

Miami-Dade County Public Schools

# Lamar Louise Curry Middle School



2015-16 School Improvement Plan

## Lamar Louise Curry Middle School

15750 SW 47TH ST, Miami, FL 33185

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

### School Demographics

<b>School Type</b>	<b>2014-15 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 2)
Middle	No	74%

<b>Alternative/ESE Center</b>	<b>Charter School</b>	<b>2015-16 Minority Rate</b> (Reported as Non-white on Survey 2)
No	No	95%

### School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	A	A	A

*\*Preliminary Informational Baseline School Grade*

**Note:** The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

### School Board Approval

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

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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## 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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	<a href="#">Gayle Sitter</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### 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 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 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 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, postsecondary 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 Environment

##### **Describe the process by which the school learns about students' cultures and builds relationships between teachers and students**

The school has a homeroom class period built into the schedule that allows the teachers and students to acknowledge the different culture and background present at the school level. Through the IB program this opportunity is embedded through the learner profile activities that are conducted in class. Additionally, the foreign language department offers the students the ability to share and learn about the different cultural background through lesson study activities.

##### **Describe how the school creates an environment where students feel safe and respected before, during and after school**

The school disseminates the required information about the Code of Student Conduct. The expected behaviors are reinforced through the grade level assemblies that are conducted by the student service department. All teachers reinforce the importance of following the safety protocols and the behavior expectations as outlined in their classrooms rules and responsibilities. The student service department conducts regularly scheduled anti-bullying, internet safety meetings for the students.

##### **Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced**

The school has established a progressive discipline plan that is communicated to all the teachers and students in order to minimize the disruption in the classrooms. In addition, the teachers maximize the instructional time by providing a variety of learning activities that will enhance the level of engagement and participation, thus minimizing opportunities for disruption. The classroom rules are clearly



communicated to all the students and parent. Furthermore, the code of student conduct is available on the school website.

**Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

The Student Services department will facilitate students' acquisition of the knowledge, attitudes and interpersonal skills to help them understand and respect self and others (ASCA). Middle school is a time of drastic developmental change whereas students enter as children in the 6th grade and emerge as young adolescents as they transition to high school. Student services department conducts individual, group, classroom and auditorium presentations addressing critical topics such as transitions to middle school, preparing for high school, distinguishing between appropriate and inappropriate behavior, staying safe in the internet, respecting diversity, bully-prevention and making healthy/safe choices. In addition, workshops for parents and teachers are also sponsored by the department to enhance student safety and success.

**Early Warning Systems**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

**Describe the school's early warning system and provide a list of the early warning indicators used in the system**

1. Students who received a Level 1 in Reading on the statewide standardized assessment
2. Students who received a Level 1 in Mathematics on the statewide standardized assessment
3. Students who miss more than 18 days of instructional time
4. Students who fail a mathematics course
5. Students who fail an English Language Arts/Reading course
6. Students who fail two or more courses in any subject
7. Students who receive one or more suspension

**Provide the following data related to the school's early warning system**

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

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	13	8	7	28
One or more suspensions	0	0	0	
Course failure in ELA or Math	11	12	12	35
Level 1 on statewide assessment	74	86	72	232
Level 1 on Math statewide assessment	50	46	51	147
Level 1 on Reading statewide assessment	24	40	21	85
Failed 2 or more courses	7	9	6	22
Failed a English Language Arts course	3	8	5	16
Failed a Mathematics course	8	4	7	19

*The number of students identified by the system as exhibiting two or more early warning indicators:*

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	5	59	64	128

**Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system**

1. Continuous Parent-Teacher-Student Services meetings to address student academic deficiencies.
2. In-house tutorial program in Reading/Mathematics/Science courses.
3. Quarterly Data Student Chats..
4. Conduct Truancy meetings with parents when student attendance is affecting student achievement.
5. Utilize the Alternative-to-Suspension program to reduce the number of student suspension days.

**Family and Community Involvement**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

**Will the school use its PIP to satisfy this question?**

No

**PIP Link**

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

**Description**

The school has regularly scheduled EESAC meeting to engage the parents in the planning, implementation and monitoring of the School Improvement Plan. The school PTSA is working in collaboration with the school leadership team to provide positive incentives to both the students and the staff. The school calendar reflects monthly parent meetings to address the various requirements and available resources. In addition weekly parent meetings are scheduled to review the students' performance and academic plans. The schedule of parent events also includes the following activities: Family Astronomy Night, Movie Night, and Culinary Nights.

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

The school plans specific activities such as career day to invite the business partners to visit and support our program. In addition, the school hosts annually the Principal for a Day activity where a business partner visits the daily functioning of the school.

**Effective Leadership**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

**School Leadership Team**

**Membership:**

Name	Title
Baril, Jean	Principal
Gonzalez, Orlando	Assistant Principal
Boue, Janet	Assistant Principal

## Duties

### ***Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making***

At Lamar Louise Curry Middle School, the leadership team is comprised of the following staff members:

Administrators

Principal:

Jean- Rachele Baril

Assistant Principals:

Dr. Orlando Gonzalez - SIP Coordinator

Janet Boue

Responsibilities:

Schedule and facilitate regular department meetings, ensure attendance of team members, ensure follow up of action steps, allocate resources. In addition to the school administrator(s) the school's Leadership Team will include the following members who will carry out SIP planning and MTSS problem solving, Tier 1, Tier 2, and Tier 3 problem solving:

The following members will also carry out SIP Planning and Problem Solving:

Department Chairpersons:

Judy Thomas - Language Arts

Yolanda Ruiz, - Mathematics

Janet Dearmas-Marrero - Science

Raul Anduray - Social Studies

Larry McFarley - Physical Education

Jose Rios - Electives

Michelle Lopez - SPED

Janet Elmore - ESOL

Mercedes Suarez - Gifted

Iran Miranda - IB Coordinator, Test Chair.

Dunia Perez- Reading Contact

Dr. Mariela Matamala - Student Services

### ***Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact***

Our Leadership Team uses the 8-Step Planning and Problem Solving process to set goals, and monitor academic and behavioral data to evaluate progress towards those goals by:

1. Holding regular meetings where problem solving is the sole focus.
2. Using the 8-step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. Determining how we will know if students have made expected levels of progress towards proficiency.

4. Developing a plan of action when students are demonstrating a positive response, have met proficiency by raising goals or providing enrichment respectively, or when grades, subject areas, classes, or individual students have not shown a positive response .
5. Gathering and analyzing data to determine what professional development is appropriate for the faculty as indicated by student progress, or lack of progress, on interim assessments.
6. Ensuring that students in need of intervention are actually receiving the appropriate supplemental intervention to meet their academic needs.

