

MIAMI DADE COUNTY PUBLIC SCHOOLS

School Improvement Process

School Information

Name of School (School Number - School Name)

6921- Lamar Louise Curry Middle School

Principal (Last Name, First Name)

Baril, Jean-Rachelle

Assistant Principal(s) (Last Name, First Name; Last Name, First Name)

Boue, Janet; Cortez, Guillermo

MTSS Coordinator (Last Name, First Name)

Boue, Janet

Demographic Overview

The total student enrollment at Lamar L. Curry Middle School is 945 and the student population consists of 93% Hispanic, 4% White, 1% Asian, and 1% Black and 1% Other. Students receiving free/reduced lunches equates to 73% of the student body. The Exceptional Student Education student population consists of 9%, without including gifted students. Nine percent of the student population are English Language Learners (levels 1 through 4).

Current School Status

a. Provide the School's Mission Statement

Our mission at Lamar Louise Curry Middle School is to ensure that our students will continue to move forward towards bridging any academic gap while instilling success through character development in a safe and healthy environment. We foresee our students as imminent adults, who will not only set encouraging examples for others, but also offer technologically multi-faceted and academically well-formed experiences in fashioning their own futures.

b. Provide the School's Vision Statement

In pursuit of excellence, Lamar Louise Curry Middle School's vision is to empower students with a mature and comprehensive education that will benefit themselves and society. Our school will promote a culture of achievement by providing purposeful and enriching instruction ensuring that students will bridge any academic gap. Our students will benefit from an environment that encourages leadership and positive self-concept. It is also our goal to involve all stakeholders in accepting responsibility for achievement in order to better form partnerships with local businesses, post secondary academic institutions, and the community. It is our vision that the students of this educational institution exceed expectations allowing a global society to reap the rewards of our dedication to character, leadership, service, scholarship, and citizenship.

School Narrative

1. Provide a brief description of the community the school serves as well as highlighting the unique features and programs within the school.

Lamar Louise Curry Middle School serves a middle to upper middle socio-economic community. We are a community school that is recognized as a Bronze STEAM award winner, with an International Baccalaureate (IB) Magnet program. Students at Lamar Louise Curry Middle School will not only receive a rigorous and

challenging academic curriculum, but also learn the value of giving back to their community through the "Curry Cubs Give Back" initiative.

Are you a Title I School?

yes

Please confirm the following. School Improvement Plan (SIP) district coordinated educational interventions to be selected by schools implementing the Title I Schoolwide Program

Participate in district coordinated efforts to improve student outcomes at the schoolsite through educational services (Such as extended learning opportunities, summer services, before or after school tutorials, intersection and spring recess tutorial sessions, etc.), in accordance with the approved SIP/Title I Plan.

Participate in discretionary educational services provided by the school district generated from the proportionate share of this school's Title I Schoolwide Program allocation. Such services are tailored in accordance to the educational needs of the students as depicted within the SIP/Title I Plan.

Phase I: Data Analysis (July 15 – August 14, 2020)

Phase I of the School Improvement Process will begin at the 2020 Synergy Summer Institute. The School Leadership Team (SLT) will participate in a Strategic Planning Course to initiate the yearlong School Improvement Process. During the Synergy Summer Institute, the SLT will analyze a comprehensive set of quantitative and qualitative data within the areas of School Culture and Academic Programs from the previous school year.

After Synergy the SLT will continue the completion of Phase I by reflecting on the current practices and processes contributing to the data results during a Systems Review. The SLT will review and consider Essential Practices utilized in M-DCPS and identify practices within School Culture and Academic Programs to sustain or enhance the implementation of the school's continuous improvement process. The SLT will develop overarching Outcome Statements for the 2020-2021 school year.

Phase I will conclude with the design of an Opening of Schools Professional Development Agenda that will serve to: present the findings to the faculty to gain stakeholder involvement/feedback, build consensus and develop a collective understanding of how the school's plan will address, and be aligned to, the school's unique opportunities for improvement.

