

Miami-Dade County Public Schools

# Lamar Louise Curry Middle School



2017-18 Schoolwide Improvement Plan

## Lamar Louise Curry Middle School

15750 SW 47TH ST, Miami, FL 33185

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

### School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2016-17 Title I School</b>	<b>2016-17 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Middle School 6-8	Yes	80%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	96%

### School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	A	A*	A

*\*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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

### DA Regions

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

### DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

### DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

### 2017-18 DA Category and Statuses for Lamar Louise Curry Middle School

DA Region and RED	DA Category and Turnaround Status
Southeast - <a href="#">LaShawn Russ-Porterfield</a>	- N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. Provide the school's mission statement.

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

##### b. Provide the school's vision statement.

In pursuit of excellence, Lamar Louise Curry Middle School's vision is to empower students with a mature and comprehensive education that will benefit themselves and society. Our school will promote a culture of achievement by providing purposeful and enriching instruction ensuring that students will bridge any academic gap. Our students will benefit from an environment that encourages leadership and positive self-concept. It is also our goal to involve all stakeholders in accepting responsibility for achievement in order to better form partnerships with local businesses, 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.

#### 2. School Environment

##### a. 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.

##### b. 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.

##### c. 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.

**d. 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. Additionally, the school utilizes Peer Mentoring and the District's Values Matter program to foster positive attitudes.

**3. Early Warning Systems**

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

**a. 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 statewide standardized assessment
2. Students whose attendance is less than 90%
3. Students who fail a ELA or Mathematics course
4. Students with one or more suspensions
5. Students exhibiting two or more indicators

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

**1. 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
Attendance below 90 percent	0	0	0	0	0	0	13	8	7	0	0	0	0	28
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	20	13	9	0	0	0	0	42
Level 1 on statewide assessment	0	0	0	0	0	0	70	92	93	0	0	0	0	255

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	0	0	0	70	105	96	0	0	0	0	271

**c. 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.
6. Implement an Intensive Mathematics program to assist students who attained a level 1 or 2 on the 2016-2017 FSA Mathematics Assessment achieve proficiency on the 2017-2018 FSA.

## B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

### 1. 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.

#### a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

##### 1. PFEP Link

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

##### 2. 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 has a Parent Resource Center where informational documents are available for the parents. 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.

### 2. 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. The school's Community Involvement Specialist (CIS) schedules, with the PTSA, parent and community events to share academic information, that applies to students and the school, as well as upcoming school and community events.

## C. Effective Leadership

### 1. School Leadership Team

#### a. Membership

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



Name	Title
Bush, Michele	Principal
Gonzalez, Orlando	Assistant Principal
Boue, Janet	Assistant Principal
Matamala, Mariela	School Counselor
Miranda, Iran	Administrative Support

## b. Duties

### **1. 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- Rachelle Baril

Assistant Principals: Dr. Orlando Gonzalez, Janet Boue

Guidance Counselor: Dr. Mariela Matamala

Administrative Support: Iran Miranda

#### 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

Patricia Fuentes - Electives

Michelle Lopez - SPED

Janet Elmore - ESOL

TBA - Gifted

Iran Miranda - IB Coordinator, Test Chair.

Dunia Perez- Reading Contact

Dr. Mariela Matamala - Student Services

### **2. 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.
7. Discuss Bullying Awareness, Title I, and Homeless Assistance issues and procedures.

## 2. School Advisory Council (SAC)

### a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Jean-Rachelle Baril	Principal
Larry McFarley	Teacher
Israel Rodriguez	Teacher
Sandra Gonzalez	Parent
Melissa Christiansen	Teacher
Sonia Martinez	Teacher
Raul Anduray	Teacher
Yaumara Vazquez	Education Support Employee
Gloria Pando	Education Support Employee
Mariela Matamala	Education Support Employee
Annette Bernie	Parent
Lorena Diaz	Business/Community
Brian Gillis	Parent
Raquel Cuvilly	Student
Thomas Savelli	Student
Jorge Milian	Business/Community
Natasha Rivera	Parent
Maria Balbuena	Parent
Janet Espinosa	Parent
Maria Lopez	Teacher
Patricia Cano	Parent

### b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

*a. Evaluation of last year's school improvement plan*

The EESAC was provided with the school's performance data from the 2016-2017 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.

*b. 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.

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

The EESAC regularly informed of the budget process by the principal. The 2016-2017 EESAC budget was provided to the EESAC at our first meeting.

