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Lamar Louise Curry Middle School

15750 SW 47TH ST, Miami, FL 33185

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

Demographics

Principal: Michele Bush A

Start Date for this Principal: 7/15/2022

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	74%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Asian Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (66%) 2020-21: (50%) 2018-19: A (69%) 2017-18: A (63%)
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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Bush, Michele	Principal	
Boue, Janet	Assistant Principal	
Anduray, Raul	Teacher, K-12	
Barrueta, Yemen	Teacher, K-12	
Dearmas-Marrero, Janet	Teacher, K-12	
Matamala, Mariela	Guidance Counselor	
Ortega, Patricia	Guidance Counselor	
Thomas, Judy	Teacher, K-12	
Rodriguez, Israel	Teacher, K-12	

Demographic Information

Principal start date

Friday 7/15/2022, Michele Bush A

Number of teachers with a 2022 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.*

Number of teachers with a 2022 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.*

Total number of teacher positions allocated to the school

29

Total number of students enrolled at the school

797

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

2

Identify the number of instructional staff who joined the school during the 2022-23 school year.

2

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Using the table above, complete the table below with the number of students by current grade level who have 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	0	0	0	0	0	0	0	0	0

Using current year data, complete the table below with the number of students identified as being "retained.":

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	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Monday 8/29/2022

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	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

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	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	63	
Course failure in Math	0	0	0	0	0	0	16	7	46	0	0	0	69	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	15	18	31	0	0	0	64	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	12	18	32	0	0	0	62	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	54	87	131	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

Part II: Needs Assessment/Analysis

School Data Review

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	67%	56%	50%	65%			73%	58%	54%
ELA Learning Gains	63%	56%	48%	57%			67%	58%	54%
ELA Lowest 25th Percentile	51%	48%	38%	41%			63%	52%	47%
Math Achievement	65%	55%	54%	51%			71%	58%	58%
Math Learning Gains	70%	64%	58%	27%			62%	56%	57%
Math Lowest 25th Percentile	67%	63%	55%	19%			55%	54%	51%
Science Achievement	54%	51%	49%	48%			64%	52%	51%
Social Studies Achievement	87%	73%	71%	80%			88%	74%	72%

Grade Level Data Review - State Assessments**NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.**

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	67%	58%	9%	54%	13%
Cohort Comparison						
07	2022					
	2019	70%	56%	14%	52%	18%
Cohort Comparison		-67%				
08	2022					
	2019	76%	60%	16%	56%	20%
Cohort Comparison		-70%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	62%	58%	4%	55%	7%
Cohort Comparison						
07	2022					
	2019	66%	53%	13%	54%	12%
Cohort Comparison		-62%				
08	2022					
	2019	54%	40%	14%	46%	8%
Cohort Comparison		-66%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	60%	43%	17%	48%	12%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	68%	32%	67%	33%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	85%	73%	12%	71%	14%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	98%	63%	35%	61%	37%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	99%	54%	45%	57%	42%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	33	45	38	36	56	60	24	58			
ELL	48	56	54	54	67	68	25	78	57		
ASN	77	54		92	69						
HSP	66	63	53	65	70	67	54	86	73		
WHT	65	53		65	63						
FRL	63	61	49	61	67	64	49	83	72		
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	28	31	21	17	15	15	16	50	23		
ELL	52	49	40	44	26	20	29	76	51		
ASN	83	75		58	42						
BLK	80	70		50	30						

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
HSP	65	57	41	51	26	18	49	79	58		
WHT	58	58		56	40		54				
FRL	62	55	41	49	25	19	45	76	56		
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		

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	66
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	57
Total Points Earned for the Federal Index	655
Total Components for the Federal Index	10
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	44
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	56
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	73
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	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	65
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	62
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	62
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

Findings across core content areas:

The 2022 FSA ELA data demonstrates that there was a 2%-point increase as compared to the 2021 data, to 67% from 65% respectively. The 2022 FSA Math data demonstrates that there was a 14%- point increase as compared to the 2021 data, to 65% from 51%, respectively. The 2022 FSA ELA L25 indicates that there was a 10%-point increase as compared to the 2021 data, to 51% from 41%. The 2022 FSA MATH L25 indicates that there was a 48%-point increase as compared to the 2021 data, to 67% from 19%. Science scores increased by 8% from 48% to 54%, Civics increased by 7% from 80% to 87%, Geometry increased by 12% from 88% to 100%, Biology maintained 100% proficiency from last year, and Algebra I increased by 20% from 61% to 81%.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

According to our 21-22 Iready data, an area of focus will be the ELA L25 rising 7th graders. Tier 3 scored at 31% proficiency in Tier 1 and later 28% on AP 2.

Based on the 2022 FSA data, ELA across all grade levels demonstrates the greatest need for improvement. There was a 2% increase in 2022, as compared to the 2021 data.