### School Advisory Council (SAC)

#### Membership:

Name	Stakeholder Group
Jean-Rachelle Baril	Principal
Larry McFarley	Teacher
Israel Rodriguez	Teacher
Claudine Abdullahi+	Teacher
Annie Hurst	Education Support Employee
Patricia Ortega	Education Support Employee
Maura Garcia	Parent
Omar Sangiovanni	Teacher
Rosa Morales	Parent
Sandra Gonzalez	Parent
Sandra Calderin	Parent
Gladys Calderin	Parent
Yomaira Oliver	Parent
Martha Escobar	Parent
Morgan Morales	Student
Gabriela Cuba	Student
Jorge Milian	Business/Community
Edwyn Martinez	Business/Community

#### Duties

***Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes***

*Evaluation of last year's school improvement plan*

The EESAC was provided with the school's performance data from the 2015-2016 school year and the changes that needed to be made to the School Improvement Plan to address the barriers that are impeding increased student achievement.

*Development of this school improvement plan*

In our monthly EESAC meetings, the EESAC will focus on school updates and monitoring the implementation of the School Improvement Plan through the submission of monthly updates from

each department.

*Preparation of the school's annual budget and plan*

The EESAC regularly informed of the budget process by the principal. The 2014-2015 EESAC budget was provided to the EESAC at our first meeting.

***Describe the use of school improvement funds allocated last year, including the amount budgeted for each project***

- Student Agendas - \$2,500.00 (est.)
- Student Incentives - \$1,500.00 (est.)
- Tutorial Workbooks and packets - \$1,000.00 (est.)

***Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC***

Yes

*If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

**Literacy Leadership Team (LLT)**

**Membership:**

Name	Title
Anduray, Raul	Teacher, K-12
Baril, Jean	Principal
Boue, Janet	Assistant Principal
Gonzalez, Orlando	Assistant Principal
Dearmas-Marrero, Janet	Teacher, K-12
Lopez, Michelle	Teacher, ESE
Matamala, Mariela	Guidance Counselor
McFarley, Larry	Teacher, K-12
Miranda, Iran	Administrative Support
Perez, Dunia	Teacher, K-12
Rios, Jose	Teacher, K-12
Ruiz, Yolanda	Teacher, K-12
Suarez, Mercedes	Teacher, K-12
Thomas, Judy	Teacher, K-12

**Duties**

***Describe how the LLT promotes literacy within the school***

For the coming school year, the LLT will evaluate and revise the action plan designed to implement the Florida Standards by continuing to develop literacy initiatives that promote text rigor, textual evidence, higher order questions, and close read strategies throughout the school. The LLT will continue to provide professional development activities that support these goals.

## Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

### **Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

The school schedule allows for the teachers to collaborate during departmental meeting twice a week. In addition, the early release day and professional development day are used to promote the sharing of best strategies from in house through the professional learning communities. Various committees are in place to allow the teachers' participation in addressing the needs of the school.

### **Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school**

- Provide teachers with opportunities for professional growth
- Review Resumes for appropriate certification for open positions
- Give teachers opportunities to apply for leadership roles within the school

### **Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities**

Every new teacher is a member of their respective department. Through the weekly meeting they are kept abreast of the curricular initiatives and the daily school operating system. Additionally, they are paired with a qualified mentor through the Teacher mentoring program at the district level called MINT program.

## Ambitious Instruction and Learning

### **Instructional Programs and Strategies**

#### **Instructional Programs**

##### ***Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

The school follows the district provided pacing guide that outlines what is to be covered by subject area and is aligned to the Florida Standards. All materials and technology software are researched based that are adopted by the school district and utilized at the school site.

#### **Instructional Strategies**

##### ***Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments***

The school has a formal process for conducting data chats and ensuring that the results are effectively used to differentiate instruction. The school collects the data from various sources to include:

- Previous Test scores
- Interim Assessment
- Classroom Assessment

The data review is communicated to the stakeholders as follows: Administrative team to Leadership team, through the department meeting and individual teachers. The teachers in turn conduct the student data chat in order to address the areas of deficiencies by providing intervention and support. Through the classroom walkthrough there is a focus on monitoring the differentiated instruction activities present in the class that address the students' needs. Based on the data, the realignment of

the Instructional Focus Calendar is done by the teachers. Through the comparison of the students' performance reports between the different assessments, the school continues to monitor the trends of performance and to provide corrective actions in a timely manner. Supplemental programs such as tutoring and Saturday Academy are implemented to provide additional support to the students in need.

**Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:**

**Strategy:** Weekend Program

**Minutes added to school year:** 1,440

The school will offer weekend tutoring in mathematics, writing, and reading to enhance student progress in the core subjects.

**Strategy Rationale**

Students will be provided additional support to enhance their academic achievement and success on state assessments.

**Strategy Purpose(s)**

- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Gonzalez, Orlando, obgonzalez@dadeschools.net

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Progress on in-class assessments and Interim assessments

**Strategy:** Weekend Program

**Minutes added to school year:** 0

The school will also implement our Saturday Academy which focuses on reading and mathematics instruction to targeted students who need this additional support.

**Strategy Rationale**

**Strategy Purpose(s)**

""

**Person(s) responsible for monitoring implementation of the strategy**

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Progress will be monitored by means of pre and post test to measure student growth and the program's effectiveness.

**Student Transition and Readiness**

**PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

**Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another**

In order to support the incoming students to our school, we provide the students an opportunity to tour the school. The counselors are visiting the schools as well to fully explain our program and conduct articulation session for a seamless transition. For the outgoing students, we provide a high school fair that allows them to clearly understand the various program offerings and requirements. We also have the high school counselors visiting our students to inform them of the academic programs requirements available at their site.

**College and Career Readiness**

**Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations**

School-wide articulation program is implemented that is focused on high school transition, grade level subject selection, magnet fairs, and career specific assemblies.

**Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs**

Students are provided the opportunity to enroll in courses such as Journalism, Computer Applications, Computer Graphic Design, Art, Music, and Culinary Arts. Each course provides a school-to-career component that allows students to see the relevance between subject and career.

**Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement**

N/A

**Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes**

N/A

**Needs Assessment**

**Problem Identification**

**Data to Support Problem Identification**

**Portfolio Selection**

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

**Data Uploads**

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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**Problem Identification Summary**

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.



**Problem Analysis Summary**

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

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## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** To increase student achievement by improving core instruction in all content areas.
- G2.** To identify at-risk students to provide support and intervention to increase achievement.
- G3.** Increase parent participation and involvement in all aspects of school programs and activities in support of measurable improvement in student achievement.

## Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

**G1. To increase student achievement by improving core instruction in all content areas. 1a**

G070669

**Targets Supported 1b**

Indicator	Annual Target
AMO Reading - All Students	
AMO Reading - Asian	
AMO Reading - African American	
AMO Reading - Hispanic	
AMO Reading - White	
AMO Reading - ELL	
AMO Reading - SWD	
AMO Reading - ED	

**Resources Available to Support the Goal 2**

- McDougal Littell Literature textbooks (all grades), Interactive Reader & Writer with Strategic Reading Support (workbook), Interactive Reader & Writer with Critical Analysis (workbook), Novels (vary by grade level), Vocabulary Workshop (workbooks A-B-C), Glencoe Writer’s Choice Grammar (supplemental textbook), Glencoe Literature (supplemental textbook), Inside (new adopted Reading program), System 44/Read 180, TeenBiz, Imagine Learning, Classzone, Discovery Education, NBC Learn (Dade Application), Power My Learning (Dade Application), Edmodo (Snapshot, Curriculet, No Red Ink - through Edmodo), Read Theory, Khan Academy, I-Ready, Reflex, EdCite, Algebra Nation, C-Palms, Gizmo, Edgenuity, and Teacher websites.

**Targeted Barriers to Achieving the Goal 3**

- Instructional methodology not fully aligned with all applicable standards.
- Limited Instructional support resources that enhance student achievement.

**Plan to Monitor Progress Toward G1. 8**

Student usage reports from web based instructional and tutorial programs that support and enhance student achievement.

**Person Responsible**

Orlando Gonzalez

**Schedule**

Quarterly, from 9/28/2015 to 6/9/2016

**Evidence of Completion**

Student I-Ready reports and teacher made assessments.

**G2. To identify at-risk students to provide support and intervention to increase achievement.** 1a

G070670

**Targets Supported** 1b

Indicator	Annual Target
2+ Course Failures - Middle Grades	1.0
Attendance Below 90%	2.0
One or More Suspensions	5.0

**Resources Available to Support the Goal** 2

- School Counselors and Administrators

**Targeted Barriers to Achieving the Goal** 3

- Data indicates that 2% of our students in Grades 6-8 fail two or more courses in any subject.
- Data indicates that 3% of our students had attendance rate of less than 90%.
- Data indicates that 9% of our students received in-school suspension and 3% of students out of school suspensions.

**Plan to Monitor Progress Toward G2.** 8

Review of student academic/attendance/behavioral reports.

**Person Responsible**

Jean Baril

**Schedule**

Quarterly, from 9/14/2015 to 6/9/2016

**Evidence of Completion**

District student academic/attendance/behavioral reports, parent conference logs, and tutorial program progress.

**G3.** Increase parent participation and involvement in all aspects of school programs and activities in support of measurable improvement in student achievement. 1a

G070671

**Targets Supported** 1b

Indicator	Annual Target
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**Resources Available to Support the Goal** 2

- Counselors, school website, flyers, and Connect Ed.

**Targeted Barriers to Achieving the Goal** 3

- Parent work schedule may not allow for parent to fully participate in all school programs.

**Plan to Monitor Progress Toward G3.** 8

Assistant Principal will meet with Science Department Chair to review the efforts to increase the consistency of STEM related activities

**Person Responsible**

Janet Boue

**Schedule**

Quarterly, from 9/23/2015 to 6/9/2016

**Evidence of Completion**

Department meeting minutes, lesson plans, club rosters, competition rostres.

## Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key

**G** = Goal                      **B** =  
Barrier                      **S** = Strategy

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** To increase student achievement by improving core instruction in all content areas. **1**

 G070669

**G1.B1** Instructional methodology not fully aligned with all applicable standards. **2**

 B184151

**G1.B1.S1** Implement questioning strategies and activities in reading and writing to encourage rigorous close reading/textual based interactions to deepen understanding. Explicitly teach students to independently form and answer questions that help them analyze, synthesis, evaluate and interpret topics while reading. **4**

 S195711

### Strategy Rationale

To teach students how to independently form and answer questions that help them analyze, synthesis, evaluate and interpret topics while reading.

### Action Step 1 **5**

Provide professional development for literary analysis through the implementation of the new Florida Standards.

#### Person Responsible

Jean Baril

#### Schedule

Monthly, from 9/14/2015 to 3/31/2016

#### Evidence of Completion

Sign-in sheet, agenda, and professional development handouts/materials.

## Action Step 2 5

Work collaboratively weekly, during department meetings to develop lessons that include rigorous close reading/textual based strategies and planned activities, that are aligned with the new Florida Standards, with a clear focus on reader's response questions (probing, wait time, and redirecting) during whole and small group instruction.

### **Person Responsible**

Orlando Gonzalez

### **Schedule**

Weekly, from 9/23/2015 to 3/31/2016

### **Evidence of Completion**

Department meeting agenda/minutes, individual teacher data chats.

## Action Step 3 5

Provide support through peer observation, in-house content expertise, and/or District content specific workshops for lesson development and effectiveness, and debrief with the department.

### **Person Responsible**

Judy Thomas

### **Schedule**

Biweekly, from 9/28/2015 to 3/31/2016

### **Evidence of Completion**

Lesson plans, classroom walkthroughs.

## Action Step 4 5

Monitor implementation of lesson delivery based on strategies, aligned with the new Florida Standards, collaboratively developed during department meetings.

### **Person Responsible**

Orlando Gonzalez

### **Schedule**

Weekly, from 9/28/2015 to 3/31/2016

### **Evidence of Completion**

Classroom walkthrough notes, peer observations, department meeting agenda/minutes, individual teacher data chats.

### Action Step 5 5

Identify teachers and provide support on the delivery of developed lessons based on the new Florida Standards through peer observation and/or in-house content expert, additional district content specific workshops.

**Person Responsible**

Orlando Gonzalez

**Schedule**

Biweekly, from 9/28/2015 to 11/27/2015

**Evidence of Completion**

Administration walkthroughs, peer observation notes, district workshop agendas

### Action Step 6 5

Monitor effectiveness of new Florida Standards strategies and planned activities based on lesson plans created during department meetings.

**Person Responsible**

Orlando Gonzalez

**Schedule**

Biweekly, from 9/28/2015 to 6/8/2016

**Evidence of Completion**

Classroom observations, walk-through notes, IPEGS, logs, Interim assessment data

### Action Step 7 5

Meet with Department Chairs on the implementation that increases higher-order thinking skills.

**Person Responsible**

Jean Baril

**Schedule**

Monthly, from 9/28/2015 to 6/9/2016

**Evidence of Completion**

Agendas, sign-in sheets, meeting notes



**Plan to Monitor Fidelity of Implementation of G1.B1.S1** 6

Conduct classroom walkthroughs on a regular basis to ensure that strategies are being implemented with fidelity.

**Person Responsible**

Orlando Gonzalez

**Schedule**

Weekly, from 9/28/2015 to 6/9/2016

***Evidence of Completion***

Classroom walkthrough notes, peer observations, department meeting agenda/minutes, individual teacher data chats.