**2. 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.)

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

Yes

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

**3. Literacy Leadership Team (LLT)**

**a. Membership**

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Anduray, Raul	Teacher, K-12
Bush, Michele	Principal
Boue, Janet	Assistant Principal
Gonzalez, Orlando	Assistant Principal
Dearmas-Marrero, Janet	Teacher, K-12
Lopez, Michelle	Teacher, ESE
Matamala, Mariela	School Counselor
Miranda, Iran	Administrative Support
Perez, Dunia	Teacher, K-12
Ruiz, Yolanda	Teacher, K-12
Thomas, Judy	Teacher, K-12
Fuentes, Patricia	Teacher, K-12
Elmore, Janet	Teacher, K-12

## b. Duties

### **1. Describe how the LLT or similar group promotes literacy within the school, if applicable.**

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.

## D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

### **1. 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.

### **2. 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

### **3. 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.

## E. Ambitious Instruction and Learning

### 1. Instructional Programs and Strategies

#### a. Instructional Programs

**1. 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.

#### b. Instructional Strategies

**1. 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
- 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.

**2. 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 implement a Saturday Academy which focuses on Reading, Mathematics, and Science instruction to targeted students who need additional support.

**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 will be monitored quarterly by means of pre and post tests to measure student growth and the program's effectiveness.

**Strategy:** Before School Program

**Minutes added to school year:** 1,500

The school will utilize Title III allocated funds to institute an in-house before school tutoring program targeting ELL students.

**Strategy Rationale**

The in-house tutoring program will provide additional assistance to ELL students to enhance their academic success as well as success in statewide and district 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 will be monitored by means of pre and post tests to measure student growth and the program's effectiveness.

## 2. Student Transition and Readiness

### a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

**1. 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.

**b. College and Career Readiness**

**1. 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.

**2. 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.

**3. 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

**4. 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

## II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Å§ 1114(b)(6).

### A. Problem Identification

#### 1. Data to Support Problem Identification

##### b. 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:

*No files were uploaded*

#### 2. 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.

## **B. 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.

## **C. Strategic Goals**



## 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.** If core instruction is increased in all content areas, then student achievement will increase.

## Strategic Goals Detail

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

**G1. If core instruction is increased in all content areas, then student achievement will increase. 1a**

G096820

**Targets Supported 1b**

Indicator	Annual Target
ELA Achievement District Assessment	75.0

**Targeted Barriers to Achieving the Goal 3**

- Instructional methodology not fully aligned with all applicable standards.

**Resources Available to Help Reduce or Eliminate the Barriers 2**

- Collections Textbook (Houghton Mifflin Harcourt), Writer's Choice (Glencoe - Grammar Supplemental Material), Florida Digital Coach, i-Ready, Interactive Reader & Writer, Vocabulary Workshop, Scholastic.com, Education@USAtoday.com, ReadWriteThink.org, Discovery Education, LearnZillion, Share My Lesson, Edmodo, Digital ReadWorks, Edcite NoRedInk.com, Vocabulary.com, ReadTheory.org I-Ready, Edmodo, Edpuzzle, Kahoot, Reflex, Edcite, Carnegie Learning, Mathia, One Note, Khan Academy, Gyzmos, Learn Zillion Mc Graw Hill, Houghton Mifflin Harcourt, Carnegie Learning Pearson Interactive Science, CPO Science, Foundations of Physical Science Gizmos (Explore Learning) EdGenuity Discovery Education NBC Learn Gateway to American Government Supplemental Textbook, HP Tablets, Cpalms, Florida Joint Center for Citizenship, ICivics, Miami Dade County Social Sciences Website, Edmodo

**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 8/28/2017 to 6/6/2018

**Evidence of Completion**

Student I-Ready reports and teacher made assessments.

## 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.** If core instruction is increased in all content areas, then student achievement will increase. **1**

 G096820

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

 B260441

**G1.B1.S2** Re-alignment of the Pacing Guide is taking place to cover all content to master all the standards. 6th and 7th grade Mathematics results indicated a deficiency in Geometry. 8th grade results indicated a deficiency in Geometry and Functions. Algebra results indicated a deficiency in Statistics and The Number System. Remediation, reteaching, and enrichment will be provided through tutoring and changes in classroom teaching strategies and practices. **4**

 S275846

### **Strategy Rationale**

Changes in the instruction focus will come about through analysis of student performance data and will allow for remediation, reteaching, and enrichment of the mathematics standards. The use of technology will allow for different level of comprehension and participation in the classroom. Time will be allocated in the classroom for individual and differentiated instruction such as peer tutoring and flexible grouping allowing for the remediation and reteaching of concepts. Intensive Mathematics and hourly tutoring will be provided through Title I funds.

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

Provide professional development to implement reteaching, remediation, and differentiated instruction strategies and practices in all mathematics classes.

