

Miami-Dade County Public Schools

Lamar Louise Curry Middle School



2021-22 Schoolwide Improvement Plan

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Lamar Louise Curry Middle School

15750 SW 47TH ST, Miami, FL 33185

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

Demographics

Principal: Jean Baril

Start Date for this Principal: 5/23/2013

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	<i>[Data Not Available]</i>
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Asian Students Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Students With Disabilities White Students
School Grades History	2018-19: A (69%) 2017-18: A (63%) 2016-17: B (60%) 2015-16: A (62%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Our mission at Lamar Louise Curry Middle School is to ensure that our students will continue to move forward towards bridging any academic gaps 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 multifaceted and academically well-formed experiences in fashioning their own futures.

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 gaps. Our students will benefit from an environment that encourages leadership and 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 Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Baril, Jean	Principal	Instructional leader who monitors and manages instructional program's effectiveness. Oversees all facets of the school operations. Responsible for the school budget and the school personnel. Builds and sustains community and Dade partnerships. Ensures the compliance of all state and district guidelines.
Cortez, Guillermo	Assistant Principal	Supports the principal in ensuring the goals for Academic Programs and School Culture are implemented school-wide. Collaborates on the School Improvement Process with all stakeholders to create and evaluate a plan to ensure the success of all learners. Works closely with the EESAC Chairperson to ensure deadlines and compliance documentation are adhered to.
Barrueta, Yemen	Teacher, K-12	Works with the school leadership team to support the mission and vision of the school. Collaborates with colleagues by sharing best practices and instructional strategies to increase student achievement. Facilitates professional development training for staff to build capacity. Supports the staff by providing them guidance and assistance as needed.
Anduray, Yvonne	Teacher, K-12	Works with the school leadership team to support the mission and vision of the school. Collaborates with colleagues by sharing best practices and instructional strategies to increase student achievement. Facilitates professional development training for staff to build capacity. Supports the staff by providing them guidance and assistance as needed.
Gonzalez, Margina	Teacher, K-12	Works with the school leadership team to support the mission and vision of the school. Collaborates with colleagues by sharing best practices and instructional strategies to increase student achievement. Facilitates professional development training for staff to build capacity. Supports

Name	Title	Job Duties and Responsibilities
		the staff by providing them guidance and assistance as needed.
Boue, Janet	Assistant Principal	Supports the principal to ensure the school's mission and vision is being implemented. Provides students with a safe and nurturing learning environment. Is responsible for providing students access to technology and handles operational matters.
Miranda, Iran	Administrative Support	Supports the principal by serving as the IB Magnet Coordinator and Testing Coordinator for the school. Additionally, is responsible for marketing and social media.
Matamala, Mariela	Guidance Counselor	Supports stakeholders by providing them with academic, social and emotional, and community outreach opportunities. Works closely with the School Leadership to provide the necessary services to students and parents. Offers workshops to parents to help them support their child at home.
Rodrguez, Israel	Administrative Support	Supports the principal and school through various leadership roles. Analyzes data to create remediation and enrichment opportunities for students through after school tutoring and Saturday Academies. Serves as the Restorative Justice Practices Coordinator to help build connections between staff and students.
Ortega, Patricia	Guidance Counselor	Supports stakeholders by providing them with academic, social and emotional, and community outreach opportunities. Works closely with the School Leadership to provide the necessary services to students and parents. Offers workshops to parents to help them support their child at home.

Demographic Information

Principal start date

Thursday 5/23/2013, Jean Baril

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

32

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

18

Total number of teacher positions allocated to the school

43

Total number of students enrolled at the school

791

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

10

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

0

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	0	0	0	0	0	0	223	254	348	0	0	0	0	825
Attendance below 90 percent	0	0	0	0	0	0	17	11	46	0	0	0	0	74
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	7	3	53	0	0	0	0	63
Course failure in Math	0	0	0	0	0	0	16	7	46	0	0	0	0	69
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	15	18	31	0	0	0	0	64
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	12	18	32	0	0	0	0	62
Number of students with a substantial reading deficiency	0	0	0	0	0	0	54	87	131	0	0	0	0	272

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	17	16	75	0	0	0	0	108

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	0	0	0	0	0	2	1	39	0	0	0	0	42
Students retained two or more times	0	0	0	0	0	0	0	0	7	0	0	0	0	7

