remedial tutorial instruction, Differentiated instruction/intervention, classroom libraries, Project CRISS, and Learning 100. Additionally, Title I School Improvement Grant/Fund support funding and assistance to schools in Differentiated Accountability based on need.

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

Response to Instruction/Intervention (RtI)

School-based RtI Team

Identify the school-based RtI Leadership Team.

Principal: Ensures that the school-based team is implementing RtI, conduct assessment of RtI Skills of school staff. Communicate with parents regarding school-based RtI plans and activities.

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

Reading Coach: Provide guidance on K-12 reading plan. Facilitates and supports data Collection activities; Assist in data analysis; Provide professional development and technical assistance to teachers regarding data-based instructional program. and provides support for assessment and implementation monitoring

Reading/Writing Coach: Identifies and analyzes existing literature on scientifically based Curriculum/behavior assessment and intervention approaches. Provide development and technical assistance to teachers regarding data-based instructional program and provides support for assessment and implementation monitoring.

Math Chairperson: Develops, leads, and evaluates school math core content standards Participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Science Chairperson: Develops, leads, and evaluates school science core content standards. Participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring

Social Studies Chairperson: Develops, leads, and evaluates school social studies core standards. Participates in the design

and delivery of professional development; and provides support for assessment and implementation monitoring.

Media Specialist: Participates in student data collection and collaborates with general education teachers through such activities as co-teaching. Develops or brokers technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and display.

SPED Chairperson & Program Specialist: Participates in student data collection and collaborates with general education teachers through such activities as co-teaching. Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

Student Services and Test Chairperson: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans. Provide expertise in support of students' academic performance and progress, emotional and behavioral development, career choices and social success.

Describe how the school-based RTI Leadership Team functions (e.g. meeting processes and roles/functions).

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

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

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

Department Chairpersons: Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

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

Instructional Coaches Reading:

Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches.

Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Student Services Personnel: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, career, emotional, behavioral, and social success.

Describe the role of the school-based RTI Leadership Team in the development and implementation of the school improvement plan

The primary role of the team is to develop, monitor and providing ongoing progress evaluation of the School Improvement Plan (SIP) of Lake Stevens Middle School. The team will collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills.

The leadership team meets regularly once a week to engage in the following activities:
reviews current and live assessment data and link to instructional classroom decisions and reviews progress monitoring data

at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing leadership capacity and making decisions about implementation.

The RtI Leadership Team met with the Educational Excellence School Advisory Council (ESSAC) and principal to help develop the SIP. The team provided data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that needed to be addressed; helped set clear expectations for instruction (Rigor, Relevance, Relationship); facilitated the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and aligned the goals and objectives outlined in SIP.

RtI Implementation

Describe the data management system used to summarize tiered data.

- Use assessments documented in data systems (include Interims, FAIR)
- Data should drive instruction
- Review your technology needs
- PD should be reflected in the Action Plan of the Goal areas

The following data sources are used to prescribe and formulate actions plans for Tier target groups:

- Baseline Assessment: District-wide assessments, Progress Monitoring and Reporting Network (PMRN), FORF, Florida Comprehensive Assessment Test (FCAT)
- Progress Monitoring: PMRN, Curriculum Based Measurement (CBM), FCAT simulation, Pretest, Post-test by subject and content area, District's Interim Assessment
- Midyear: Florida Assessments for Instruction in Reading (FAIR),
- End of Year: FAIR, Comprehensive English Language Learning Assessment (CELLA) reports, FCAT 2009 Test results

Frequency of Data Days: Twice a month for data sharing and analysis and once a month for teacher-student data cha

Describe the plan to train staff on RtI.

Conduct a school-wide needs assessment survey to find the level of training and professional development needed. Provide teachers with professional development on how to analyze assessment data, unwrap the benchmarks and use results to provide instruction in areas of deficiencies.

Provide ongoing mentoring to beginning teachers by professional leadership team and administrators. Professional development will be provided during teachers' common planning time and small group sessions will occur throughout the year. Two PD sessions entitled: "RtI: Problem Solving Model: Building Consensus Implementing and Sustaining Problem-Solving/RtI" and "RtI: Challenges to Implementation Data-based Decision-making, and Supporting and Evaluating Interventions" will take place in mid-August and in October.

The RtI team will also survey and evaluate additional staff PD needs during the weekly RtI Leadership Team meetings.

School Wide Florida's Continuous Improvement Model

Plan

Data Disaggregation 2008-2009 FCAT Data

What strengths and weaknesses were identified in the 2009 data by grade level, subject area, and clusters/strands?

Strengths: Seventh and eighth grade students in math are performing above district level and slightly below state level. Sixty-four percent of the eighth graders and 59% of seventh graders meet standards in math. Eighth grade students in reading are performing at district level in Main Ideas and Author's purpose. In science, the highest cluster area is Scientific Thinking. Overall, a school-wide improvement was shown in Reading proficiency by 5 percentage points from the previous school year.

Weaknesses: Across all grade levels in reading and science, students are performing below district and state level. The number of sixth grade students meeting standards in math is below state and district level. The School has not made AYP in the previous five years.

Instructional Calendar Development

What is the process for developing, implementing, and monitoring an Instructional Focus Calendar for reading, writing, mathematics, and science?

The Instructional Focus Calendar for reading (IFC's), were created in August 2009 by the school's instructional leadership team. The IFC will be updated in October 2009 as determined by disaggregated data results from the September Baseline Test, and again in January 2010 as determined by the disaggregated data results from the December Mid-Year Test.

The 2009 FCAT results were utilized to develop and focus the IFCs. The Leadership team will collaborate with the teachers to align the standards with the instructional focus. Teachers will be responsible for determining the instructional focus of whole group lessons and small group through differentiated instruction.

The school-wide literacy program will be implemented in the Homeroom scheduled period. During the 30-minutes, students will be select grade-level reading material and complete a journal activity during this time. Teachers will provide various reading strategies to promote the Literacy program using best practices and Creating Independence through Student-Owned Strategies (CRISS) for teachers and students, including reciprocal teaching, graphic organizers, Think-Pair-Share, selective underlining, marginal note taking, QAR's, two-column notes, etc.