#### **Person Responsible**

Michele Bush

#### **Schedule**

Monthly, from 8/21/2017 to 6/6/2018

#### **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 focus on all areas that data has shown to be deficient.

**Person Responsible**

Michele Bush

**Schedule**

Weekly, from 8/28/2017 to 6/6/2018

**Evidence of Completion**

Department meeting agenda/minutes, individual teacher data chats.

### Action Step 3 5

Monitor implementation and effectiveness of lesson delivery based on data driven mathematics instruction collaboratively selected and modeled during department meetings and peer observations.

**Person Responsible**

Yolanda Ruiz

**Schedule**

Biweekly, from 8/28/2017 to 6/6/2018

**Evidence of Completion**

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

### Action Step 4 5

Implement an Intensive Math program and provide hourly tutoring.

**Person Responsible**

Michele Bush

**Schedule**

Annually, from 10/2/2017 to 6/6/2018

**Evidence of Completion**

Administration walkthroughs, Department Chair's notes, workshop agendas

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

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

**Person Responsible**

Michele Bush

**Schedule**

Weekly, from 8/28/2017 to 6/6/2018

***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 quarterly. Instruction will be adjusted as needed through teacher/student data chats.

**Person Responsible**

Yolanda Ruiz

**Schedule**

Biweekly, from 8/28/2017 to 6/6/2018

***Evidence of Completion***

Student mathematics' interactive journals, Gizmo and Edgenuity student usage reports, data chat forms..

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2018</b>					
G1.MA1 M399167	Student usage reports from web based instructional and tutorial programs that support and enhance...	Gonzalez, Orlando	8/28/2017	Student I-Ready reports and teacher made assessments.	6/6/2018 quarterly
G1.B1.S2.MA1 M399161	Assessment data will be reviewed quarterly. Instruction will be adjusted as needed through...	Ruiz, Yolanda	8/28/2017	Student mathematics' interactive journals, Gizmo and Edgenuity student usage reports, data chat forms..	6/6/2018 biweekly
G1.B1.S2.MA1 M399162	Conduct classroom walkthroughs on a regular basis to ensure that teaching strategies are being...	Bush, Michele	8/28/2017	Classroom walkthrough notes, peer observations, department meeting agenda/minutes, individual teacher data chats.	6/6/2018 weekly
G1.B1.S2.A1 A370824	Provide professional development to implement reteaching, remediation, and differentiated...	Bush, Michele	8/21/2017	Sign-in sheet, agenda, and professional development handouts/materials	6/6/2018 monthly
G1.B1.S2.A2 A370825	Work collaboratively weekly, during Department and grade level meetings to develop lessons that...	Bush, Michele	8/28/2017	Department meeting agenda/minutes, individual teacher data chats.	6/6/2018 weekly
G1.B1.S2.A3 A370826	Monitor implementation and effectiveness of lesson delivery based on data driven mathematics...	Ruiz, Yolanda	8/28/2017	Student's mathematics journals, lesson plans, classroom walk-through notes	6/6/2018 biweekly
G1.B1.S2.A4 A370827	Implement an Intensive Math program and provide hourly tutoring.	Bush, Michele	10/2/2017	Administration walkthroughs, Department Chair's notes, workshop agendas	6/6/2018 annually

## V. Professional Development Opportunities

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

**G1.** If core instruction is increased in all content areas, then student achievement will increase.

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

**G1.B1.S2** Re-alignment of the Pacing Guide is taking place to cover all content to master all the standards. 6th and 7th grade Mathematics results indicated a deficiency in Geometry. 8th grade results indicated a deficiency in Geometry and Functions. Algebra results indicated a deficiency in Statistics and The Number System. Remediation, reteaching, and enrichment will be provided through tutoring and changes in classroom teaching strategies and practices.

### **PD Opportunity 1**

Provide professional development to implement reteaching, remediation, and differentiated instruction strategies and practices in all mathematics classes.

#### **Facilitator**

Yolanda Ruiz

#### **Participants**

All Mathematics teachers

#### **Schedule**

Monthly, from 8/21/2017 to 6/6/2018



## VI. Technical Assistance Items

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

## VII. Budget

1	G1.B1.S2.A1	Provide professional development to implement reteaching, remediation, and differentiated instruction strategies and practices in all mathematics classes.				\$0.00
2	G1.B1.S2.A2	Work collaboratively weekly, during Department and grade level meetings to develop lessons that focus on all areas that data has shown to be deficient.				\$0.00
3	G1.B1.S2.A3	Monitor implementation and effectiveness of lesson delivery based on data driven mathematics instruction collaboratively selected and modeled during department meetings and peer observations.				\$0.00
4	G1.B1.S2.A4	Implement an Intensive Math program and provide hourly tutoring.				\$2,808.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			6921 - Lamar Louise Curry Middle Schl	Title, I Part A		\$2,808.00
					<b>Total:</b>	<b>\$2,808.00</b>