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1** 7

Teacher-made assessment data and I-Ready student reports will be reviewed on an ongoing basis to monitor the strategies. Adjustments to the strategies will be made as needed.

**Person Responsible**

Orlando Gonzalez

**Schedule**

Biweekly, from 9/28/2015 to 6/9/2016

***Evidence of Completion***

Professional Development Sig-in sheets, meeting agendas, and workshop handouts/materials. Lesson plans, student reading and writing journals, classroom walkthrough notes, department meeting agendas/minutes.

**G1.B1.S2** Infuse a variety of Higher Order thinking skills strategies, aligned with the new Florida Standards, into the delivery of instruction in Mathematics. 4

 S195712

### Strategy Rationale

Engage students in effective problem solving practice by incorporating mathematical real world applications that are challenging and aligned with the standards and provide explicit instruction on a problem-solving protocol.

### Action Step 1 5

Provide a professional development to introduce higher order questioning strategies in Mathematics.

#### Person Responsible

Jean Baril

#### Schedule

Monthly, from 9/14/2015 to 6/9/2016

#### Evidence of Completion

Sign-in sheet, agenda, and professional development handouts/materials

### Action Step 2 5

Work collaboratively weekly, during Department and grade level meetings to develop lessons that include higher order and real world application questions and planned activities with a clear focus on real world links to mathematical concepts using a problem solving approach.

#### Person Responsible

Jean Baril

#### Schedule

Weekly, from 9/28/2015 to 6/9/2016

#### Evidence of Completion

Department meeting agenda/minutes, individual teacher data chats.

### Action Step 3 5

Monitor implementation of lesson delivery based on higher order and real world application questions collaboratively selected and modeled during department meetings.

#### **Person Responsible**

#### **Schedule**

Biweekly, from 9/28/2015 to 6/9/2016

#### **Evidence of Completion**

Student's mathematics journals, lesson plans, classroom walk-through notes

### Action Step 4 5

Identify teachers and provide support on the delivery of developed lessons based on higher order and real world application questions through peer observation and/or in-house content expert, additional district content specific workshops

#### **Person Responsible**

Jean Baril

#### **Schedule**

Biweekly, from 9/28/2015 to 6/9/2016

#### **Evidence of Completion**

Administration walkthroughs, Department Chair's notes, workshop agendas

### Action Step 5 5

Monitor effectiveness of higher order and real world application questions and planned activities based on lesson plans created during department meetings.

#### **Person Responsible**

Jean Baril

#### **Schedule**

Biweekly, from 9/28/2015 to 6/9/2016

#### **Evidence of Completion**

Agendas, sign-in sheets, meeting notes

**Plan to Monitor Fidelity of Implementation of G1.B1.S2** 6

Conduct classroom walkthroughs on a regular basis to ensure that the strategy is being implemented with fidelity.

**Person Responsible**

Jean Baril

**Schedule**

Weekly, from 9/28/2015 to 6/9/2016

***Evidence of Completion***

Classroom walkthrough notes, peer observations, department meeting agenda/minutes, individual teacher data chats.

**Plan to Monitor Effectiveness of Implementation of G1.B1.S2** 7

Assessment data will be reviewed on an ongoing basis and instruction will be adjusted as needed

**Person Responsible**

Yolanda Ruiz

**Schedule**

Biweekly, from 9/28/2015 to 6/9/2016

***Evidence of Completion***

Student mathematics' interactive journals, Gizmo and Edgenuity student usage reports

**G1.B1.S3** Increase the number of hands on and laboratory activities in all Science courses. 4

S195713

**Strategy Rationale**

To provide the opportunity to use the investigative approach in their learning which enhances the critical thinking.

**Action Step 1** 5

Provide a professional development to introduce higher order questioning strategies in Science instruction.

**Person Responsible**

Janet Boue

**Schedule**

Monthly, from 9/28/2015 to 6/9/2016

**Evidence of Completion**

Sign-in sheet, agenda, and professional development handouts/materials

**Action Step 2** 5

Work collaboratively weekly, during Department meetings to develop lessons that include higher order and real world application questions and planned activities with a clear focus on real world links to scientific concepts using a problem solving approach.

**Person Responsible**

Janet Boue

**Schedule**

Biweekly, from 9/28/2015 to 6/9/2016

**Evidence of Completion**

Department meeting agenda/minutes, individual teacher data chats.

### Action Step 3 5

Monitor implementation of lesson delivery based on higher order and real world application questions collaboratively selected and modeled during department meetings.

#### **Person Responsible**

Janet Boue

#### **Schedule**

Biweekly, from 10/2/2015 to 10/2/2016

#### **Evidence of Completion**

Student's science journals, lesson plans, classroom walk-through notes

### Action Step 4 5

Identify teachers and provide support on the delivery of developed lessons based on higher order and real world application questions through peer observation and/or in-house content expert, additional district content specific workshops

#### **Person Responsible**

Janet Boue

#### **Schedule**

Biweekly, from 9/28/2015 to 6/9/2016

#### **Evidence of Completion**

Administration walkthroughs, Department Chair's notes, workshop agendas

### Action Step 5 5

Monitor effectiveness of higher order and real world application questions and planned activities based on lesson plans created during department meetings.

#### **Person Responsible**

Janet Boue

#### **Schedule**

Biweekly, from 9/28/2015 to 6/9/2016

#### **Evidence of Completion**

Agendas, sign-in sheets, meeting notes

**Plan to Monitor Fidelity of Implementation of G1.B1.S3** 6

Conduct classroom walkthroughs on a regular basis to ensure that the strategy is being implemented with fidelity.

**Person Responsible**

Orlando Gonzalez

**Schedule**

Biweekly, from 9/28/2015 to 6/9/2016

***Evidence of Completion***

Classroom Observation Protocol forms, Department meeting agendas reflecting informal debriefing of observations.

**Plan to Monitor Effectiveness of Implementation of G1.B1.S3** 7

**Person Responsible**

**Schedule**

***Evidence of Completion***

**G1.B1.S4** Implement questioning strategies and activities in social science that encourage reader interactions with text to deepen understanding. 4

 S195714

### Strategy Rationale

To teach students how to independently form and answer questions that help them analyze, synthesis, evaluate and interpret topics in social science.

### Action Step 1 5

Provide a professional development to introduce higher order questioning strategies in Social Science courses.

#### Person Responsible

Janet Boue

#### Schedule

Monthly, from 9/28/2015 to 6/9/2016

#### Evidence of Completion

Sign-in sheet, agenda, and professional development handouts/materials

### Action Step 2 5

Work collaboratively weekly, during department meetings to develop lessons that include higher order questioning strategies and planned activities with a clear focus on real world links to Civics, US History, and World Geography constructs.