Date this data was collected or last updated

Wednesday 6/30/2021

2020-21 - As Reported

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

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

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

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

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

2020-21 - Updated

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	0	0	0	0	0	0	260	314	401	0	0	0	0	975
Attendance below 90 percent	0	0	0	0	0	0	10	28	28	0	0	0	0	66
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	2	29	25	0	0	0	56	
Course failure in Math	0	0	0	0	0	0	6	29	16	0	0	0	51	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	18	22	44	0	0	0	84	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	19	17	45	0	0	0	81	

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	15	36	56	0	0	0	0	107

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	0	0	0	0	0	0	1	37	0	0	0	0	38
Students retained two or more times	0	0	0	0	0	0	0	2	6	0	0	0	0	8

Part II: Needs Assessment/Analysis

School Data Review

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

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	67%	58%	9%	54%	13%
Cohort Comparison						
07	2021					
	2019	70%	56%	14%	52%	18%
Cohort Comparison		-67%				
08	2021					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	76%	60%	16%	56%	20%
Cohort Comparison		-70%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	62%	58%	4%	55%	7%
Cohort Comparison						
07	2021					
	2019	66%	53%	13%	54%	12%
Cohort Comparison		-62%				
08	2021					
	2019	54%	40%	14%	46%	8%
Cohort Comparison		-66%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	60%	43%	17%	48%	12%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	100%	68%	32%	67%	33%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	85%	73%	12%	71%	14%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	98%	63%	35%	61%	37%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	99%	54%	45%	57%	42%

Grade Level Data Review - Progress Monitoring Assessments

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

The school will be utilizing progress monitoring data from iReady Diagnostic Assessments in Reading and Mathematics. These include AP1 for Fall, AP2 for Winter, and AP3 for Spring.

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	52.4	57.1%	57.5%
	Economically Disadvantaged	46.5%	53.8%	52.6%
	Students With Disabilities	26.7%	25.8%	21.9%
	English Language Learners	15.0%	4.5%	13.6
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	43.5%	54.5%	61.8%
	Economically Disadvantaged	40.1%	48.0%	58.0%
	Students With Disabilities	13.3	18.8%	33.3%
	English Language Learners	0	9.1	27.3%

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	53.9%	61.7%	59.9%
	Economically Disadvantaged	48.6%	57.3%	58%
	Students With Disabilities	19.4%	23.3%	27.3%
	English Language Learners	0	5.0%	11.1%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	41.3%	55.2%	60.2%
	Economically Disadvantaged	37.0%	52.9%	57.8%
	Students With Disabilities	11.8%	21.9%	25.8%
	English Language Learners	4.8%	4.8%	14.3%
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	0	90.0%	0
	Economically Disadvantaged	0	89.0%	0
	Students With Disabilities	0	76.0%	0
	English Language Learners	0	67%	0
	Number/% Proficiency	Fall	Winter	Spring

Grade 8					
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		51.3%	56.1%	61.6%
	Economically Disadvantaged		47.9%	51.9%	59.3%
	Students With Disabilities		22.4%	20.4%	27.1%
	English Language Learners		4.2%	8.3%	15.8%
		Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		38.8%	50.5%	45.1%
	Economically Disadvantaged		35.2%	48.4%	43.5%
	Students With Disabilities		12%	18.8%	19.6%
	English Language Learners		4.0%	12.0%	25.0%
		Number/% Proficiency	Fall	Winter	Spring
Science	All Students		0	61.0%	0
	Economically Disadvantaged		0	61.0%	0
	Students With Disabilities		0	33.0%	0
	English Language Learners		0	48.0%	0
		Number/% Proficiency	Fall	Winter	Spring

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	32	48	48	40	49	43	30	49	36		
ELL	57	61	58	56	56	50	41	70	69		
ASN	94	89		89	89		100		92		
BLK	73	60		73	60						
HSP	72	67	62	71	61	55	63	87	73		
WHT	80	68		84	70		87	100	77		
FRL	68	66	64	67	60	54	58	85	70		

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	19	36	36	32	38	43	14	61			
ELL	41	57	60	42	40	34	32	72	48		
ASN	92	61		88	74			90	90		
BLK	83	83		78	56						
HSP	68	61	53	63	54	45	59	86	73		
WHT	64	59		77	73		61	88	71		
FRL	65	60	55	61	54	46	56	85	67		

ESSA Data Review

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index - All Students	70
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	84
Total Points Earned for the Federal Index	701
Total Components for the Federal Index	10
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	42
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	60
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	92
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students	
Federal Index - Black/African American Students	67
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	70
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	81
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	67
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Analysis

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

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

2019 Data findings:

All ELA Subgroups Achievement increased except for black students which decreased by 10 percentage points.