Language Arts teachers will focus on the basic five components of reading (phonemic awareness, fluency, phonics, vocabulary and comprehension). All teachers will provide explicit vocabulary instruction and strategies in areas of morphology, context clues, root words and affixes.

Benchmarks were selected as indicated by students' strengths and weaknesses, which were measured by progress on class work assignments, assessments, and data results. Warm-up activities will be implemented to remediate areas of weaknesses as measured by interim, midterm and monthly assessments.

The duration of instruction for each Benchmark was determined by the amount of time allotted in the IFC to ensure that students are exposed to all Benchmarks prior to FCAT testing. Within the amount of time allotted in the IFC, teachers will provide instruction on each Benchmark, allow the students an opportunity to practice, assess the students' knowledge, and then re-teach the Benchmark as indicated by student progress, either in a whole group or small group setting.

Administration will implement a continuous cycle of making classroom visitations, evaluating lesson plans, monitoring teacher data, and conducting meetings with teachers to ensure that the IFC is being utilized and implemented effectively. Coaches will also be assigned to teachers who are demonstrating signs of struggling with IFC implementation.

Teachers who are struggling with implementing the IFC will be provided additional opportunities to attend professional development sessions, have a mentor assigned to them, and participate in the process of observing other teachers who are successful. The subject area coaches and/or department chairperson will provide additional assistance to the teacher. The teacher will participate in Professional Learning Communities, and utilize the support of their colleagues during weekly team meetings to discuss progress and data points in reading, writing, mathematics, and science.

Which instructional Benchmarks will be given priority focus, based on need, for each content area (reading, writing, mathematics, and science)?

Reading: Reference and Research was the least proficient strand all across grade levels and will be given priority focus.
Mathematics: Number Sense was the least proficient strand in sixth grade and Geometry was the least proficient strand in sixth and seventh grades.
Science: Earth Space was the least proficient strand and will be given priority focus.
Writing: Persuasive writing has shown lesser proficiency than expository writing.

What is the process to ensure instruction is based on individual students' needs, as opposed to the master schedule?

The administration will analyze student gains by individual teachers. Initially, based on the FCAT scores, it will be determined where to place the high performing teachers and the master schedule will be adjusted to prevent low-performing teachers from teaching the same class again. Low performing students will be paired with the high performing teachers. The process to ensure improved and targeted instruction will be scheduling Professional Development that will be geared toward Differentiated Instruction strategies to organize performance groups and provide flexible groups based upon students needs and proficiencies. Additionally, teachers will review and target instruction according to the individual trend data. The Leadership team and Administrative staff will monitor the instruction by reviewing lesson plans and classroom walk-throughs to ensure the process is maintained.

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

The school offers courses in technology such as Exploration of Production of Technology and Exploratory Career Wheel. The electives teachers along with the content areas teachers work together on thematic units to help students see the relationships between subjects and relevance to their future.

An overall theme of the school is the focus of Rigor, Relevancy and Relationship in planning lessons. To emphasize relevancy, a daily focus of the school is for teachers and students to ask each other, "why are we learning this?" to ensure that instruction is connected with personal life issues. Teachers are also provided reading materials and "bell ringers" that are based on current and engaging events. The teachers meet in teams to articulate this focus and develop thematic and project based learning activities.

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

Students are exposed to different career path during the annual Career Day. After the fair, students meet individually with their counselor to decide on future electives and career choices.

Every year, after FCAT testing, students and parents participate in a course selection fair that exposes them to next year's curriculum to inform their course selection. After the course selection fair, students meet one-on-one with an academic counselor to decide what classes will be taken. Parents are invited to these meetings and final course selection is sent home for parent's signature. Additionally, the feeder school's counselors works with our eighth graders on career choices and

planning.

DO

Direct the Instructional Focus

How are lesson plans and instructional delivery aligned across grade levels and subject areas?

The school follows the District's Pacing Guide which aligns the Sunshine State Standards/Benchmarks relevant to each grade level and subject area. Teachers follow the district requirements to plan lessons according to the SSS and targeted benchmarks which are tested on the FCAT. Focus lessons developed by the leadership team are aligned to the Benchmarks and standards for each subject area and cover those Benchmarks that are annually assessed on the FCAT. Departmental meetings will be utilized as a means for teachers to not only share best practices, but to plan by grade levels. Teachers will determine students' strengths and weaknesses based on the FCAT scores and differentiate their instructions to meet individual students' needs. Grade level teachers will meet weekly to determine the areas of students' strengths and weaknesses as demonstrated by class work assignments and assessment results. Lesson plans will be created for differentiated instruction, which provides lessons for all levels of students, below mastery, at mastery, and above mastery. Teachers will meet monthly during Professional Learning Communities days to share best practices and resources.

How are instructional focus lessons developed and delivered?

The school utilizes the District's Pacing Guide which aligns the Sunshine State Standards/Benchmarks relevant to each grade level expectations tested on the FCAT. Coaches and department chairs will guide teachers in keeping track of what is to be taught throughout the year. Daily warm-up activities to remediate areas of weaknesses as measured by interim, midterm and monthly assessments will be used to focus areas that need improvement. The 5 to 10-minute focus lessons will be taught at the beginning of each class period.

Focus lessons were provided by the instructional coaches and department chairs for each subject area based on a review of previous assessments where students were struggling and needs improvement.

The focus lessons selected by the instructional coaches are aligned to the Benchmarks and standards for each subject area and cover those Benchmarks that are annually assessed on the FCAT.

Reading, math, and science teachers will teach the focus lesson that correlates with their subject area. Depending on the need, elective and social studies teachers will also select closely related areas to their subject matter and teach focus lessons to support the school-wide goals.

All teachers will utilize FCAT Questions Task Cards to expose students to the cognitive complexity of items on the assessments.

Scheduled week long camps for reading, writing, mathematics and science will be implemented to give opportunities for students to work in multi-groups in a cooperative approach.

How will instructional focus lessons be revised and monitored?

Monthly assessments will be administered based on the Pacing Guide and IFC to determine students' mastery. Teachers will conduct debriefing session to analyze students' data and determine future course of action. Student mastery on the assessments based on the focus lessons will determine if the focus lessons need to be revised and/or re-taught.