Phase I includes:

- Data and Systems Review
- School Culture and Academic Programs Data Map via Power BI: SIP Dashboard
- School Culture Data and Systems Review Organizer
- Academic Programs Data and Systems Review Organizer
- Essential Practices Selection
- School Leadership Core Competencies
- Priority Actions Development
- Outcome Statements
- Opening of School Professional Development

Phase I

Data Analysis

Analyze - Reflect - Identify

Phase I will be completed during the 2020 Synergy Summer Institute.

July 15 - August 14, 2020

During the Synergy Summer Institute, SLTs will collaborate in trainings led by District staff designed to analyze, reflect and identify the components that contributed to the previous year's data outcomes. The series of professional development courses will assist schools in developing and implementing the School's Improvement Process with a high degree of fidelity to maximize the impact and investment by stakeholders into all school improvement initiatives.

Through data disaggregation, reflection and discussion, the SLT's goal will be to identify and agree on the Essential Practices that would need to be sustained or enhanced during the 2020-2021 school year to ensure improvement in School Culture and Academic Programs.

Phase I will conclude with each school:

- *Identifying the Priority Actions for each Essential Practice selected*
- *Identifying the Outcome Statements for School Culture and Academic Programs*
- *Creating a plan to provide the faculty with professional development and garner feedback from all stakeholders on all Phase I content during the 2020-2021 Opening of Schools*

PART ONE - Synergy Summer Institute

DATA AND SYSTEMS REVIEW

School Leadership Teams will access and review all 2019-2020 data points provided on the SIP Dashboard located on Power BI. Systems Review Organizers will assist the school to further examine and align results to the Essential Practices.

Data and Systems Review

1. *SLTs will analyze the School Culture and Academic Programs Data on the SIP Dashboard (i.e. student level data and teacher level data) and discuss findings.*
2. *Within the Data and Systems Review Organizer, classify data findings into the second column titled:*

“Data Findings & Area” based on their appropriate rating (input no more than three data points for each rating):

- ***Significantly Improved Data Findings:*** *Data findings that indicate substantial increases as compared to previous years. Also, data findings that, when compared to schools with similar demographics, indicate above the norm performance. Select the three data points that have had the greatest positive impact on the school's overall success.*
- ***Neutral Data Findings:*** *Data findings that have remained constant, with little to no improvement/decline from previous years. Also, data findings that, when compared to schools with similar demographics, indicate with-in the norm performance. Select the data points that, if improved, could have the greatest impact on the school's overall performance.*
- ***Significantly Decreased Data Findings:*** *Data findings that have declined in value from previous years. Also, data findings that, when compared to schools with similar demographics, indicate*

below the norm performance. Select the three data points that have had the negative impact on overall school success.

3. *Within the Data and Systems Review Organizer, input a rationale for each data finding into the third column titled "Rationale for Selection of Data" for School Culture and Academic Programs.*
4. *Within the Data and Systems Review Organizer, the SLTs will review each data point selected and after the Systems Review will determine which Essential Practices contributed the most or had the greatest impact for each data finding (positive, neutral, and/or negative). The School Leadership Team will enter the Essential Practices into the fourth column titled "Connected Essential Practices". Input no more than three Essential Practices for each data finding (only one per each data finding is required).*

The Data and Systems Review process will enable the SLTs to thoroughly analyze data results and identify the factors that have had the greatest impact on their school's performance.