All ELA Learning Gains increased except for black students which decreased by 23 percentage points.

All ELA Learning Gains L25 increased except for ELL which decreased by 2 percentage points.

Both ELA and Math Learning Gains L25 increased by at least 9 percentage points.

All Math Achievement increased except for black students which decreased by 3 percentage points.

All Math Learning Gains increased except for white students which decreased by 3 percentage points.

2021 data findings:

2021 FSA data demonstrates higher performance in ELA, Civics, Biology, Science as compared to other schools with similar student-body demographics.

ELA FSA data demonstrates a minor decrease in proficiency of 4 percentage points in 6th Grade as compared to 2019.

ELA FSA data demonstrates a minor decrease in proficiency of 6 percentage points in 7th grade as compared to 2019.

In Mathematics, the school decreased by 16 percentage points 6th Grade Mathematics as compared to 2019.

In Mathematics, the school decreased by 7 percentage points in 7th Grade Mathematics as compared to 2019.

In Mathematics, the school decreased by 38 percentage points in 8th Grade Mathematics as compared to 2019.

In 8th Grade Science, the school decreased by 21 percentage points as compared to 2019.

In Civics, the school decreased 11 percentage points as compared to 2019.

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

2019 data findings:

All ELA Subgroups Achievement increased except for black students which decreased by 10 percentage points.

All ELA Learning Gains increased except for black students which decreased by 23 percentage points.

2021 data findings:

The greatest need for improvement based on the 2021 FSA data is the area of Mathematics.

8th Grade Mathematics proficiency dropped 38 percentage points as compared to 2019.

An additional area for improvement will be to increase student performance in Algebra 1, which decreased by 27 percentage points.

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

2019 data findings:

For the last 3 years, we have been focused on providing before and after school tutoring and Saturday Academy. We will continue to focus on providing differentiated instruction to help meet the needs of our Black students. We will be strategic in planning and offering parent workshops through our Student Services Department to ensure academic success.

2021 data findings:

The contributing factors that led to this need for improvement in Mathematics is the learning loss and academic gaps that occurred due to the negative effects on education caused by the pandemic. Many students were disengaged during virtual schooling which led a to decrease in student achievement across the board. Some new actions that will be implemented to address this need for improvement include the use of high-yield instructions strategies such as differentiated instruction and standards-based instruction.

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

2019 data findings:

ELA Learning Gains L25 increased from 54% to 63% in 2019 FSA.
Math Learning Gains L25 increased from 45% to 55% in 2019 FSA

2021 data findings:

The Biology EOC data demonstrates highly consistent and sustained student performance as 100% of students scored a Level 3 or above. This matches the Biology EOC data from 2019 which also demonstrated 100% passing rate. Additionally, the school outperformed schools with similar demographics in the areas of ELA, Civics, and Science.

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

2019 data findings:

We implemented a school-wide data driven instruction plan which included: data analysis, desegregation of data with all stakeholders (departmental, administrative, and student data chats), differentiated instruction within content areas, academic reviews conducted by student services. Some additional factors and strategies include, collaborative planning, after-school tutoring and Saturday Academy tutoring.

2021 data findings:

The contributing factors that led to this sustained improvement include consistent parent/teacher communication, the use of differentiated instruction, implementation of higher-order thinking skills, offering students after school tutoring, and holding student data chats for students to take ownership of their learning.

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

To accelerate learning this school year, teachers will implement both remediation and enrichment strategies in instruction. The use of differentiated instruction will be incorporated across the curriculum. Teachers will utilize instructional resources such as Edgenuity, Commonlit, iReady, Khan Academy, and CK-12 to address their learners' needs. Furthermore, extended learning opportunities will be afforded to students through after school tutoring and our Saturday Academy in Reading, Mathematics, Science, and Civics. The school will also offer Intensive Reading to Level 1 and 2 students as well as

pull-out interventions in Mathematics for Level 1 and 2 students. Additionally, the Student Services Department will continue to provide parents with workshops to better support student learning at home.