#### Person Responsible

Janet Boue

#### Schedule

Biweekly, from 9/28/2015 to 6/9/2016

#### Evidence of Completion

Department meeting agenda/minutes, individual teacher data chats.



### Action Step 3 5

Monitor implementation of lesson delivery based on higher order and real world application questions collaboratively selected and modeled during department meetings.

#### **Person Responsible**

Janet Boue

#### **Schedule**

Biweekly, from 9/28/2015 to 6/9/2016

#### **Evidence of Completion**

Student's social science journals, lesson plans, classroom walk-through notes

### Action Step 4 5

Identify teachers and provide support on the delivery of developed lessons based on higher order and real world application questions through peer observation and/or in-house content expert, additional district content specific workshops

#### **Person Responsible**

Janet Boue

#### **Schedule**

Biweekly, from 9/28/2015 to 6/9/2016

#### **Evidence of Completion**

Administration walkthroughs, Department Chair's notes, workshop agendas

### Action Step 5 5

Monitor effectiveness of higher order and real world application questions and planned activities based on lesson plans created during department meetings.

#### **Person Responsible**

Janet Boue

#### **Schedule**

Biweekly, from 9/28/2015 to 6/9/2016

#### **Evidence of Completion**

Agendas, sign-in sheets, meeting notes

**Plan to Monitor Fidelity of Implementation of G1.B1.S4 6**

Conduct classroom walkthroughs on a regular basis to ensure that the strategy is being implemented with fidelity. District Curriculum Support Staff (CSS) will also be assisting in the monitoring process.

**Person Responsible**

Orlando Gonzalez

**Schedule**

On 6/9/2016

***Evidence of Completion***

Classroom walkthrough notes, peer observations, department meeting agenda/minutes, individual teacher data chats.

**Plan to Monitor Effectiveness of Implementation of G1.B1.S4 7**

Monitoring of student portfolios, assessment data analyses, student data chats.

**Person Responsible**

Raul Anduray

**Schedule**

Biweekly, from 9/28/2015 to 6/9/2016

***Evidence of Completion***

Data Chats and analysis of assessment data

**G2.** To identify at-risk students to provide support and intervention to increase achievement. 1

G070670

**G2.B1** Data indicates that 2% of our students in Grades 6-8 fail two or more courses in any subject. 2

B184153

**G2.B1.S1** Student Services counselors will monitor students failing one or more courses in each marking period. 4

S195716

### Strategy Rationale

To monitor, on and identify, on an on-going basis, students who potentially failed 2 or more courses in the academic year.

### Action Step 1 5

School Counselors will monitor student academic reports on an ongoing basis.

#### Person Responsible

Mariela Matamala

#### Schedule

Annually, from 9/14/2015 to 6/9/2016

#### Evidence of Completion

District reports that shows what students are failing 2 or more courses.

### Action Step 2 5

#### Person Responsible

#### Schedule

#### Evidence of Completion

### Action Step 3 5

#### Person Responsible

#### Schedule

#### Evidence of Completion

**Plan to Monitor Fidelity of Implementation of G2.B1.S1** 6

Assistant Principal will meet with School Counselors to review the implementation of the strategy.

**Person Responsible**

Janet Boue

**Schedule**

Monthly, from 9/14/2015 to 6/9/2016

***Evidence of Completion***

Meeting minutes and notes.

**Plan to Monitor Effectiveness of Implementation of G2.B1.S1** 7

Assistant Principal and School Counselors will meet to review student academic reports

**Person Responsible**

Janet Boue

**Schedule**

Quarterly, from 9/14/2015 to 6/9/2016

***Evidence of Completion***

Meeting minutes and notes.

**G2.B2** Data indicates that 3% of our students had attendance rate of less than 90%. 2

B184154

**G2.B2.S1** Refer students who are developing a pattern of non-attendance to the School Social Worker, Guidance Counselors, and Assistant Principal to conduct parent conferences and address attendance concerns. 4

S195717

### Strategy Rationale

To ensure that students are in regular attendance to enhance their opportunity for academic success.

### Action Step 1 5

Refer students who are developing a pattern of non-attendance to the School Social Worker to conduct student conferences to address attendance concerns.

#### Person Responsible

Janet Boue

#### Schedule

Weekly, from 9/14/2015 to 6/9/2016

#### Evidence of Completion

Student Case Management referrals noting the meeting was held.

### Action Step 2 5

Refer students who are still demonstrating a pattern of non-attendance to the School Guidance Counselors to conduct student/parent conferences to address attendance concerns.

#### Person Responsible

Mariela Matamala

#### Schedule

Biweekly, from 9/14/2015 to 6/9/2016

#### Evidence of Completion

Student Services Case Management referral noting the meeting with the student and parent.

### Action Step 3 5

Refer students who are still demonstrating a pattern of non-attendance to the Assistant Principal responsible for student attendance to conduct student/parent conferences and address attendance concerns.

**Person Responsible**

Janet Boue

**Schedule**

Monthly, from 9/14/2015 to 6/9/2016

***Evidence of Completion***

Student Case Management referral and Truancy Reports

### Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Assistant Principal will meet with School Social Worker to review student attendance reports and attendance referrals.

**Person Responsible**

Janet Boue

**Schedule**

Weekly, from 9/14/2015 to 6/9/2016

***Evidence of Completion***

Student Attendance Referrals and reports

### Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Assistant Principal will meet with School Social Worker and School Guidance Counselors to review student attendance reports.

**Person Responsible**

Janet Boue


**Schedule**

Monthly, from 9/14/2015 to 6/9/2016

***Evidence of Completion***

Student attendance reports will indicate a decrease in the number of students with attendance concerns.

**G2.B3** Data indicates that 9% of our students received in-school suspension and 3% of students out of school suspensions. **2**

 B184155

**G2.B3.S1** Conduct an analysis of pertinent data of Student Case Management referrals to identify the primary reasons for students receiving suspensions. **4**

 S195718

### **Strategy Rationale**

A proactive measures to create an intervention plan to reduce student suspensions.

### **Action Step 1** **5**

Administrators and school counselors will monitor the district suspension reports.

#### **Person Responsible**

Mariela Matamala

#### **Schedule**

Monthly, from 9/14/2015 to 6/9/2016

#### **Evidence of Completion**

Monthly report submitted to Grade Level Administrators

### **Action Step 2** **5**

School Counselors and Administrators will meet with the students and their parents to address behavioral concerns that may lead to suspensions.

#### **Person Responsible**

Janet Boue

#### **Schedule**

Monthly, from 9/14/2015 to 6/9/2016

#### **Evidence of Completion**

Student Services Case Management referrals indicating that the conference was/werel held.

### Action Step 3 5

Informing teachers of strategies to de-escalate situations that could possibly lead to student suspensions.