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

One contributing factor was the implementation of the B.E.S.T ELA standards in 2022. The announcement of the B.E.S.T ELA standards caused changes in the education system. We will continue to focus on providing differentiated instruction and standards-based instruction to help meet the needs of all students across all grade levels, as well as the continuance of the morning and afternoon tutoring programs.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Based on the 2022 state assessments, the L25 in Math showed the most improvement. The 2022 FSA MATH L25 indicates that there was a 48%-point increase as compared to the 2021 data, to 67% from 19%.

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

The contributing factors were the implementation of a school-wide data driven instruction plan that included data analysis, desegregation of data with all stakeholders (departmental, administrative, and student data chats), collaborative planning, after/before school tutoring, Saturday Academy tutoring and differentiation instruction strategies implemented in the classrooms. Other contributing factors include Technology based instruction to offer students various forms of visual representation to support the multiple modalities, in school pull out of L25 students prior to the state testing, the tutoring enrichment program occurring before and after school to support the, SWD, ELL and L25 subgroups, consistent parent/ teacher communication and planning of activities that encourage higher-order thinking skills.

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 activities that will enhance high order thinking skills across all grade levels. Teachers will implement technology-based instruction with resources such as Explorelearning, Edgenuity, Commonlit, iReady, Khan Academy, CK-12, IXL and others to address their learners' needs. Furthermore, efforts will be made to increase partnerships with real world companies that will encourage students to apply concepts beyond the classroom

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 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 area of technology to increase student engagement and support standard based learning. Additionally, the school will offer teachers professional development in the area of differentiated instruction to support all students, especially students with disabilities and ELL students.

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

The Leadership Team will conduct quarterly data chats with the teachers to foster an environment where teachers are exploring the data, gaining deeper understanding about what it means and why it's important. Another service will be to build partnership with community members to support the students' learning and the teachers' plans to make connections between the in class learning and the real world. Additionally, teachers will collaborate and share best practices during departmental and faculty meetings. Students will be afforded extended learning opportunities such through the after/before school and Saturday Academy.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

The area of improving instructional practices as it relates to BEST standards in ELA was identified as a critical need to ensure continued growth and progress in proficiency. Additionally, it is crucial for ELA and Math teachers to align instruction to the standards and benchmarks that are assessed to increase student achievement. It is imperative for teachers to apprehend and utilize district provided resources, pacing guides, and curriculum resources as it relates to the BEST standards. Based on the 2022 FSA there was an increase in performance across all grade levels in ELA and Mathematics. However, the 2022 FSA ELA data indicates a slight 2% increase in proficiency from 65% to 67% across all grade levels. This data indicates the importance of implementing and monitoring of the new standards-aligned instruction with alacrity which will allow us to gauge student progress towards the expected level of student achievement.

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

If we successfully implement Standards-aligned instruction, results from all progress monitoring assessments (PM1, PM2 and PM3) for ELA will increase by 3 %. Additionally, the school will diligently work to increasing proficiency in ELA learning gains and learning gains of the lowest 25 percent by 15 percent as evidenced by the 2023 F.A.S.T State Assessment.

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

The Language Arts Department Chair will conduct monthly 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:

Michele Bush (pr6921@dadeschools.net)

Evidence-based Strategy: Describe the evidence-based strategy being

Standards-based collaborative planning.

implemented for this Area of Focus.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

Standards-Based Collaborative Planning will assist teachers to learn from one another and collaborate on projects that will lead to improvements in standards-aligned lesson quality, instructional effectiveness, and student achievement. Furthermore, standard-based collaborative Planning will help to promote learning, insights, and constructive feedback that occur during professional discussions among teachers.

Action Steps to Implement

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

8/17 Establish a monthly calendar of meetings for both Departmental and Curriculum Council meetings.

Person Responsible Michele Bush (pr6921@dadeschools.net)

8/31-10/14 Administration will conduct monthly dialogue with Curriculum Council to discuss collaborative learning structures of each subject area.

Person Responsible Michele Bush (pr6921@dadeschools.net)

8/31-10/14 Conduct weekly collaborative planning to effectively provide feedback and share best practices that will improve in instructional effectiveness and lesson planning quality.

Person Responsible Michele Bush (pr6921@dadeschools.net)

8/31-10/14 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 Michele Bush (pr6921@dadeschools.net)