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

The School Leadership Team plans to offer teachers both meaningful and relevant professional development opportunities to improve instructional practice. Professional development trainings on data-driven instruction will help teachers better support students by targeting student deficiencies and opportunities for growth. Furthermore, the school will offer teachers professional development in the effective use of educational technology to increase student engagement. Additionally, the school will offer teachers professional development in the area of differentiated instruction. The implementation of differentiated instruction will support the reduction of achievement gaps.

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

Additional services that will be implemented to ensure sustainability of improvement include a thorough analysis of student performance data. Teachers will collaborate and share best practices during departmental meetings. Students will be afforded extended learning opportunities such as after-school tutoring, Saturday Academy tutoring, pull-out Mathematics interventions, and Intensive Reading for students not at grade level.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale:

We selected the area of differentiation to ensure continued growth and progress in learning gains for all students. Based on the 2021 FSA data there was a decrease in performance across all grade levels in ELA and Mathematics. The 2021 FSA ELA data indicates a 4% decrease in proficiency in 6th Grade, 6% in 7th Grade, and 14% decrease in 8th Grade as compared to 2019. Furthermore, the 2021 FSA Mathematics data indicates a 16% decrease in 6th Grade, 7% decrease in 7th Grade, and 38% decrease in 8th Grade as compared to 2019. This data indicates the importance of implementing differentiated instruction to fill the academic gaps and learning loss caused by the pandemic. Furthermore, there will be an emphasis on data-driven instruction to address the learning needs of each child.

Measureable Outcome:

If we successfully implement differentiation, results from district topic assessments in ELA, Mathematics, Science, and Civics will demonstrate 1% growth by the end of the First-Nine Weeks. Furthermore, the school's intended outcome is to increase ELA proficiency, ELA Learning Gains, ELA Learning Gains of the Lowest 25% by 1% as evidenced by the 2022 Florida Standards Assessment. Additionally, the school will diligently work to increase proficiency in Mathematics by 4% as well as increasing Mathematics Learning Gains and Mathematics Learning Gains of the Lowest 25% by 15% as evidenced by the 2022 Florida Standards Assessment.

Monitoring:

The School Leadership Team will conduct quarterly data chats with teachers and follow-up with regular walkthroughs to ensure quality instruction is taking place. The School Leadership team will monitor performance data including diagnostic assessments, district topic assessments, mid-year assessments, and student academic grades. Administrators will review lesson plans for indication of differentiation. Data analysis of formative assessments of all students will be reviewed to observe progress. Extended learning opportunities will be provided for all students to include enrichment and remediation.

Person responsible for monitoring outcome:

Jean Baril (pr6921@dadeschools.net)

Evidence-based Strategy:

Within the Targeted Element of Differentiation, our school will focus on the evidence-based strategy of Data-Driven Instruction. Data-Driven instruction will assist in accelerating the learning gains of all our students. Data-Driven instruction will be monitored through departmental and administrative data chats to drive instructional planning and data-driven conversations.

Rationale for Evidence-based Strategy:

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

Action Steps to Implement

8/31 - 10/28 - Teachers will utilize diagnostic and assessment data to create flexible instructional groups and provide cooperative learning activities that support academic growth for all learners. As a result, students will develop ownership and responsibility for their own learning.

Person Responsible Jean Baril (pr6921@dadeschools.net)

8/31 - 10/28 - The Curriculum Leaders will schedule grade level meetings weekly to maximize the opportunities for the teachers to collaborate and share best teaching strategies. As a result, teacher instructional capacity will increase to better support student achievement.

Person Responsible Guillermo Cortez (guillermocortez@dadeschools.net)

8/31 - 10/28 - Benchmark assessment data will be collected and used to determine the need for reteaching, practice, or enrichment. Hands-on activities will be distributed to student groups based on benchmarks identified through the assessment data. As a result, appropriate remediation and enrichment practices will be afforded to students based on need.

Person Responsible Janet Boue (jboue@dadeschools.net)

8/31 - 10/28 - Students will read assigned passage in CommonLit, annotate the text, and complete the pass score requirement (70%) on a per class basis. The last 20 minutes of class will be set aside for differentiated instruction; teachers will utilize this time for data chats. As a result, students' reading comprehension skills and understanding will improve.