**Person Responsible**

Mariela Matamala

**Schedule**

Monthly, from 9/14/2015 to 6/9/2016

**Evidence of Completion**

Faculty meeting sig-in sheets, agendas, and materials

### Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Ongoing monitoring of behavior referrals

**Person Responsible**

Mariela Matamala

**Schedule**

Monthly, from 9/14/2015 to 6/9/2016

**Evidence of Completion**

Monthly report submitted to Grade Level Administrators

### Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Review of School Counselors student/parent meetings.

**Person Responsible**

Orlando Gonzalez

**Schedule**

Monthly, from 9/14/2015 to 6/9/2016

**Evidence of Completion**

The number of referrals noting meetings with students and parents regarding the possibility of suspensions will be decreasing throughout the year.

## Appendix 1: Implementation Timeline

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*



**Dade - 6921 - Lamar Louise Curry Middle Schl - 2015-16 SIP**  
*Lamar Louise Curry Middle School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Provide professional development for literary analysis through the implementation of the new Florida Standards.	Baril, Jean	9/14/2015	Sign-in sheet, agenda, and professional development handouts/materials.	3/31/2016 monthly
G1.B1.S2.A1	Provide a professional development to introduce higher order questioning strategies in Mathematics.	Baril, Jean	9/14/2015	Sign-in sheet, agenda, and professional development handouts/materials	6/9/2016 monthly
G1.B1.S3.A1	Provide a professional development to introduce higher order questioning strategies in Science instruction.	Boue, Janet	9/28/2015	Sign-in sheet, agenda, and professional development handouts/materials	6/9/2016 monthly
G1.B1.S4.A1	Provide a professional development to introduce higher order questioning strategies in Social Science courses.	Boue, Janet	9/28/2015	Sign-in sheet, agenda, and professional development handouts/materials	6/9/2016 monthly
G2.B1.S1.A1	School Counselors will monitor student academic reports on an ongoing basis.	Matamala, Mariela	9/14/2015	District reports that shows what students are failing 2 or more courses.	6/9/2016 annually
G2.B2.S1.A1	Refer students who are developing a pattern of non-attendance to the School Social Worker to conduct student conferences to address attendance concerns.	Boue, Janet	9/14/2015	Student Case Management referrals noting the meeting was held.	6/9/2016 weekly
G2.B3.S1.A1	Administrators and school counselors will monitor the district suspension reports.	Matamala, Mariela	9/14/2015	Monthly report submitted to Grade Level Administrators	6/9/2016 monthly
G1.B1.S1.A2	Work collaboratively weekly, during department meetings to develop lessons that include rigorous close reading/textual based strategies and planned activities, that are aligned with the new Florida Standards, with a clear focus on reader's response questions (probing, wait time, and redirecting) during whole and small group instruction.	Gonzalez, Orlando	9/23/2015	Department meeting agenda/minutes, individual teacher data chats.	3/31/2016 weekly
G1.B1.S2.A2	Work collaboratively weekly, during Department and grade level meetings to develop lessons that include higher order and real world application questions and planned activities with a clear focus on real world links to mathematical concepts using a problem solving approach.	Baril, Jean	9/28/2015	Department meeting agenda/minutes, individual teacher data chats.	6/9/2016 weekly
G1.B1.S3.A2	Work collaboratively weekly, during Department meetings to develop lessons that include higher order and real world application questions and planned activities with a clear focus on real world links to scientific concepts using a problem solving approach.	Boue, Janet	9/28/2015	Department meeting agenda/minutes, individual teacher data chats.	6/9/2016 biweekly
G1.B1.S4.A2	Work collaboratively weekly, during department meetings to develop lessons that include higher order questioning strategies and planned activities with a clear focus on real world links to Civics, US History, and World Geography constructs.	Boue, Janet	9/28/2015	Department meeting agenda/minutes, individual teacher data chats.	6/9/2016 biweekly
G2.B1.S1.A2	[no content entered]			one-time	
G2.B2.S1.A2	Refer students who are still demonstrating a pattern of non-attendance to the School Guidance Counselors to conduct student/parent conferences to address attendance concerns.	Matamala, Mariela	9/14/2015	Student Services Case Management referral noting the meeting with the student and parent.	6/9/2016 biweekly

**Dade - 6921 - Lamar Louise Curry Middle Schl - 2015-16 SIP**  
*Lamar Louise Curry Middle School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B3.S1.A2	School Counselors and Administrators will meet with the students and their parents to address behavioral concerns that may lead to suspensions.	Boue, Janet	9/14/2015	Student Services Case Management referrals indicating that the conference was/were held.	6/9/2016 monthly
G1.B1.S1.A3	Provide support through peer observation, in-house content expertise, and/or District content specific workshops for lesson development and effectiveness, and debrief with the department.	Thomas, Judy	9/28/2015	Lesson plans, classroom walkthroughs.	3/31/2016 biweekly
G1.B1.S2.A3	Monitor implementation of lesson delivery based on higher order and real world application questions collaboratively selected and modeled during department meetings.		9/28/2015	Student's mathematics journals, lesson plans, classroom walk-through notes	6/9/2016 biweekly
G1.B1.S3.A3	Monitor implementation of lesson delivery based on higher order and real world application questions collaboratively selected and modeled during department meetings.	Boue, Janet	10/2/2015	Student's science journals, lesson plans, classroom walk-through notes	10/2/2016 biweekly
G1.B1.S4.A3	Monitor implementation of lesson delivery based on higher order and real world application questions collaboratively selected and modeled during department meetings.	Boue, Janet	9/28/2015	Student's social science journals, lesson plans, classroom walk-through notes	6/9/2016 biweekly
G2.B1.S1.A3	[no content entered]			one-time	
G2.B2.S1.A3	Refer students who are still demonstrating a pattern of non-attendance to the Assistant Principal responsible for student attendance to conduct student/parent conferences and address attendance concerns.	Boue, Janet	9/14/2015	Student Case Management referral and Truancy Reports	6/9/2016 monthly
G2.B3.S1.A3	Informing teachers of strategies to de-escalate situations that could possibly lead to student suspensions.	Matamala, Mariela	9/14/2015	Faculty meeting sig-in sheets, agendas, and materials	6/9/2016 monthly
G1.B1.S1.A4	Monitor implementation of lesson delivery based on strategies, aligned with the new Florida Standards, collaboratively developed during department meetings.	Gonzalez, Orlando	9/28/2015	Classroom walkthrough notes, peer observations, department meeting agenda/minutes, individual teacher data chats.	3/31/2016 weekly
G1.B1.S2.A4	Identify teachers and provide support on the delivery of developed lessons based on higher order and real world application questions through peer observation and/or in-house content expert, additional district content specific workshops	Baril, Jean	9/28/2015	Administration walkthroughs, Department Chair's notes, workshop agendas	6/9/2016 biweekly
G1.B1.S3.A4	Identify teachers and provide support on the delivery of developed lessons based on higher order and real world application questions through peer observation and/or in-house content expert, additional district content specific workshops	Boue, Janet	9/28/2015	Administration walkthroughs, Department Chair's notes, workshop agendas	6/9/2016 biweekly
G1.B1.S4.A4	Identify teachers and provide support on the delivery of developed lessons based on higher order and real world application questions through peer observation and/or in-house content expert, additional district content specific workshops	Boue, Janet	9/28/2015	Administration walkthroughs, Department Chair's notes, workshop agendas	6/9/2016 biweekly