Teachers and administrators will ensure the effectiveness of the focus lessons by analyzing data results from focus lessons as they are re-assessed intermittently throughout the year. Proficiency of skills and benchmarks should also be evident in skills and Benchmarks that are taught as part of the whole group instruction.

CHECK

Assessment

Describe the types of ongoing formative assessments to be used during the school year to measure student progress in core, supplemental, and intensive instruction/intervention.

The school utilizes the baseline assessment in addition to the individualized FCAT scores to determine student placement. The leadership team promotes pre/post testing in all subject areas to . Monthly assessment is administered in addition to the district interim assessment. The teachers meet to analyze the data and use the results to provide instruction in areas of deficiency.

How are assessments used to identify students reaching mastery and those not reaching mastery?

Mastery will be set at 80% and is higher than the traditional score of 70% to ensure student proficiency of each benchmark. Teachers will differentiate their instruction as indicated by assessment results to provide intensive instruction to those students earning less than 80%, additional instruction and practice opportunities for those students earning between 50-70%, and enrichment/advanced instruction to student earning 80%-100% . The assessment results will be used to determine the instructional focus of whole group lessons. An Item-Analysis of the assessment will be utilized to re-teach the questions that students missed most frequently.

Maintenance

How is ongoing assessment and maintenance of Benchmark mastery for each grade level and content area built into the Instructional Focus Calendar?

The ongoing assessments are used to determine student's progress and deficiencies. The ILT reviews the assessment and prescribes the areas needing improvement to the selected teachers. The IFC will be modified to align with the assessment results.

Tutorials are provided by clusters to those students not meeting proficiency in the ongoing assessments.

Students at and above mastery level will receive opportunities to enhance or enrich current skills by participating in project activities, hands-on activities, or other supplemental lessons which will reinforce the skill and maintain the level of mastery/proficiency.

Describe the process and schedule for teams to review progress monitoring data (summative and mini assessments) to identify the required instructional modifications that are needed to increase student achievement.

Teachers will meet weekly to review the progress monitoring data such as pre-post tests or interim/monthly assessment results. . The meetings will alternate each week as follows: one week the teachers will meet by grade level and the following week they will meet by content area. This rotation will continue throughout the year.

The meeting will be facilitated by the subject area coach, the team leader, and/or the department chairperson. A teacher will be designated to record notes from the meeting, and the notes will be submitted along with the weekly agenda to the administrative staff. Members of the administrative staff will attend meetings on a rotating basis.

Monitoring

Describe the Principal's and Leadership Team's roles as instructional leaders and how they will be continuously involved in the teaching and learning process.

The Principal and the Leadership Team will continuously work with the teachers to define the school's educational objectives and provide the necessary resources for learning, and create new learning opportunities for teachers and staff. The Principal and Leadership Team will meet with teachers during weekly meetings and one-on-one to discuss assessment results and student progress.

During these meetings, lesson plans, data binders, and student portfolios will be utilized to provide evidence of instruction, assessment, and differentiation to address individual student needs. Progress Monitoring logs will also be utilized to document the process of teaching, assessing, re-teaching, and re-assessing.

There are approximately 100 foster students attending Lake Stevens Middle. These students along with other special needs population such as migrant, homeless, neglected and delinquent students are given special attention by identifying them early and using the Student Service Department to meet and monitor their progress on a monthly basis.

The instructional coaches will assist teachers with providing instruction on the focus lessons either by modeling whole group instruction or assisting the teacher in providing small group instruction. The instructional coach will also help with the process of grading, recording, and charting student scores. All members of the ILT will be trained in Classroom Walk-Through to assist in the monitoring of the learning program and instruction.

ACT

Supplemental and Intensive Instruction/Interventions

Identify the core, supplemental, and intensive instruction and interventions.

The interventions included for the core subjects include after-school tutoring, pullouts, push-ins assistance, FCAT Explorer, Success maker program and differentiated instruction. Some targeted interventions include:

1. Providing specific after-school tutoring by benchmark clusters in reading, writing, mathematics and science to students performing in the lowest 25th percentile.

2. Providing after-school tutoring in reading, writing, mathematics and science to all students.

The curriculum includes a new technology based intervention (Journeys and Language) for phonemic awareness, phonics, vocabulary, fluency and comprehension. Some of these programs include:

1. Accelerated Reader for all students

2. GIZMO for Mathematics and Science

3. Journeys for readers in FCAT Level 1 and 2

- 4. Jamestown readers for all students
- 5. SuccessMaker in Mathematics for Level 1 and 2 students

How are supplemental and intensive instruction/interventions and tutorials structured to re-teach non-mastered target areas?

Students will be identified and targeted based on data derived from baseline test, interim and teacher made assessments. The result of the test will be disaggregated and shared with content area and electives teachers. On a daily basis, teachers will utilize instructional strategies, such as differentiated instruction and best practices discussed in departmental meetings and workshops to provide varied methods of instruction to those students in non-mastered areas. Students who continue to struggle and have not met proficiency will be required to take part in the after-school tutorial programs. Students will be grouped according to cluster and benchmark deficiencies for after-school tutoring and pullouts.

Resources from the state adopted textbooks which are designed for intensive instruction will be utilized. Computerized programs or instructional software (e.g. SuccessMaker), in addition to Internet instructional Web sites such as FCAT Explorer will also be utilized.

How does the school identify staff's professional development needs to improve their instructional strategies?

Teachers will be asked to do a self-evaluation based on a school-wide needs assessment survey. Based on the areas needing improvement, professional development will be scheduled and offered to improve their instructional strategies. In addition, Administration will make recommendations based on their observation during classroom walkthroughs and individual conferences.

Common areas of concern in the areas of instructional delivery, classroom management, and data analysis, as evidenced by administrators' observations, teacher surveys, and student performance/data analysis, will determine the need for professional development sessions.

Which students will be targeted for supplemental and intensive instruction/interventions?

As a result of progress monitoring (assessment results and class work performance) and observations by classroom teachers, instructional coaches, administrators, and counselors, students who consistently demonstrate academic difficulty will receive supplemental and intensive instruction/interventions. The lowest 25 percent and Levels 1 in Reading and Math will be required to attend after-school tutoring.