Person Responsible Guillermo Cortez (guillermocortez@dadeschools.net)

#2. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale: Standards-aligned Instruction was identified as a critical need because of the 2021-2022 implementation of the new B.E.S.T. standards in the area of ELA. Additionally, it is crucial for teachers across the curriculum to align instruction to the standards and benchmarks that are assessed to increase student achievement. It is imperative for teachers to utilize district provided resources, pacing guides, and curriculum resources. The 2021 assessment data indicates a decrease of 37% in Algebra I, 11% decrease in Geometry, 21% decrease in 8th Grade Science, and 11% decrease in Civics as compared to 2019. The monitoring of standards-aligned instruction will allow us to gauge student progress towards the expected level of student achievement in the 2022 state-wide assessments.

Measureable Outcome: If we successfully implement Standards-aligned Instruction, results from district topic assessments will increase by 1% point in ELA, Mathematics, Science, and Civics by the end of the First Nine-Weeks. Furthermore, the school's intended outcome is to increase ELA proficiency, ELA Learning Gains, ELA Learning Gains of the Lowest 25% by 1% as evidenced by the 2022 Florida Standards Assessment. Additionally, the school will diligently work to increase proficiency in Mathematics by 4% as well as increasing Mathematics Learning Gains and Mathematics Learning Gains of the Lowest 25% by 15% as evidenced by the 2022 Florida Standards Assessment.

Monitoring: The Language Arts Department chair will conduct weekly meetings to share best practices and provide feedback. Administrators will review lesson plans to ensure compliance with B.E.S.T. standards. Data analysis of formative assessments of all students will be reviewed to observe progress.

Person responsible for monitoring outcome: Jean Baril (pr6921@dadeschools.net)

Evidence-based Strategy: The evidence-based strategy that will be utilized for this Area of Focus is Effective Curriculum and Resource Utilization.

Rationale for Evidence-based Strategy: Effective Curriculum and Resource Utilization was selected as the strategy for this Area of Focus because it is essential for teachers to utilize district adopted resources, pacing guides, and curriculum guides for instruction and maximize learning.

Action Steps to Implement

8/31 - 10/28 - Teachers will utilize technology-based platforms such as Edgenuity, Khan Academy, iReady and CPALMS to support standards-based instruction and increase student achievement. As a result, students will learn and master benchmarks aligned to district pacing guides.

Person Responsible Guillermo Cortez (guillermocortez@dadeschools.net)

8/31 - 10/28 - Teachers will display standard being covered on board and have students copy it on their notebook along with key vocabulary. Additionally, teachers will have data chats with students to communicate their learning progression and develop a plan of action to

maximize student learning gains. As a result, students will become familiarized with the expressed goals and expectations.

Person Responsible Jean Baril (pr6921@dadeschools.net)

8/31 - 10/28 - Nearpod slideshows will be used to implement interactive whole group instruction of specific benchmarks and provide a different perspective on those lessons. As a result, student engagement will be maximized due the infusion of interactive educational technology.

Person Responsible Raul Anduray (raul2023@dadeschools.net)

8/31 - 10/28 - To support instruction, teachers will assign Edgenuity lessons by standards. Edgenuity will provide video demonstrations for each lesson, practice session for understanding, student participation in assignments, guided notes to assist during the session, and an assessment at the conclusion of each lesson to support instruction. An ELA Standards/Lesson Log will be completed for data assessment purposes. As a result, students will receive supplemental support to master benchmarks.

Person Responsible Judy Thomas (juthomas@dadeschools.net)

#3. Culture & Environment specifically relating to Social Emotional Learning

Area of Focus Description and Rationale:

The School Leadership Team selected Social Emotional Learning due to the student responses to the 2021 School Climate survey. The School Leadership feels it is important to promote student voice and students' sense of belonging to the school. Additionally, the school feels it is important to support students' Social and Emotional needs due to the negative effects experienced from the pandemic.

Measureable Outcome:

If we successfully implement the Targeted Element of Social Emotional Learning we will see an increase in positive responses in the 2021-2022 School Climate survey for students.