DATA AND SYSTEMS REVIEW ORGANIZER

SCHOOL CULTURE

<p>Data Rating</p>	<p>Data Findings & Area</p> <p>Be specific in defining each data element below.</p>	<p>Rationale for Selection of Data</p> <p>Why was this data finding selected as being most impactful?</p>	<p>Connected Essential Practices</p> <p>Which Essential Practice(s) contributed most to the data findings?</p>
<p>Significantly Improved Data Findings</p>	<p>Based on the 2019-2020 School Climate Survey, students indicated that 71% felt that the school has enough books and equipment to help them learn compared to 2018-2019 where 61% felt that there were enough books. This demonstrates an increase of 10 percentage points.</p>	<p>This data is impactful as it provides resources that the students need to be successful and to increase achievement.</p>	<p>Communicate With Stakeholders</p> <p>Promoting Growth Mindset</p> <p>Staff-Student Connections</p>
	<p>Based on the 2019-2020 Student Culture level data map 44% of students were absent in the range of 0-5 days, as compared to 50% in 2018-2019. This is a decrease of 6 percentage points which resulted in an increase in overall daily attendance rates.</p>	<p>This data demonstrates that our overall school attendance has increased, which means that students are receiving the vital instructional time necessary to be successful.</p>	<p>Communicate With Stakeholders</p> <p>Attendance Initiatives</p> <p>Response to Early Warning Systems (EWS)</p>
	<p>Based on the 2019-2020 School Climate Survey, 78% of students indicated that teachers required them to work very hard for their grades, compared to 2018-2019 which was 73%. An increase of 5 percentage points.</p>	<p>This data is significant as it indicates that teachers are utilizing higher order thinking skills and infusing rigor into their instruction as well as</p>	<p>Communicate With Stakeholders</p>

		activity engaging the students in learning.	Staff-Student Connections Restorative Justice Practices (RJP)
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Essential Practice for Significantly Improved Data Findings (Sustained)

Communicate With Stakeholders

Data Rating	Data Findings & Area Be specific in defining each data element below.	Rationale for Selection of Data Why was this data finding selected as being most impactful?	Connected Essential Practices Which Essential Practice(s) contributed most to the data findings?
Neutral Data Findings	Based on the 2019-2020 School Climate, student responses remained neutral at 59% in 2019-2020 and 60% in 2018-2019, when asked if they liked the choices of classes they have at the school.	This data is insightful as it highlights that the students did not recognize nor realize that additional courses were offered during this year's articulation.	Communicate With Stakeholders Elective/Academies Student Voice
	Based on the 2019-2020 School Climate Survey, students indicated that 31% felt that drug and alcohol use are problems at the school compared to 2018-2019 where 32% felt it is a problem at the school. This demonstrated a minimal decrease of 1 percentage points.	This data is vital as it reveals that the students feel that the school provides them a safe and healthy learning environment free of alcohol and drug.	Shared Vision/Mission Student Voice Promoting Growth Mindset
	Based on the 2019-2020 School Climate Survey, students indicated that 26% felt there are too many students in their classes, which impacts the way they learn, as compared to 24% in 2018-2019. This demonstrates an increase of 2 percentage points.	This data is significant as it demonstrates that students do not appear to be affected by the number of students in their classes. It is understood that they are finding class size acceptable and not interfering with their academic progress.	Student Voice Effective Use of School and District Support Personnel Collaborative Spaces

Essential Practice for Neutral Data Findings (Secondary)

Student Voice

Data Rating	Data Findings & Area Be specific in defining each data element below.	Rationale for Selection of Data Why was this data finding selected as being most impactful?	Connected Essential Practices Which Essential Practice(s) contributed most to the data findings?

Significantly Decreased Data Findings	Based on the 2019-2020 School Climate Survey 41% of the students felt that the overall climate at the school is positive and helps them learn as compared to 57% of the students in 2018-2019. This demonstrates a decrease of 16 percentage point.	This data demonstrates a minor decrease between the two previous school years, it is critical for students to feel that they are attending a school that has a positive climate.	Celebrate Successes Communicate With Stakeholders Staff-Student Connections
	Based on the 2019-2020 School Climate Survey, 75% of teachers indicated that they felt job security at the school compared to 88% in 2018-2019. This demonstrates a decrease of 13 percentage points.	It is important for the school to continue offering competitive and rigors programs that will sustain the enrollment to support job security.	Collaborative Spaces Shared Vision/Mission Staff-Student Connections
	Based on the 2019-2020 School Climate Survey, the teachers indicated that 5% felt that there is a school violence problem as compared to 6% from the previous year 2018-2019. This demonstrates a decrease of 1 percentage point.	The decrease reported serves as a significant indicator that the safety measures are contributing to a decrease the perception that there is a violence problem at the school.	Positive Behavior Support (PBS) Restorative Justice Practices (RJP) Staff-Student Connections

Essential Practice for Significantly Decreased Data Findings (Primary)