Students not making mastery will be offered after-school assistance via SES, as well as assistance during the regular school day from instructional coaches, and personnel hired to provide tutorial services.

All students will be monitored for progress by the instructional teachers and afforded opportunities for improvement will be provided if interventions are needed.

How will the effectiveness of the interventions be measured throughout the year?

Interventions will be measured through both informal and formal assessments. The District Interim and monthly assessments will be the formal evaluation tools used to determine the effectiveness of the interventions in addition to teachers' made tests and observations. Each teacher will maintain a data book on their students to monitor progress and improvements.

All personnel providing services to a student not making mastery will meet to discuss their evidence and/or documentation of strategies and interventions that have previously been utilized. Factors hindering implementation of a strategy (attendance, behavior, etc.) will be addressed and resolved. Strategies that are unsuccessful will be discontinued and replaced with alternative interventions. Focus assessments through FCAT Explorer will also be utilized to determine the effectiveness of supplemental instruction.

The after-school tutoring and pullout programs will be formally evaluated at the end of the year by comparing previous year's learning gains and proficiency levels based on the FCAT scores.

Enrichment

Describe alternative instructional delivery methods to support acceleration and enrichment activities.

Students who typically exceed mastery levels (above 80%) participate in the school's gifted and advanced course programs. Students also enroll in elective classes that include vocational technology education. Additionally, emphasis is placed by teachers to incorporate the following:

- Explicit and deeper understanding of instruction
- Use of Supplemental materials
- Unwrapping the Benchmarks
- Incorporate Rigor, Relevancy and Relationship in the instructional delivery practices.

The programs that support acceleration and enrichment activities include:

1. Accelerated Reader
2. GIZMO for Mathematics and Science

- 3. Journeys for readers in FCAT Level 1 and 2
- 4. Jamestown readers for all students
- 5. SuccessMaker in Mathematics for Level 1 and 2 students
- 6. Implement the interdisciplinary NASA/SEMAA Academy

Describe how students are identified for enrichment strategies.

Students are identified primarily by FCAT results, in addition to student progress in a specific course, as well as assessment results that demonstrate consistent proficiency/mastery are used to determine placement in higher level courses and academic programs. Teacher recommendation is also taken into consideration and classroom academic progress. Parent conferences are held with the recommending teacher, instructional coach, guidance counselor, and a member of the leadership or administrative team. The parents are counseled on the expectations for the student in the higher level course, as well as their continued parental involvement.

Professional Learning Communities

PLC Organization (grade level, subject, etc.)	PLC Leader	Frequency of PLC Meetings	Schedule (when)	Primary Focus of PLC (include Lesson Study and Data Analysis)
Reading Grades 6-8	Department Chair	Weekly	Mondays & Wednesday Before school	Data analysis: Discuss reading data trends and student progress; Provide Lesson Study to reflect, refine and communicate about improving instruction and learning.
Language Arts Grades 6-8	Department Chair	Weekly	Mondays & Wednesday Before school	Data analysis: Discuss reading and writing data trends and student progress. Provide Lesson Study to reflect, refine, observe and communicate about improving instruction and learning.
Mathematics Grades 6-8	Department Chair	Weekly	Mondays & Wednesday Before school	Data analysis: Discuss mathematics data trends and student progress. Provide Lesson Study to reflect, refine, observe and communicate about improving instruction and learning.
Science Grades 6-8	Department Chair	Weekly	Mondays & Wednesday Before school	Data analysis: Discuss science data trends and student progress. Provide Lesson Study to reflect, refine, observe and communicate about improving instruction and learning.

NCLB Public School Choice

Note: For Title I schools only

- Notification of (School in Need of Improvement) SINI Status
[Show Attached Notification of \(School in Need of Improvement\) SINI Status](#) (Uploaded on 8/25/2009 1:43:41 PM)
- Public School Choice with Transportation (CWT) Notification
[Show Attached Public School Choice with Transportation \(CWT\) Notification](#) (Uploaded on 8/25/2009 1:43:56 PM)
- Notification of (School in Need of Improvement) SINI Status
[Show Attached Supplemental Educational Services \(SES\) Notification](#) (Uploaded on 8/25/2009 1:44:07 PM)

Pre-School Transition

N/A

Postsecondary Transition

Note: Required for High School- Sec. 1008.37(4), F.S.

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goal

Needs Assessment:	Based on School Grade and Adequate Yearly Progress Data: Did the total percent proficient increase or decrease? What is the percent change? What clusters/strands, by grade level, showed decrease in proficiency? Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets? Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains? Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?
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Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 6-8, 50% of students achieved mastery on the 2009 administration of the FCAT Reading Test. This represents an increase of 5% compared to 45% who achieved mastery in 2008-09.		1. Given instruction using the Sunshine State Standards, 72% of the students in grades 6-8 will achieve mastery for reading on the 2010 FCAT Reading Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. The school will implement the new FAIR assessments to monitor student progress. 2. Include the components of the District's Reading Comprehension Program in the Homeroom class period. 3. Develop an Instructional Focus Calendar for Reading and Language Arts classes.	1. Principal and the Reading Coach 2. Principal and the Reading Coach 3. Reading Coach, Language Arts Chair	1. Review FAIR data reports to ensure teachers are assessing students according to the created schedule. 2. Lesson plans will be reviewed during classroom walkthroughs. 3. Administration will be aware of the IFC's upcoming focus and monitor implementation through classroom walkthroughs.	1. Printout of FAIR assessments. 2. Classroom walkthrough log and focused walkthroughs to determine frequency of higher order questions. 3. Effectiveness will be determined through FAIR assessments.

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 6-8, 43% of the Black subgroup achieved mastery on the 2009 FCAT Reading test. This represented an increase of 1% compared to the 2008 FCAT Reading results.		2. Given instruction using the Sunshine State Standards, 72% of the Black subgroup students in grades 6-8 will achieve proficiency on the 2010 administration of the FCAT Reading Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Teachers will incorporate differentiated instruction for the Black subgroup based on the FAIR (Florida Assessment for Instruction in Reading) assessments.	1. Principal, Assistant Principal, Reading Coach	1. Administrators will review log for Student Achievement Chats during walkthroughs.	1. Administrators will randomly ask students how they performed on their most recent assessment to determine if data chats are successful.