**Dade - 6921 - Lamar Louise Curry Middle Schl - 2015-16 SIP**  
*Lamar Louise Curry Middle School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A5	Identify teachers and provide support on the delivery of developed lessons based on the new Florida Standards through peer observation and/or in-house content expert, additional district content specific workshops.	Gonzalez, Orlando	9/28/2015	Administration walkthroughs, peer observation notes, district workshop agendas	11/27/2015 biweekly
G1.B1.S2.A5	Monitor effectiveness of higher order and real world application questions and planned activities based on lesson plans created during department meetings.	Baril, Jean	9/28/2015	Agendas, sign-in sheets, meeting notes	6/9/2016 biweekly
G1.B1.S3.A5	Monitor effectiveness of higher order and real world application questions and planned activities based on lesson plans created during department meetings.	Boue, Janet	9/28/2015	Agendas, sign-in sheets, meeting notes	6/9/2016 biweekly
G1.B1.S4.A5	Monitor effectiveness of higher order and real world application questions and planned activities based on lesson plans created during department meetings.	Boue, Janet	9/28/2015	Agendas, sign-in sheets, meeting notes	6/9/2016 biweekly
G1.B1.S1.A6	Monitor effectiveness of new Florida Standards strategies and planned activities based on lesson plans created during department meetings.	Gonzalez, Orlando	9/28/2015	Classroom observations, walk-through notes, IPEGS, logs, Interim assessment data	6/8/2016 biweekly
G1.B1.S1.A7	Meet with Department Chairs on the implementation that increases higher-order thinking skills.	Baril, Jean	9/28/2015	Agendas, sign-in sheets, meeting notes	6/9/2016 monthly
G1.MA1	Student usage reports from web based instructional and tutorial programs that support and enhance student achievement.	Gonzalez, Orlando	9/28/2015	Student I-Ready reports and teacher made assessments.	6/9/2016 quarterly
G1.B1.S1.MA1	Teacher-made assessment data and I-Ready student reports will be reviewed on an ongoing basis to monitor the strategies. Adjustments to the strategies will be made as needed.	Gonzalez, Orlando	9/28/2015	Professional Development Sig-in sheets, meeting agendas, and workshop handouts/materials. Lesson plans, student reading and writing journals, classroom walkthrough notes, department meeting agendas/minutes.	6/9/2016 biweekly
G1.B1.S1.MA1	Conduct classroom walkthroughs on a regular basis to ensure that strategies are being implemented with fidelity.	Gonzalez, Orlando	9/28/2015	Classroom walkthrough notes, peer observations, department meeting agenda/minutes, individual teacher data chats.	6/9/2016 weekly
G1.B1.S2.MA1	Assessment data will be reviewed on an ongoing basis and instruction will be adjusted as needed	Ruiz, Yolanda	9/28/2015	Student mathematics' interactive journals, Gizmo and Edgenuity student usage reports	6/9/2016 biweekly
G1.B1.S2.MA1	Conduct classroom walkthroughs on a regular basis to ensure that the strategy is being implemented with fidelity.	Baril, Jean	9/28/2015	Classroom walkthrough notes, peer observations, department meeting agenda/minutes, individual teacher data chats.	6/9/2016 weekly
G1.B1.S3.MA1	[no content entered]			one-time	
G1.B1.S3.MA1	Conduct classroom walkthroughs on a regular basis to ensure that the strategy is being implemented with fidelity.	Gonzalez, Orlando	9/28/2015	Classroom Observation Protocol forms, Department meeting agendas reflecting informal debriefing of observations.	6/9/2016 biweekly
G1.B1.S4.MA1	Monitoring of student portfolios, assessment data analyses, student data chats.	Anduray, Raul	9/28/2015	Data Chats and analysis of assessment data	6/9/2016 biweekly
G1.B1.S4.MA1	Conduct classroom walkthroughs on a regular basis to ensure that the strategy is being implemented with fidelity. District Curriculum Support Staff (CSS) will also be assisting in the monitoring process.	Gonzalez, Orlando	9/28/2015	Classroom walkthrough notes, peer observations, department meeting agenda/minutes, individual teacher data chats.	6/9/2016 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.MA1	Review of student academic/ attendance/behavioral reports.	Baril, Jean	9/14/2015	District student academic/attendance/ behavioral reports, parent conference logs, and tutorial program progress.	6/9/2016 quarterly
G2.B1.S1.MA1	Assistant Principal and School Counselors will meet to review student academic reports	Boue, Janet	9/14/2015	Meeting minutes and notes.	6/9/2016 quarterly
G2.B1.S1.MA1	Assistant Principal will meet with School Counselors to review the implementation of the strategy.	Boue, Janet	9/14/2015	Meeting minutes and notes.	6/9/2016 monthly
G2.B2.S1.MA1	Assistant Principal will meet with School Social Worker and School Guidance Counselors to review student attendance reports.	Boue, Janet	9/14/2015	Student attendance reports will indicate a decrease in the number of students with attendance concerns.	6/9/2016 monthly
G2.B2.S1.MA1	Assistant Principal will meet with School Social Worker to review student attendance reports and attendance referrals.	Boue, Janet	9/14/2015	Student Attendance Referrals and reports	6/9/2016 weekly
G2.B3.S1.MA1	Review of School Counselors student/ parent meetings.	Gonzalez, Orlando	9/14/2015	The number of referrals noting meetings with students and parents regarding the possibility of suspensions will be decreasing throughout the year.	6/9/2016 monthly
G2.B3.S1.MA1	Ongoing monitoring of behavior referrals	Matamala, Mariela	9/14/2015	Monthly report submitted to Grade Level Administrators	6/9/2016 monthly
G3.MA1	Assistant Principal will meet with Science Department Chair to review the efforts to increase the consistency of STEM related activities	Boue, Janet	9/23/2015	Department meeting minutes, lesson plans, club rosters, competition rosters.	6/9/2016 quarterly

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

**G1.** To increase student achievement by improving core instruction in all content areas.

**G1.B1** Instructional methodology not fully aligned with all applicable standards.

**G1.B1.S1** Implement questioning strategies and activities in reading and writing to encourage rigorous close reading/textual based interactions to deepen understanding. Explicitly teach students to independently form and answer questions that help them analyze, synthesis, evaluate and interpret topics while reading.