Staff-Student Connections

DATA AND SYSTEMS REVIEW ORGANIZER

ACADEMIC PROGRAMS

Data Rating	Data Findings & Area Be specific in defining each data element below.	Rationale for Selection of Data Why was this data finding selected as being most impactful?	Connected Essential Practices Which Essential Practice(s) contributed most to the data findings?
Significantly Improved Data Findings	The 2018-2019 FSA ELA Assessment results demonstrate 67% proficiency in 6th Grade, compared to 59% in 2017-2018, an increase of 8% points in proficiency.	This cohort of students recorded a significant increase while transitioning to middle school. The implementation of the students' progress monitoring by the counselors and administrators contributed to engage the parents continuously in the academic progress of their students. The data driven instruction present in the classrooms also provided support and opportunities for mastery. Additional support included the tutoring program and the Saturday school program	Data-Driven Decision Making Effective Curriculum and Resource Utilization

			Ongoing Progress Monitoring
	The 2018-2019 FSA Mathematics results demonstrate 62% of students made learning gains, compared to 55% of students achieving learning gains in 2017-2018, an increase of 7% in learning gains across the school.	This data demonstrated that the strategic efforts and curriculum support implemented, have achieved the school's desired goals of increasing overall learning gains in mathematics. The increase in learning gains is due also to the strategic grouping of the students during the tutoring session, the intentional spiral review of the standards to increase the opportunities for mastery of the assessed standards.	Data-Driven Instruction Differentiated Instruction Effective Curriculum and Resource Utilization
	The 2018-2019 8th Grade Science Assessment results demonstrate 64% proficiency, compared to 59% in 2017-2018, an increase of 5% in Science achievement.	This data demonstrates a significant increase as the school's strategic efforts and initiatives that were implemented achieved the desired improvement. There was an intentional spiral review of the standards and students attended Science bootcamp.	Corrective Feedback for Students Data-Driven Instruction Effective Curriculum and Resource Utilization

Essential Practice for Significantly Improved Data Findings (Sustained)

Effective Curriculum and Resource Utilization

Data Rating	Data Findings & Area Be specific in defining each data element below.	Rationale for Selection of Data Why was this data finding selected as being most impactful?	Connected Essential Practices Which Essential Practice(s) contributed most to the data findings?
Neutral Data Findings	The 2018-2019 Biology EOC scores reflect 100% proficiency, compared to 2017-2018 which was also 100%.	This data demonstrates that all of the students in Biology continue to score at a high level of proficiency. The rigorous teaching of the standards and the fidelity for data-driven instruction contributed to the sustained achievement in the Biology EOC.	Data-Driven Instruction Differentiated Instruction Interactive Learning Environment
	The 2018-2019 Geometry results show 99% of students were proficient compared to 100% in 2017-2018. A small decrease of 1%.	The data demonstrates that nearly all of the students enrolled in Geometry are continuing to score at the proficiency level. This data is impactful as it demonstrates the level of students passing the Geometry and earning high school credits. This data also contributes to the percentage of students meeting the middle school acceleration.	Data-Driven Instruction Differentiated Instruction

			Extended Learning Opportunities
	The 2018-2019 Civics results display 85% proficiency, compared to 83% in 2017-2018, an increase of 2%.	This data is significant as it meets the school's goal to continue raising the proficiency level of the students in Civics.	Academic Vocabulary Instruction Corrective Feedback for Students Data-Driven Instruction

Essential Practice for Neutral Data Findings (Secondary)