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2009 FCAT Reading data, 51% of Hispanics scored at or above Level 3. This represented an increase of 5% compared to the 2008 FCAT Reading results.		Given instruction using the Sunshine State Standards, the percent of Hispanic subgroup students scoring at or above a Level 3 will increase to 72% on the 2010 FCAT Reading.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Determine core instructional needs by reviewing FAIR assessment data for the Hispanic Subgroup. Plan differentiated instruction	1. Principal, Assistant Principal, Reading Coach	1. Student progress is assessed using FAIR Ongoing Progress Monitoring (OPM) every 20 days. Percent of students making adequate progress toward	1. FAIR OPM data will be used to determine progress from Benchmark 1 towards Benchmark 2 and from Benchmark 2 towards Benchmark 3.

using evidence-based instruction/ interventions within 90-minute reading block.		benchmark is calculated.	
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Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2009 FCAT Reading data, 46% of Economic Disadvantaged scored at or above Level 3. This represented an increase of 5% compared to the 2008 FCAT Reading results.		Given instruction using the Sunshine State Standards, the percent of Economic Disadvantaged subgroup students scoring at or above a Level 3 will increase to 72% on the 2010 FCAT Reading.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Plan supplemental instruction/ intervention for the Economic Disadvantaged students not responding to core instruction. Focus of instruction is determined by review of FAIR data and will include explicit instruction, modeled instruction, guided practice and independent practice.	1. 1. Principal, Assistant Principal, Reading Coach	1. Student progress is assessed using FAIR Ongoing Progress Monitoring (OPM) every 20 days. Percent of students making adequate progress toward benchmark is calculated.	1. 1. FAIR OPM data will be used to determine progress from Benchmark 1 towards Benchmark 2 and from Benchmark 2 towards Benchmark 3

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
In grades 6-8 , 72% of the students will achieve mastery for reading on the 2010 FCAT Reading Test.	1.Effective Implementation of the Instructional Focus Calendar	Reading Coach	September 2009	Lesson Plans Classroom Observations	Principal, Assistant Principal, Reading Coach
In grades 6-8, 72% of the Black subgroup will achieve proficiency on the 2010 administration of the FCAT Reading Test.	2.Effective use of Differentiated Instruction to meet and respond to the needs of the subgroups	District Language Arts Supervisor	September 2009	The coach's weekly log will be shared with the Principal and Reading Coach	Principal, Assistant Principal, Reading Coach
In grades 6-8, 72% of the Hispanic subgroup will achieve proficiency on the 2010 administration of the FCAT Reading Test.	3. Plan differentiated instruction using evidence-based instruction/ interventions within 90-minute reading block.	Reading Coach	September 2009	Focused walkthroughs with Principal and Reading Coach to observe the frequency and effectiveness of differentiated instructional activities.	Principal, Assistant Principal, Reading Coach
In grades 6-8, 72% of the Economic Disadvantaged subgroup will achieve proficiency on the 2010 administration of the FCAT Reading Test.	1. Plan supplemental instruction/ intervention for the Economic Disadvantaged students not responding to core instruction. Focus of instruction is determined by review of FAIR data and will include explicit instruction, modeled instruction, guided practice and independent practice.	Reading Coach	September 2009	Focused walkthroughs with Principal and Reading Coach to observe the frequency and effectiveness of differentiated instructional activities.	Principal, Assistant Principal, Reading Coach

For Schools with Grades 6-12, Describe the Plan to Ensure the Responsibility of Teaching Reading for Every Teacher

Teachers will use CRISS and reciprocal teaching strategies across the curriculum; all teachers will receive ongoing support and professional development on scientifically-based instructional strategies for literacy development.

On a bi-weekly basis, the Reading Coaches will review an activity from the "Lessons Learned" book to build the knowledge base of all teachers. Instructional Focus Calendars will also be used in social studies that will be aligned with the reading instructional focus. The school will participate in a comprehensive reading block where every teacher will teach a school-wide novel and vocabulary.

Budget:

Evidence-based Program(s)/Material(s)

Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Temporary Coverage for Professional Development	Title I	\$4,000.00
		Total: \$4,000.00
Other		
Description of Resources	Funding Source	Available Amount
Replenish Classroom Libraries	SAC	\$2,500.00
		Total: \$2,500.00
		Final Total: \$6,500.00

End of Reading Goal

Mathematics Goal

Needs Assessment: Based on School Grade and Adequate Yearly Progress Data:

Did the total percent proficient increase or decrease? What is the percent change?

What clusters/strands, by grade level, showed decrease in proficiency?

Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?

Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?

Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 6-8, 60% of students achieved mastery on the 2009 administration of the FCAT Mathematics Test. This represents a decrease of 3% compared to 63% who achieved mastery in 2008. According to the Content Cluster analysis data, in grades 7, Geometry decreased by 25% , fallen from 63% in 2008 to 38% in 2009.		Given instruction using the Sunshine State Standards, 74% of students in grade 6-8 will achieve mastery on the 2010 administration of the FCAT Mathematics Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Common board configuration including a Daily warm-up related to targeted Benchmarks, objectives, essential questions, agenda, and homework assignment. 2. Utilize the FCIM to identify students in the core curriculum needing intervention and enrichment. 3. Develop an Instructional Focus Calendar for Mathematics and Intensive level classes.	1. Principal, , Assistant Principal, Mathematics Dept Chair 2. Principal, , Assistant Principal, Mathematics Dept Chair 3. Principal, , Assistant Principal, Mathematics Dept Chair	1. Focused walkthroughs by administration will be used to ensure all math teachers are using common board configurations. 2. Review student grouping charts frequently and ensure groups are redesigned to target the need of students based on assessment. 3. Review lesson plans through frequent walkthroughs.	1. Reports generated from walkthroughs. 2. Progress of all students on assessments. 3. Lesson plan aligns with IFC and classroom activities.