#2. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	<p>We selected the area of differentiation to ensure continued growth and progress in learning gains for all students. According to the 2022 FSA data there was a slight increase in performance across all grade levels in ELA. The 2022 FSA ELA data indicates a 2% increase in proficiency when compared to 2021 from 65% to 67%. Furthermore, the Learning gains from 2022 FSA Mathematics data indicates a 6% increase of 63% from 57% as compared to results of the 2021 FSA ELA data. This data indicates the success and the importance of implementing differentiated instruction to fill the academic gaps and learning loss caused by the pandemic with an emphasis on data-driven instruction to address the learning needs of each child.</p>
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	<p>If we successfully implement differentiation, results from progress monitoring assessments in ELA and Math will demonstrate 1% growth by the end of the First-Nine Weeks.</p>
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	<p>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 gathered from the state's progress monitoring assessments, diagnostic 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.</p>
Person responsible for monitoring outcome:	<p>Michele Bush (pr6921@dadeschools.net)</p>
Evidence-based Strategy: Describe the evidence-based strategy being implemented	<p>Within the Targeted Element of Differentiated Instruction (DI) , our school will focus on the evidence-based strategy of Data-Driven Instruction. Data-Driven Instruction will assist in accelerating the learning gainsof all our students. Data-Driven instruction will be monitored through departmental and administrative data chats to drive instructional planning and data-driven conversations.</p>

for this Area of Focus.

Rationale for Evidence-based

Strategy:

Explain the

rationale for selecting this specific 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

Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement

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

8/17 Teachers will be provided with a data binder that contains all of current student assessment information from the Spring 2022. This binder will also include SWD, ELL levels; school comparison data; and the climate survey.

Person

Responsible

Yvonne Anduray (yanduray@dadeschools.net)

8/31- 10/14 Through lesson planning and daily instruction, teachers will utilize data from assessments, student work, and home learning to homogenously group students according to their needs. Teachers will then provide the necessary resources and instructional materials needed for differentiation.

Person

Responsible

Janet Boue (jboue@dadeschools.net)

8/31-10/14 Through Departmental meetings, Teachers will share best practices and activities they use for DI instruction.

Person

Responsible

Michele Bush (pr6921@dadeschools.net)

10/1 - 10/14 Before, After school and Saturday tutoring will be provided for students.

Person

Responsible

Michele Bush (pr6921@dadeschools.net)

#3. Transformational 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.

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

Measurable

Outcome:

State the specific

measurable outcome the school plans to achieve.

This should be a data based, objective outcome.

If we continue to effectively provide teachers leadership opportunities, responses from the 2022-2023 School Improvement Survey will demonstrate sustained results as compared to the 2021-2022 School Improvement Survey. In the 2021-2022 School Improvement Survey, 100% of teachers felt that all staff members had opportunities to be considered for leadership roles.

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

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:

Michele Bush (pr6921@dadeschools.net)

Evidence-based

Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

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:
Explain the rationale for selecting this specific strategy.
Describe the resources/ criteria used for selecting this 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

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

8/31-10-14 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 Michele Bush (pr6921@dadeschools.net)

8/31-10/14 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)

8/31-10/14 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 Janet Boue (jboue@dadeschools.net)

8/31-10/14 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 Janet Boue (jboue@dadeschools.net)

#4. Positive Culture and Environment specifically relating to Social Emotional Learning

**Area of Focus
Description and
Rationale:
Include a
rationale that
explains how it
was identified as
a critical need
from the data
reviewed.**

As a result of the student responses from the 2022 Climate Survey, Social Emotional Learning was selected by the School Leadership Team. Based on student responses on the Climate survey, only 50 % have a positive feeling at the school and only 49% like coming to school. 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 in school or at home.

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

If we successfully implement the targeted Social Emotional Learning, we will see an increase in positive response in feeling at the school will increase to 75% in the 2022-2023 Climate Survey for students.

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

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:
Describe the
evidence-based
strategy being
implemented for
this Area of
Focus.**

The evidence-based strategy selected by the School Leadership Team for this Area of Focus is Social and Emotional Learning. This will be implemented through Restorative Justice Practices circles and active participation in clubs and extracurricular sports.

**Rationale for
Evidence-based
Strategy:
Explain the
rationale for
selecting this
specific strategy.
Describe the
resources/criteria
used for**

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.

selecting this strategy.

Action Steps to Implement

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

8/31-10/14 Implementation of School-wide Restorative Justice Practices weekly activities through homeroom; Student of the Month Recognition; SEL strong seminars; offering a variety of Clubs and Sports activities; Curry Cubs Corner every Friday.

Person Responsible Israel Rodrguez (irodriguez5@dadeschools.net)

8/31-10/14 Provide students the opportunity to participate in community service activities: Toy drives, Love for Furry Friends, Canned food drives, etc...

Person Responsible Iran Miranda (imiranda@dadeschools.net)

8/31-10/14 Attendance Incentives will be provided to students that attend school daily. perfect attendance award at end of year award ceremony, monthly donut party to HR with best overall attendance, DJ BOUE during lunch time.

Person Responsible Janet Boue (jboue@dadeschools.net)

8/31-10/14 Student services will conduct a variety of activities to increase family involvement. Activities such as Open House, Parent Workshops, STEAM night, Family Night etc...

Person Responsible Patricia Ortega (165135@dadeschools.net)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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, 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, and the 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. This year we will be collaborating with parents to participate in a volunteer program called "Cub Patrols" geared towards safety before school and at dismissal to ensure the safety during times of high volume of traffic.

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

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.