Monitoring:

This Area of Focus will be closely monitored by the School Leadership Team through Restorative Justice Practices circles completed as evidence by district surveys. The Student Services Department will conduct Parent Workshops with a focus on Social and Emotional Learning to supports students at home.

Person responsible for monitoring outcome:

Israel Rodrguez (irodriguez5@dadeschools.net)

Evidence-based Strategy:

The evidence-based strategy selected by the School Leadership Team for this Area of Focus is Social and Emotional Learning.

Rationale for Evidence-based Strategy:

Social and Emotional Learning was chosen as the evidence-based strategy for this Area of Focus because the School Leadership Team believes that it will help students build positive relationships and develop empathy for others.

Action Steps to Implement

8/31 - 10-28 - School-wide Restorative Justice Practices activities will be implemented weekly on Mondays through first block to build student and staff connections. Additionally, staff members will hold RJP circles to provide students a voice and a safe place to express themselves. As a result, positive relationships between students and staff members will increase as well as providing students a safe environment to express themselves.

Person Responsible

Israel Rodrguez (irodriguez5@dadeschools.net)

8/31 - 10/28 - The Student Services Department will share and promote lessons that focus on Values Matter, Goal Setting, Self-Efficacy and Self-Confidence. The value of the month will be promoted throughout the school day. As a result, students will learn values and build positive character traits to help them succeed in school.

Person Responsible

Patricia Ortega (165135@dadeschools.net)

8/31 - 10/28 - Students will be given the opportunity to participate in interest-based clubs such as Art Club, FCCLA, FEA, Curry Cares, Student Council, Fishing Club, National Junior Honor Society, SECME, Yearbook Club, and Geography Club to strengthen their connections with teachers, staff, and peers. As a result, students will develop a strong connection and sense of belonging to the school.

Person Responsible

Janet Boue (jboue@dadeschools.net)

8/31 - 10/28 - The School Leadership Team will create a student survey using Jotforms to gauge the experience of students at the school as a follow up to the SIP Mid-Year Student Survey. As a result, the School Leadership Team will be able to evaluate and make changes to processes and systems in place at the school.

Person Responsible Guillermo Cortez (guillermocortez@dadeschools.net)

#4. Leadership specifically relating to Instructional Leadership Team**Area of Focus Description and Rationale:**

Based on the data from the School Climate survey and SIP survey we selected the Targeted Element of Instructional Leadership Team. This strategy is important to our school because our goal is to empower our stakeholders and build leadership capacity. The School Leadership Team strongly believes to increase student achievement all members of the school community must work together and collaborate towards a common goal.

Measureable Outcome:

If we continue to effectively provide teachers leadership opportunities, responses from the 2021-2022 School Improvement Survey will demonstrate sustained results as compared to the 2020-2021 School Improvement Survey. In the 2020-2021 School Improvement Survey, 100% of teachers felt that all staff members had opportunities to be considered for leadership roles.

Monitoring:

The Area of Focus of Leadership and its Targeted Element of Instructional Leadership Team will be closely monitored by the School Leadership Team to ensure it is being implemented with fidelity. The school will continue to provide faculty and staff members opportunities for leadership and advancement. Open leadership positions will be advertised to all stakeholders to determine which individuals are interested in performing the role. The school's PLST will support teachers to improve instructional practice and increase student achievement. Stakeholders will be afforded the opportunity to take part in the decision-making process at the school during faculty, EESAC, and departmental meetings.

Person responsible for monitoring outcome:

Jean Baril (pr6921@dadeschools.net)

Evidence-based Strategy:

The evidence-based strategy the School Leadership Team selected to implement for this Area of Focus is Shared Leadership. Shared Leadership will be closely monitored by the School Leadership Team through stakeholder attendance and participation in meetings as well as the input and feedback received.

Rationale for Evidence-based Strategy:

This strategy was selected because the School Leadership Team strongly believes that our goals and objectives can only be met if members of the school community work together to solve problems and create an engaging school climate. Shared leadership will promote a sense of responsibility and accountability for all.

Action Steps to Implement

8/31 - 10/28 - The Curriculum Council will meet with the School Leadership Team on a regular basis to evaluate the effectiveness of academic programs and instructional strategies. Additionally, the Curriculum Council will disseminate and share information with members of their department to empower and build teacher capacity. As a result, all faculty and staff will be afforded opportunities to provide feedback and input on the academic program being implemented.