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2009 FCAT mathematics data, 54% of the Black Subgroup scored at or above Level 3. This represented a decrease of 1% compared to the 2008 FCAT Mathematics results.		Given instruction using the Sunshine State Standards, 74% of the Black Subgroup students in grade 6-8 will achieve mastery on the 2010 administration of the FCAT Mathematics Test.		
		Person Responsible	Process Used to	

	Action Step	for Monitoring the Action Step	Determine Effectiveness of Action Step	Evaluation Tool
1	1. Increase the use of manipulatives and hands-on activities to reinforce mathematics concepts.	1. Assistant Principal, Mathematics Dept Chair	1. Math Chairperson will assist teachers in the creation of centers and stations, and administration will ensure hands-on activities are implemented.	1. Progress of students on assessments.

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2009 FCAT mathematics data, 54% of Hispanic Subgroup scored at or above Level 3. This represented a decrease of 6% compared to the 2008 FCAT Mathematics results.		Given instruction using the Sunshine State Standards, 74% of the Hispanic Subgroup students in grade 6-8 will achieve mastery on the 2010 administration of the FCAT Mathematics Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Determine core instructional needs by reviewing common assessment data for the Hispanic Subgroup. Plan differentiated instruction using evidence-based instruction/interventions for mathematics benchmarks.	1. Assistant Principal, Mathematics Dept Chair	1. Grade-level teams will conduct data chats and review results of common assessment data every 9 weeks to determine progress toward benchmarks.	1. Data Chat logs and accountability group assessment benchmark data.

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2009 FCAT mathematics data, 54% of Economic Disadvantaged Subgroup scored at or above Level 3. This represented a decrease of 3% compared to the 2008 FCAT Mathematics results.		Given instruction using the Sunshine State Standards, 74% of the Economic Disadvantaged Subgroup students in grade 6-8 will achieve mastery on the 2010 administration of the FCAT Mathematics Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Identify and closely monitor the Economic Disadvantaged subgroup consistently; revise instruction and intervention groups as indicated by student progress using differentiated instructional strategies.	1. Assistant Principal, Mathematics Dept Chair	1. Maintain a record of strategies and interventions utilized with the lowest performing groups.	1. Increased achievement between assessments.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
In grade 6-8, 74% of students will achieve mastery on the 2010 administration of the FCAT Mathematics Test.	Effective Implementation of the Instructional Focus Calendar	Mathematics Department Chairperson	September 2009	Modeling of Lessons Classroom Visits	Principal, Assistant Principal, Mathematics Coach
Given instruction using the Sunshine State Standards, 74% of the Black Subgroup students in grade 6-8 will achieve mastery on the 2010 administration of the FCAT Mathematics Test.	Effective Use of Manipulatives and Hands-On Activities	Mathematics Department Chairperson	September 2009	Observation of centers use and documentation in lesson plans.	Principal, Assistant Principal, Mathematics Coach
Given instruction using the Sunshine State Standards, 74% of the Hispanic Subgroup students in grade 6-8 will achieve mastery on the 2010 administration of the FCAT Mathematics Test.	Differentiated Instruction	District Mathematics Supervisor	October, 2009	District and school leadership will conduct targeted walkthroughs to monitor effectiveness of differentiated instruction training in using evidence-based instruction/interventions for mathematics benchmarks.	Principal, and Mathematics Coach are responsible for monitoring the use of differentiated instruction in mathematics blocks.
Given instruction using the Sunshine State Standards, 74% of the Economic				District and school leadership will conduct targeted walkthroughs to	Principal, and Mathematics Coach

Disadvantaged Subgroup students in grade 6-8 will achieve mastery on the 2010 administration of the FCAT Mathematics Test.	Differentiated Instruction	District Mathematics Supervisor	October, 2009	monitor effectiveness of differentiated instruction training in using evidence-based instruction/interventions for mathematics benchmarks.	are responsible for monitoring the use of differentiated instruction in mathematics blocks.
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Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Manipulatives and Various Math supplies	Title I	\$5,000.00
		Total: \$5,000.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Temporary Coverage for Professional Development	Title I	\$2,000.00
		Total: \$2,000.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Final Total: \$7,000.00		

End of Mathematics Goal

Science Goal

Needs Assessment: Based on School Grade Data:

Did the total percent proficient increase or was the percent proficient maintained?

What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on 2009, FCAT Science data, 24% of students achieved level three and above. This represents a decrease of 2% compared to 26% who achieved level three or above in 2008.		Given instruction based on the Sunshine State Standards, 50% of students will score at level three or above on the 2010 FCAT Science Assessment.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Utilize hands-on laboratory experiments three times per week using the 5E model, science stations. 2. Provide real-world science experiences and engaging activities. 3. Utilize District's Pacing Guide to create a school-wide Instructional Focus Calendar.	1. Principal, assistant principal and Science Department Chairperson 2. Principal, assistant principal and Science Department 3. Principal, assistant principal and Science Department	1. Classroom observations and walkthroughs. 2. Students will create and participate in a school and district wide science fair projects. 3. Classroom observations and walkthroughs to verify if lessons plans and class activities align with the IFC.	1. Improvement on the science interim assessments. 2. Improvement on the science interim assessments. 3. Improvement on the science interim assessments.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
Given instruction based on the Sunshine State Standards, 50% of students will score at level three or above on the 2010 FCAT Science Assessment.	District Science Pacing Guide and Next Generation Standards	District Science Specialist	September 2009	Classroom observations and walkthroughs.	Principal, assistant principal and Science Department
Given instruction based on the Sunshine State Standards, 50% of students will score at level three or above on the 2010 FCAT Science Assessment.	Effective Instruction in Science using 5 E Model	District Science Specialist	September 2009	Science Department Chairperson will attend the training and ensure strategies are implemented	Principal, assistant principal and Science Department

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Lab equipment and supplies	Title I	\$2,000.00
		Total: \$2,000.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Temporary Coverage for Professional Development	School's Discretionary Funds	\$1,500.00
		Total: \$1,500.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$3,500.00