### PD Opportunity 1

Provide professional development for literary analysis through the implementation of the new Florida Standards.

#### Facilitator

Judy Thomas, Mercedes Suarez, Dunia Perez

#### Participants

All ELA Teachers

#### Schedule

Monthly, from 9/14/2015 to 3/31/2016

**G1.B1.S2** Infuse a variety of Higher Order thinking skills strategies, aligned with the new Florida Standards, into the delivery of instruction in Mathematics.

### PD Opportunity 1

Provide a professional development to introduce higher order questioning strategies in Mathematics.

#### Facilitator

Yolanda Ruiz

#### Participants

All Mathematics teachers

#### Schedule

Monthly, from 9/14/2015 to 6/9/2016

**G1.B1.S3** Increase the number of hands on and laboratory activities in all Science courses.

**PD Opportunity 1**

Provide a professional development to introduce higher order questioning strategies in Science instruction.

**Facilitator**

Janet Dearmas-Marrero, Pedro Perdomo, Richard Lizcano

**Participants**

All Science Teachers

**Schedule**

Monthly, from 9/28/2015 to 6/9/2016

**G1.B1.S4** Implement questioning strategies and activities in social science that encourage reader interactions with text to deepen understanding.

**PD Opportunity 1**

Provide a professional development to introduce higher order questioning strategies in Social Science courses.

**Facilitator**

Raul Anduray

**Participants**

All Social Science teachers

**Schedule**

Monthly, from 9/28/2015 to 6/9/2016

## Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

### Budget

#### Budget Data

1	G1.B1.S1.A1	Provide professional development for literary analysis through the implementation of the new Florida Standards.	\$0.00
2	G1.B1.S1.A2	Work collaboratively weekly, during department meetings to develop lessons that include rigorous close reading/textual based strategies and planned activities, that are aligned with the new Florida Standards, with a clear focus on reader's response questions (probing, wait time, and redirecting) during whole and small group instruction.	\$0.00
3	G1.B1.S1.A3	Provide support through peer observation, in-house content expertise, and/or District content specific workshops for lesson development and effectiveness, and debrief with the department.	\$0.00
4	G1.B1.S1.A4	Monitor implementation of lesson delivery based on strategies, aligned with the new Florida Standards, collaboratively developed during department meetings.	\$0.00
5	G1.B1.S1.A5	Identify teachers and provide support on the delivery of developed lessons based on the new Florida Standards through peer observation and/or in-house content expert, additional district content specific workshops.	\$0.00
6	G1.B1.S1.A6	Monitor effectiveness of new Florida Standards strategies and planned activities based on lesson plans created during department meetings.	\$0.00
7	G1.B1.S1.A7	Meet with Department Chairs on the implementation that increases higher-order thinking skills.	\$0.00
8	G1.B1.S2.A1	Provide a professional development to introduce higher order questioning strategies in Mathematics.	\$0.00
9	G1.B1.S2.A2	Work collaboratively weekly, during Department and grade level meetings to develop lessons that include higher order and real world application questions and planned activities with a clear focus on real world links to mathematical concepts using a problem solving approach.	\$0.00
10	G1.B1.S2.A3	Monitor implementation of lesson delivery based on higher order and real world application questions collaboratively selected and modeled during department meetings.	\$0.00
11	G1.B1.S2.A4	Identify teachers and provide support on the delivery of developed lessons based on higher order and real world application questions through peer observation and/or in-house content expert, additional district content specific workshops	\$0.00
12	G1.B1.S2.A5	Monitor effectiveness of higher order and real world application questions and planned activities based on lesson plans created during department meetings.	\$0.00
13	G1.B1.S3.A1	Provide a professional development to introduce higher order questioning strategies in Science instruction.	\$0.00
14	G1.B1.S3.A2	Work collaboratively weekly, during Department meetings to develop lessons that include higher order and real world application questions and planned activities with a clear focus on real world links to scientific concepts using a problem solving approach.	\$0.00

<b>Budget Data</b>			
15	G1.B1.S3.A3	Monitor implementation of lesson delivery based on higher order and real world application questions collaboratively selected and modeled during department meetings.	\$0.00
16	G1.B1.S3.A4	Identify teachers and provide support on the delivery of developed lessons based on higher order and real world application questions through peer observation and/or in-house content expert, additional district content specific workshops	\$0.00
17	G1.B1.S3.A5	Monitor effectiveness of higher order and real world application questions and planned activities based on lesson plans created during department meetings.	\$0.00
18	G1.B1.S4.A1	Provide a professional development to introduce higher order questioning strategies in Social Science courses.	\$0.00
19	G1.B1.S4.A2	Work collaboratively weekly, during department meetings to develop lessons that include higher order questioning strategies and planned activities with a clear focus on real world links to Civics, US History, and World Geography constructs.	\$0.00
20	G1.B1.S4.A3	Monitor implementation of lesson delivery based on higher order and real world application questions collaboratively selected and modeled during department meetings.	\$0.00
21	G1.B1.S4.A4	Identify teachers and provide support on the delivery of developed lessons based on higher order and real world application questions through peer observation and/or in-house content expert, additional district content specific workshops	\$0.00
22	G1.B1.S4.A5	Monitor effectiveness of higher order and real world application questions and planned activities based on lesson plans created during department meetings.	\$0.00
23	G2.B1.S1.A1	School Counselors will monitor student academic reports on an ongoing basis.	\$0.00
24	G2.B1.S1.A2		\$0.00
25	G2.B1.S1.A3		\$0.00
26	G2.B2.S1.A1	Refer students who are developing a pattern of non-attendance to the School Social Worker to conduct student conferences to address attendance concerns.	\$0.00
27	G2.B2.S1.A2	Refer students who are still demonstrating a pattern of non-attendance to the School Guidance Counselors to conduct student/parent conferences to address attendance concerns.	\$0.00
28	G2.B2.S1.A3	Refer students who are still demonstrating a pattern of non-attendance to the Assistant Principal responsible for student attendance to conduct student/parent conferences and address attendance concerns.	\$0.00
29	G2.B3.S1.A1	Administrators and school counselors will monitor the district suspension reports.	\$0.00
30	G2.B3.S1.A2	School Counselors and Administrators will meet with the students and their parents to address behavioral concerns that may lead to suspensions.	\$0.00
31	G2.B3.S1.A3	Informing teachers of strategies to de-escalate situations that could possibly lead to student suspensions.	\$0.00
<b>Total:</b>			<b>\$0.00</b>