Data-Driven Instruction

Data Rating	Data Findings & Area Be specific in defining each data element below.	Rationale for Selection of Data Why was this data finding selected as being most impactful?	Connected Essential Practices Which Essential Practice(s) contributed most to the data findings?
Significantly Decreased Data Findings	The overall Middle school acceleration rate has not reached the desired goal of 80% and was achieved at 74% in 2018-2019 compared to 72% in 2017-2018 which represents an increase of 2%.	This data demonstrates that there are opportunities for additional students to be offered high school credit courses.	Data-Driven Instruction Differentiated Instruction Accountable Talk
	The 2018-2019 ELA Learning Gains demonstrated 67% of students made learning gains compared to 61% in 2017-2018, an increase of 6%.	This data is significant because it demonstrates overall proficiency levels in Grades 7 and 8 are 70% and 76% respectively. There is a need to ensure that all students are making learning gains.	Accountable Talk Data-Driven Instruction Differentiated Instruction
	The 2018-2019 6th Grade Mathematics results show 62% proficiency compared to 60% proficiency in 2017-2018, a minor increase of 2%.	Despite the increase of 2% from the previous year, 6th Grade Mathematics remains an area of focus for continued growth in order to reach the school's goal of 65%.	Corrective Feedback for Students Data-Driven Instruction Differentiated Instruction

Essential Practice for Significantly Decreased Data Findings (Primary)

Differentiated Instruction

ESSENTIAL PRACTICES REVIEW

School Leadership Teams will examine the “Connected Essential Practices” column within the Data and Systems Review Organizer for School Culture and Academic Programs. SLTs will identify and come to a consensus on which continuing Essential Practices lead to, and/or had the greatest impact on, overall school improvement.

Sustained Essential Practice

To identify the Sustained Essential Practice, SLTs will review the Essential Practices listed within the “Significantly Improved Data Findings” section. The SLT will agree on the Essential Practice which had the greatest impact on overall school improvement. This observed practice can exist school-wide or be grade-level or department/content specific.

Primary Essential Practice

To identify the Primary Essential Practice, SLTs will review the Essential Practices listed within the “Significantly Decreased Data Findings” section. The SLT will determine which Essential Practice needs the greatest enhancements to have a positive impact on the school’s overall performance during the 2020-2021 school year.

Secondary Essential Practice

To identify the Secondary Essential Practice, SLTs will review the Essential Practices listed within the “Neutral Data Findings” section. The SLT will determine which Essential Practice needs enhancements to have a positive impact on the school’s overall performance during the 2020-2021 school year.

The selection of each Essential Practice (Sustained, Primary and Secondary) and Priority Actions will drive the school’s action plans for the 2020-2021 school year.

SCHOOL CULTURE**Sustained Essential Practice**

Communicate With Stakeholders

Primary Essential Practice

Staff-Student Connections

Secondary Essential Practice

Student Voice

ACADEMIC PROGRAMS**Sustained Essential Practice**

Effective Curriculum and Resource Utilization

Primary Essential Practice

Differentiated Instruction

Secondary Essential Practice

Data-Driven Instruction

PART TWO

SCHOOL LEADERSHIP CORE COMPETENCIES

The School Improvement Process begins with identification of Essential Practices within a school to sustain or enhance to improve the school's overall performance during the 2020-2021 school year. The next step in the process is to assess and develop the School Leadership Team's skills to successfully lead and support the implementation of the plan.

The School Leadership Core Competencies identified below include patterns of thinking, feeling, acting, or speaking that are directly connected to a leader's ability to affect change within a school. SLTs will assess their current skill level in each of the Core Competencies and determine how they will be applied throughout the School Improvement Process.

Competency 1: Commitment to Students *A relentless pursuit and commitment to student learning as evidenced by a belief in one's own capability, and the courage to take a stand on behalf of students.*

Commitment to Students includes certain behaviors such as:

- *taking ownership for students' learning*
- *setting high expectations for all learners*
- *believing in students' ability to learn regardless of barriers*
- *relentlessly pursuing the implementation of what is right for the students*
- *supporting decisions and policies to improve instruction and advance learning for all students*

Development in Commitment to Students prioritizes the students' learning as the foundation of the School Improvement Process.

Competency 2: Focus on Sustainable Results *The deliberate actions and continuous drive to set challenging goals and reach a high standard of performance despite barriers.*

A Focus on Sustainable Results includes certain behaviors such as:

- *prioritizing activities*
- *implementing initiatives*
- *regularly tracking progress*
- *demonstrating perseverance*
- *considering innovative actions*
- *taking courses of action to achieve desired results and minimize risks*

Developing in the area of Focusing on Sustainable Results will provide short and long-range goals for successful implementation of School Improvement Process.