Person Responsible

Jean Baril (pr6921@dadeschools.net)

8/31 - 10/28 - The school's EESAC will provide an opportunity for all stakeholders to participate in the decision-making process and to prioritize resources as well as instructional

programs. As a result, all school members will feel empowered and hold themselves accountable for our school's success.

Person Responsible Janet Boue (jboue@dadeschools.net)

8/31 - 10/28 - The school's SIP Impact Review Team will monitor and evaluate the implementation steps of the School Improvement Process and will collect evidence and provide feedback as well as make recommendations. As a result, teacher leaders will support colleagues to improve instructional practice and facilitate professional development trainings.

Person Responsible Guillermo Cortez (guillermocortez@dadeschools.net)

8/31 - 10/28 - The School Leadership team will identify teacher leaders to serve as facilitators for professional development trainings. Teacher leaders will share their expertise and contribute to the professional growth of their colleagues. As a result, teachers will gain valuable knowledge and learn effective instructional strategies. Additionally, teacher leaders will develop and grow their leadership skills.

Person Responsible Guillermo Cortez (guillermocortez@dadeschools.net)

Additional Schoolwide Improvement Priorities

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

The School Leadership Team analyzed discipline data from the PowerBI Dashboards to determine areas of concern to closely monitor this school year. The data analysis indicates that 3% of our student body received at least one discipline referral this school year matching the District average. However, it is of the concern that when comparing to other Tier 1 schools the percentage was 1% higher. Furthermore, the data also indicates that 2% of our students received 2 or more disciplinary referrals as compared to 1% in the district. It is also of concern that 5% of our 6th Grade students received a discipline referral as compared to 3% and 2% in 7th and 8th grade respectively. The school will hold student orientations to discuss expectations of behavior for students. Additionally, the school will implement a progressive discipline plan that adheres to the Code of Student Conduct when handling discipline issues. The Code of Student Conduct was shared with all stakeholders and posted on the school's website. Furthermore, the school will provide students a positive behavior support system to recognize and reward good behavior. Additionally, the Student Services Department will promote Values Matters and conduct anti-bullying lessons in classrooms.

Part IV: Positive Culture & Environment

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

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

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

One of our main priorities at Lamar Louise Curry Middle is to build a positive school culture and environment. The school accomplishes this goal by implementing various strategies. For instance, the school provides all stakeholders the opportunity to be part of the School Improvement Process throughout the school year. Stakeholders can share feedback for the School Improvement Process during faculty meetings, EESAC meetings, and departmental meetings. Additionally, the School Leadership Team strongly believes in maintaining an open-door policy with its stakeholders for effective communication. The School Leadership Team fosters a culture of collaboration and collegiality for teachers to share best practices and build instructional capacity. The school sets high expectations for its students both academically and for discipline. Students participate in grade level assemblies with the School Leadership Team to discuss expectations and goals for the school year. Furthermore, the Student Services Department conducts parent workshops on a monthly basis to support learning at home and assist parents to become more knowledgeable. Our Restorative Justice Coordinator shares weekly RJP activities which fosters strong connections between students and staff. Furthermore, school counselors post messages and resources on the school's "Cubs Corner" Team to promote positive relationships and develop students' social skills which all students have access to. These are some of the actions that have assisted us in surpassing expectations for school culture.

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

The stakeholders involved in promoting a positive school culture and environment at the school include the Principal, Assistant Principals, Curriculum Council, Student Services Department, EESAC, teacher leaders, and PTSA. The Principal sets the tone and establishes the mission and vision for the school. The Assistant Principals support the Principal to ensure that the mission and visions is being carried out. The Curriculum Council facilitates collaboration and collegiality with members from their department. The Student Services Department host parent workshops to support learning at home and implements Social and Emotional learning for students. EESAC plays an important role in the shared leadership and decision-making process at the school. Teacher leaders play a pivotal role in mentoring and

facilitating professional development for their colleagues. Lastly, our PTSA plays a role in supporting students by providing incentives, rewards, and recognition.

Part V: Budget

1	III.A.	Areas of Focus: Instructional Practice: Differentiation	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction	\$0.00
3	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning	\$0.00
4	III.A.	Areas of Focus: Leadership: Instructional Leadership Team	\$0.00
Total:			\$0.00