End of Science Goal

Writing Goal

Needs Assessment: Based on School Grade Data:
 Did the total percent proficient increase or was the percent proficient maintained?
 What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2009 FCAT Writing Test, 95% of the students in 8th grade scored level 3.5 or above in writing. This represents a increase of 2% compared to 93% of the 8th grade students who scored 3.5 or above in 2009. Data indicates students need improvement with persuasive writing. Students need to practice writing skills.		Using the Sunshine State Standards, students will demonstrate proficiency in writing, as evidenced by 96% or more students meeting high standards on the 2010 FCAT Writing.		
Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool	
1. Provide continuous professional development to all teachers on implementing writing across the curriculum. 2. Administer and analyze results from the District's pre mid, and post writing assessments and provide data-driven instruction	1. Principal, Assistant Principal, Language Arts Department Chair, Reading Coach 2. Principal, Assistant Principal, Language Arts Department Chair, Reading Coach 3. Language Arts Teachers	1. Administer and monitor results of the District's Pre/Mid/Post Writing tests and Monthly Writing Assessments 2. Administer and monitor results of the District's Pre/Mid/Post Writing tests and Monthly Writing Assessments	1. Compare and analyze progress between the Pretest Prompt and Mid-year Prompt. 2. Analyze the 2010 FCAT Writing Test and comparison results from the Pre/Post District Writing Assessments 3. Monitor student progress	

based on results. 3. Use the writing process to increase performance with the writing elements. Including the elements of focus, organization, support and conventions.	3. Student writing samples will be reviewed and scored.	from monthly assessment writing samples.
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Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
On the 2010 administration of the FCAT Writing Test, 96% of the 8th grade students will achieve a 4.0. On the 2010 administration of the FCAT Writing Test, 96% of the 8th grade students will achieve a 4.0.	Teaching the writing process which includes the use of focus, support, organization, and conventions. Teaching the use of revision and editing strategies. Provide continuous professional development to all teachers on implementing writing across the curriculum.	District/Division of Language Arts District/Division of Language Arts	September 2009 November 2009	Monitor student writing portfolios, notebooks or journals. Review student progress by comparing writing samples for students to score using the 6-point rubric. Monitor student progress by in all classes by review students folders, journals and writing samples.	Principal, Assistant Principal, Reading Coach Principal, Assistant Principal, Reading Coach

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Professional Development		
Description of Resources	Funding Source	Available Amount
Temporary Coverage for Professional Development	School's Discretionary Funds	\$1,000.00
Total: \$1,000.00		
Other		
Description of Resources	Funding Source	Available Amount
Journals for student writing	School's Discretionary Funds	\$400.00
Total: \$400.00		
Final Total: \$1,400.00		

End of Science Goal

Parent Involvement Goal

Needs Assessment: Based on information from School Grade and Adequate Yearly Progress Data:

Were parent involvement activities and strategies targeted to areas of academic need?

Based on information from surveys, evaluations, agendas, or sign-ins:

Was the percent of parent participation in school activities maintained or increased from the prior year?

Generally, what strategies or activities can be employed to increase parent involvement?

Based on the Needs Assessment, I identify Area(s) for Improvement	Objective Linked to Area of Improvement
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Increase parent contacts and attendance based on 2008 participation. An average of 10% of the parents from the student body attended school events activities.		The school will increase the number of parent contacts by 5% by June 2010.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Offer meetings before and after school. 2. Use Connect-Ed messaging system. 3. Maintain parental telephone logs and activity reports.	1. Principal, Community Involvement Specialist 2. Selected school staff 3. Teachers	1. Review parent meeting/telephone logs. 2. Collect participation data. 3. Tally Parental Involvement Monthly School and Activity Reports.	1. Parent Attendance sign-in sheets. 2. Title I Administration Parental Involvement Monthly School Report. 3. Title I Administration Parental Involvement Monthly Activities Report.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
The school will increase the number of parent attending school events by 5% by June 2010.	Family FCAT Night, Partners in Education (PIE) night.	Instructional Leadership Team	Ongoing throughout the 2009-2010 school year.	Parental sign in logs.	Principal, Community Involvement Specialist.

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
1% of Title I Part A School wide allocation and District parental set-aside.	Title I Part A	\$3,900.00
		Total: \$3,900.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
FCAT Family Night Informational material and brochures.	SAC	\$500.00
		Total: \$500.00
		Final Total: \$4,400.00

End of Parent Involvement Goal

Other Goals

No Other Goals were submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)			
Goal	Description of Resources	Funding Source	Available Amount
Mathematics	Manipulatives and Various Math supplies	Title I	\$5,000.00
Science	Lab equipment and supplies	Title I	\$2,000.00
Parental Involvement	1% of Title I Part A School wide allocation and District parental set-aside.	Title I Part A	\$3,900.00
			Total: \$10,900.00
Technology			
Goal	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Total: \$0.00
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Temporary Coverage for Professional Development	Title I	\$4,000.00
Mathematics	Temporary Coverage for Professional Development	Title I	\$2,000.00
Writing	Temporary Coverage for Professional Development	School's Discretionary Funds	\$1,000.00
Science	Temporary Coverage for Professional Development	School's Discretionary Funds	\$1,500.00
			Total: \$8,500.00
Other			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Replenish Classroom Libraries	SAC	\$2,500.00
Writing	Journals for student writing	School's Discretionary Funds	\$400.00
Parental Involvement	FCAT Family Night Informational material and brochures.	SAC	\$500.00
			Total: \$3,400.00
			Final Total: \$22,800.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

<input checked="" type="checkbox"/> Intervene	<input checked="" type="checkbox"/> Correct II	<input checked="" type="checkbox"/> Prevent II	<input checked="" type="checkbox"/> Correct I	<input checked="" type="checkbox"/> Prevent I	<input checked="" type="checkbox"/> NA
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[Show Attached school's Differentiated Accountability Checklist of Compliance](#) (Uploaded on 9/11/2009 11:27:12 AM)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Replenish Classroom Libraries	2500
Positive Behavior Support Training and Incentives	1000
FCAT Family Night	400

Describe the Activities of the School Advisory Council for the Upcoming Year

The School Advisory Council (SAC) has an important function for the success of Lake Stevens Middle School. Listed below are some of the functions of the SAC.