Competency 3: Developing Others *The act of influencing others, with the specific intent, to increase their short and long-term effectiveness, perceptions, thinking, and actions.*

Developing Others includes certain behaviors such as:

- *setting positive expectations*
- *personally providing instruction*
- *providing developmental feedback*
- *choosing the timing and delivery of information*
- *selecting training and work assignments to build other's capabilities*
- *fully delegating so that others may learn from their own successes and mistakes*

Growth in Developing Others will provide opportunities to influence and improve the skills of all stakeholders throughout the School Improvement Process.

Competency 4: Engages the Team *A group of adults working collectively to leverage their input, to develop actionable and tangible goals, and to implement change in the school.*

Engaging the Team includes certain behaviors such as:

- *empowering others*
- *keeping people on the team informed*
- *ensuring that the team produces as planned*
- *promoting the morale and performance of a team*
- *obtaining resources that the team needs to perform*
- *motivating the team with a compelling vision and enthusiasm*

Development in Engaging the Team allows for a collaborative and comprehensive effort by all stakeholders throughout the School Improvement Process.

Competency 1: Commitment to Students

Describe the School Leadership Team's current reality regarding Commitment to Students.

Presently the School Leadership Team is committed to developing others which is at a Level 3 competency. School leaders will support and implement transformative decisions and policies benefiting the students.

As evidenced by:

This is evidenced by the 2018-2019 school Climate survey that 64% of the students feel that they are being prepared for post-secondary education.

Describe how the School Leadership Team will use the Commitment to Students competency in the School Improvement Process.

The School Leadership Team will use the Commit to Students competency in the School Improvement process to establish an action plan that enables the entire team to remain consistent in setting the goals and holding all students to high expectations and developing the growth mindset in believing that all of our students can learn regardless of their current circumstances. The School Leadership Team will follow established protocols of reviewing the data and monitoring the students' input in order to create an environment that promotes high academic achievement and support to their social emotional needs.

Competency 2: Focusing on Sustainable Results

Describe the School Leadership Team's current reality regarding Focusing on Sustainable Results.

Presently, the School Leadership Team is at a Level 4 competency for Focusing on Sustainable Results. School leaders sustain a high level of accountability in working with measurable results.

As evidenced by:

This is evidenced in the 2019-2020 School Climate Survey results, which indicated that 97% of the staff felt that the overall climate or atmosphere of the school is positive and helps students learn.

Describe how the School Leadership Team will use the Focusing on Sustainable Results competency in the School Improvement Process.

The School Leadership Team will implement various initiatives with a concerted effort to monitor the processes that are implemented in order to reach the goals to sustain long term success. The School Leadership Team will monitor the students' performance and the effectiveness of the data driven instruction through quarterly scheduled meeting with the students, parents and the administration. A calendar for data chats will be created as well as a schedule to include all stakeholders in the decision-making process of the school.

Competency 3: Developing Others

Describe the School Leadership Team's current reality regarding Developing Others.

Presently, the School Leadership Team in Developing Others are at a Level 3 emerging to a level 4 in Developing Others. School leaders adapt approaches to foster personal and professional growth and to promote collaboration.

As evidenced by:

This is evidenced by the 2019-2020 School Climate Survey results, which indicated that 89% of staff feel that inservice programs offered keep them up-to-date with new educational strategies.

Describe how the School Leadership Team will use the Developing Others competency in the School Improvement Process.

The School Leadership Team will continue to express positive expectations for future performance after setbacks, provide positive as well as an opportunity for growth to faculty and staff, and adapt our own communication and actions to resonate with the audience and move them in a particular direction. The School Leadership Team will continue to promote professional collaboration within the school and with other schools and the delivery of identified professional development that will enhance the delivery of instruction and the students' academic performance. Pertinent data will be shared through faculty and parent meetings to increase stakeholder buy-in.

Competency 4: Engages the Team

Describe the School Leadership Team's current reality regarding Engages the Team.

Presently, Engages the Team is at a Level 4 competency, school leaders empower the team.

As evidenced by:

This is evidenced by the 2019-2020 Student Climate Survey results, which indicated that 81% of the staff felt that their ideas are listened to and considered.

Describe how the School Leadership Team will use the Engages the Team competency in the School Improvement Process.

The School Leadership Team will continue to communicate the school's vision to motivate the group's effort and reflect on current practices as well as involve teams to define the goals. The various departments and the grade level teams will serve as venues to collect input from the team in order to actively engage them in the decision

making process. All stakeholders will be encouraged to contribute in sustaining the school's vision and mission during the regularly schedule meetings throughout the year.

PART THREE

PRIORITY ACTIONS DEVELOPMENT

School Leadership Teams will review the Essential Practice Enhancements to create Priority Actions necessary to ensure the successful implementation of the Sustained, Primary, and Secondary Practices by the end of the 2020-2021 school year.

Sustained Essential Practice

SLTs will identify the Priority Actions for the Sustained Essential Practice by determining a list of actions necessary to successfully sustain the identified practice by the end of the 2020-2021 school year.

Secondary and Primary Essential Practices

SLTs will identify the Priority Actions for the Secondary and Primary Essential Practices by reviewing the selected enhancements for each and determining a list of actions necessary to successfully implement the identified enhancements by the end of the 2020-2021 school year.

Priority Actions

Schools will reflect on the implementation of the Sustained Essential Practice, the Primary Essential Practice and the Secondary Essential Practice in the previous year(s) to identify what specific actions are necessary to sustain and/or enhance the practices during the 2020-2021 school year. These actions will be captured under Priority Actions.

The Priority Actions will assist in prioritizing the detailed action plans to be developed throughout the School Improvement Process during the 2020-2021 school year.

SCHOOL CULTURE

Sustained Essential Practice

Communicate With Stakeholders

Priority Actions for the Sustained Essential Practice

Lamar Louise Curry Middle School will continue to effectively support the growth mindset through initiatives that support student and staff connections, as well as increase the communication between the school and its stakeholders.

Primary Essential Practice

Staff-Student Connections

Priority Actions for the Primary Essential Practice

Lamar Louise Curry Middle School will continue to effectively support the initiatives that support the social, emotional, ethical and academic development of the students. The school will develop a calendar of weekly and monthly meeting in order to promote the Staff-Student Connections. Every Monday the students will start the week with the RJP circle which will foster the staff and student connection. The availability of school clubs will provide the students additional venues to feel connected with the staff.

Secondary Essential Practice

Student Voice

Priority Actions to Enhance the Secondary Essential Practice

Lamar Louise Curry Middle School will continue to effectively create welcoming spaces for students that promote the value of school and strengthen students' sense of belonging. The school will foster opportunities for the students to provide their input in order to create an environment that is welcoming and respectful to all.

ACADEMIC PROGRAMS

Sustained Essential Practice

Effective Curriculum and Resource Utilization

Priority Actions for the Sustained Essential Practice

Lamar Louise Curry Middle school will continue to effectively establish systems that gather and utilize student data, define the roles and responsibilities that each person plays in the school's success, and identify school and district support personnel that will serve as resources to assist each learner's academic and social growth.

Primary Essential Practice

Differentiated Instruction

Priority Actions for the Primary Essential Practice

Lamar Louise Curry Middle School will continue to effectively establish systems that communicate the students' academic progress, have the students reflect upon their progress, and provide opportunities for students to use the information to enrich or remediate on specific standards.

Secondary Essential Practice

Data-Driven Instruction

Priority Actions to Enhance the Secondary Essential Practice

Lamar Louise Curry Middle school will continue to successfully practice governing a school by expanding the number of people involved in making important decisions related to the school's organization, operation, and academics. The school will develop a calendar of students' performance review in order to timely address any areas of needs. The sharing of best practices will continue in order to promote collaboration that will strengthen the results of implementing the data driven instruction approach in every classroom.