- Reach out to community to obtain more partners
- Organize FCAT Family Night Events
- Sponsor drives to increase parent involvement
- Assist the school to support the Positive Behavior Support program.

1. Collaborate with the district on resource allocation.
2. Review reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.
3. Consider shared use of facilities, partnering with community agencies.
4. Become more informed about the use of financial resources in relation to school programs.

SAC Members

Members

- 1) Mark Soffian, Principal
- 2) Garnel Desravins, SAC Chair
- 3) Nareemah Griffiths, Student
- 4) Christopher Call, Teacher
- 5) Alex Segovia, Business Member
- 6) Cheryl Carter, Parent
- 7) Cynthia Pinkney, Community Member
- 8) Yvette Grant, School Support Personnel
- 9) Victoria Jackson, Assistant Principal

AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2														Dade LAKE STEVENS MIDDLE SCHOOL 6351													
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 844 Math: 844		2008-2009 School Grade ¹ :		B		Did the School make Adequate Yearly Progress?		NO					
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).										This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.			
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		65% scoring at or above grade level in Reading?		68% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?		Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math		
	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N	2008	2009	Y/N	2007	2008	Y/N	2008	2009	Y/N	2008	2009	Y/N	2008	Y/N	2009	Y/N	2009	Y/N	
TOTAL ⁴	99	Y	99	Y	46	N	56	N		94	Y			NA	56	54	N	40	44	N	45	N	59	N			
WHITE		NA		NA		NA		NA						NA				NA									
BLACK	99	Y	99	Y	43	N	54	N			Y			NA	58	57	N	45	46	N	39	N	57	N			
HISPANIC	100	Y	100	Y	51	N	58	N	94	92	Y			NA	54	49	N	36	42	N	51	N	61	N			
ASIAN		NA		NA		NA		NA						NA				NA									
AMERICAN INDIAN		NA		NA		NA		NA						NA				NA									
ECONOMICALLY DISADVANTAGED	99	Y	99	Y	46	N	55	N		94	Y			NA	59	54	N	42	45	N	44	N	58	N			
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y		NA		NA						NA				NA									
STUDENTS WITH DISABILITIES	100	Y	99	Y		NA		NA						NA				NA									

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2														Dade LAKE STEVENS MIDDLE SCHOOL 6351													
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 857 Math: 857		2007-2008 School Grade ¹ :		B		Did the School make Adequate Yearly Progress?		NO					
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).										This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.			
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		58% scoring at or above grade level in Reading?		62% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?		Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math		
	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	2007	2008	Y/N	2006	2007	Y/N	2007	2008	Y/N	2007	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	
TOTAL ⁴	99	Y	99	Y	44	N	60	N			Y			NA	64	56	Y	50	40	Y	41	NA	71	NA			
WHITE		NA		NA		NA		NA						NA				NA									
BLACK	99	Y	99	Y	42	N	55	N			Y			NA	64	58	N	54	45	Y	37	N	67	NA			
HISPANIC	99	Y	99	Y	46	N	64	Y	94	Y				NA	64	54	Y	46	36	NA	45	NA	77	NA			
ASIAN		NA		NA		NA		NA						NA				NA									
AMERICAN INDIAN		NA		NA		NA		NA						NA				NA									
ECONOMICALLY DISADVANTAGED	99	Y	99	Y	41	N	58	N			Y			NA	66	59	Y	51	42	Y	38	NA	71	NA			
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y		NA		NA	75	87	Y			NA				NA									
STUDENTS WITH DISABILITIES	98	Y	98	Y		NA		NA						NA				NA									

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2														Dade LAKE STEVENS MIDDLE SCHOOL 6351													
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 1159 Math: 1159		2006-2007 School Grade ¹ :		C		Did the School make Adequate Yearly Progress?		NO					
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).										This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.			
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		51% scoring at or above grade level in Reading?		56% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?		Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math		
	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	2006	2007	Y/N	2005	2006	Y/N	2006	2007	Y/N	2006	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	
TOTAL ⁴	99	Y	99	Y	36	N	50	N			Y			NA	61	64	N	51	50	N	33	N	65	Y			
WHITE		NA		NA		NA		NA						NA				NA									
BLACK	99	Y	99	Y	36	N	46	N			Y			NA	62	64	N	55	54	N	32	N	63	Y			
HISPANIC	99	Y	99	Y	36	N	54	N	91	Y				NA	62	64	N	49	46	N	33	N	67	Y			
ASIAN		NA		NA		NA		NA						NA				NA									
AMERICAN INDIAN		NA		NA		NA		NA						NA				NA									
ECONOMICALLY DISADVANTAGED	99	Y	99	Y	34	N	49	N	94	Y				NA	63	66	N	54	51	N	32	N	65	Y			
ENGLISH LANGUAGE LEARNERS	99	Y	99	Y		NA		NA	69	75	Y			NA				NA									
STUDENTS WITH DISABILITIES	99	Y	99	Y		NA		NA	81	79	N			NA				NA									

SCHOOL GRADE DATA

Dade School District LAKE STEVENS MIDDLE SCHOOL 2008-2009					
	Reading	Math	Writing	Science	Grade Points Earned
% Meeting High Standards (FCAT Level 3 and Above)	50%	60%	95%	24%	229
% of Students Making Learning Gains	64%	72%			136
	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.				
	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2 				

Adequate Progress of Lowest 25% in the School?	72% (YES)	67% (YES)			139	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					504	
Percent Tested = 99%						Percent of eligible students tested
School Grade					B	Grade based on total points, adequate progress, and % of students tested

Dade School District LAKE STEVENS MIDDLE SCHOOL 2007-2008						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	45%	63%	93%	26%	227	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	60%	80%			140	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	64% (YES)	75% (YES)			139	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					506	
Percent Tested = 99%						Percent of eligible students tested
School Grade					B	Grade based on total points, adequate progress, and % of students tested

Dade School District LAKE STEVENS MIDDLE SCHOOL 2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	40%	54%	96%	26%	216	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	50%	69%			119	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	60% (YES)	66% (YES)			126	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					461	
Percent Tested = 98%						Percent of eligible students tested
School Grade					C	Grade based on total points, adequate progress, and % of students tested