OUTCOME STATEMENTS

The School Leadership Team will create an overarching Outcome Statement in the areas of School Culture and Academic Programs. The School Improvement Process Outcome Statement is the goal the school aims to accomplish by the end of the 2020-2021 school year. SLTs will:

- *Participate in a protocol to assist in creating the overarching School Improvement Process vision for their school.*
- *Consider the predicted results if effective implementation of the identified Essential Practices (Sustained, Primary, and Secondary) occur.*

Develop a statement that encompasses the intended outcome as a result of having successfully implemented the Sustained Practice and Primary/Secondary Essential Practice Enhancements at the end of the 2020-2021 school year.

SCHOOL CULTURE

OUTCOME STATEMENT

School Culture

1. If we successfully implement a well-designed communication protocol to include social media, emails, website, phone calls, and promoted materials, all stakeholders will be kept abreast of the positive events and accomplishments achieved at the school throughout the school year. 2. If we successfully implement our primary essential practice of supporting the social, emotional, and ethical development of students, then students will demonstrate the core values such as caring, honesty, diligence, fairness, fortitude, responsibility, and respect for self and others. 3. If we successfully implement our secondary essential practice of effectively creating welcoming spaces for students, then the students' perception of the value of school and sense of belonging will increase.

ACADEMIC PROGRAMS

OUTCOME STATEMENT

Academic Programs

1. If we successfully implement an instructional review system that gathers and utilizes student data, defines a clear understanding of the role and responsibilities that each person plays in the school's success, we would be effective at the utilization of resources and curriculum. 2. If we successfully implement and communicate our primary essential practice of Curriculum and Resources Utilization, then the students and their families will be able to enlist help when needed from the support personnel, guidance counselors, teacher mentors, security, administration, school psychologists, and staffing specialists. 3. If we successfully implement our secondary essential practice of the Curriculum and Resources Utilization, then the number of people involved in making important decisions related to the school's organization, operation, and academics will have increased. This will result in the school soliciting advice, feedback, and participation from stakeholders to make informed decisions involving the curriculum and resources.

OPENING OF SCHOOL PROFESSIONAL DEVELOPMENT

School Leadership Teams will design a professional development (PD) to be provided during the Opening of Schools Mandatory PD Day. In the plan below, specify the following: morning or afternoon sessions, topics to be shared, protocols being used in both small and large groups, and the facilitator(s) leading the group sessions. The purpose of the professional development will be to share what was realized, acknowledged, learned, and planned during Phase I of the School Improvement Process with teachers and staff to garner feedback.

The professional development should include a summary of the:

- *Data and Systems Review Summary*
- *School Leadership Core Competency Course Reflections*
- *Sustained Essential Practice and Priority Actions*
- *Primary & Secondary Essential Practice Selections*
 - *Priority Actions*
- *Outcome Statements*
- *Key content and strategies from Synergy courses*

The professional development should include opportunities to gather teachers' and staff input/feedback on the following:

- *Essential Practice Selections and Priority Actions*
- *Brainstorm possible Implementation Steps*
- *Identify possible roles/resources*

Opening of School Professional Development Agenda

Opening of School Date	Phase I Topic <i>What topic will be shared?</i>	Process Description	Activity Lead
(08/20/20) AM-PM	<ul style="list-style-type: none"> • <i>Data and Systems Review Summary</i> • <i>School Leadership Core Competency Course Reflections</i> • <i>Sustained Essential Practice</i> • <i>Primary & Secondary Essential Practice Selections</i> • <i>Priority Actions</i> • <i>Outcome Statements</i> 	What process/protocol will be used to share the topic and garner feedback from all stakeholders?	Who will facilitate the sharing of the topic and the collection and discussion of feedback regarding the topic?
08/19/2020 AM	Data and Systems	The faculty and staff will be welcomed at the initial opening of schools meeting and receive the indicators of performance from 2018-2019 and the I-Ready results from 2020.	Principal, Ms. Baril will conduct the presentation via a Zoom meeting and share the data file folders.
08/19/2020 PM	Data and Systems	The faculty will also have a session centered on the IPEGS Standard # 4; Instructional Delivery and Engagement.	Ms. Baril will present the information and collect feedback by using an exit ticket.
08/19/2020 PM	Opening of Schools procedures	The faculty will attend a general information session regarding school policies and procedures for the first week of school.	Leadership team will present the information to the faculty.