

Miami-Dade County Public Schools

# Lamar Louise Curry Middle School



2023-24

Schoolwide Improvement Plan (SIP)

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# Lamar Louise Curry Middle School

15750 SW 47TH ST, Miami, FL 33185

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

## School Board Approval

This plan was approved by the Dade County School Board on 10/11/2023.

## SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

### Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

### Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

### Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department 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.

## I. School Information

### School Mission and Vision

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

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

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

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

### School Leadership Team, Stakeholder Involvement and SIP Monitoring

#### **School Leadership Team**

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Bush, Michele	Principal	Establishes and maintains an effective learning and culturally sensitive climate designed to meet the needs of all learners. Oversees all personnel within school building to ensure smooth operation of all instructional activities. Implements with fidelity, policies, procedures, and protocols established for students, staff, and visitors. Collaborates and works effectively as a member of the administrative team to ensure consistency across the District with regard to the implementation of programs, policies, and procedures.
Boue, Janet	Assistant Principal	Assists in the planning, development, organization, coordination, and supervision of instructional programs and activities; interprets and implements the District approved curriculum program in light of individual school needs. Assists in providing leadership to the professional staff in determining objectives and identifying school needs as the basis for developing long and short range plans for the school. Assists the principal in the overall administration of the school in the absence of the principal.
Anduray, Raul	Teacher, K-12	Social Studies Department Chair and SIP Team member. Works with the school leadership team to support the mission and vision of the school. Collaborates with colleagues by sharing best practices and instructional strategies to increase student achievement. Facilitates professional development training to staff to build capacity. Supports the staff by providing them guidance and assistance as needed.
Barrueta, Yemen	Teacher, K-12	Mathematics Department Chair and SIP Team member. Works with the school leadership team to support the mission and vision of the school. Collaborates with colleagues by sharing best practices and instructional strategies to increase student achievement. Facilitates professional development training to staff to build capacity. Supports the staff by providing them guidance and assistance as needed.
Dearmas-Marrero, Janet	Teacher, K-12	Science Department Chair and SIP Team member. Works with the school leadership team to support the mission and vision of the school. Collaborates with colleagues by sharing best practices and instructional strategies to increase student achievement. Facilitates professional development training to staff to build capacity. Supports the staff by providing them guidance and assistance as needed.
Thomas, Judy	Teacher, K-12	English Language Arts Department Chair and SIP Team member. Works with the school leadership team to support the mission and vision of the school. Collaborates with colleagues by sharing best practices and instructional strategies to increase student achievement. Facilitates professional development training to staff to build capacity. Supports the staff by providing them guidance and assistance as needed.

Name	Position Title	Job Duties and Responsibilities
Rodrguez, Israel	Administrative Support	Restorative Justice Coach/Activities Director/SCSI Instructor. Supports the Principal and school through various leadership roles. Analyzes data to create remediation and enrichment opportunities for students through afterschool tutoring and Saturday Academies. Serves as the Restorative Justice Practices Coordinator to help build connections between staff and students.
Ortega, Patricia	School Counselor	Student Services Department Chair. Supports stakeholders by providing them with academic, social and emotional, and community outreach opportunities. Works closely with the school leadership to provide the necessary services to students and parents. Offers workshops to parents to help them support their child at home.

**Stakeholder Involvement and SIP Development**

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The SIP development process began at the 2023 Synergy Summer Institute. The School Leadership Team (SLT) participated in the strategic planning to initiate the year long SIP. During the Synergy Summer Institute, the SLT members analyzed a comprehensive set of quantitative and qualitative data from previous school year. The SLT reflected on the current practices and processes contributing to the data results and was able to identify practices for planning for the Improvement phase to sustain or enhance the implementation of the school's continuous improvement process. The SIP was presented by the SLT to the Curriculum Council members for further input and development. After the completion of the SIP, it was then reviewed and presented in a faculty meeting and to EESAC for further input and revisions if needed.

**SIP Monitoring**

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

After the completion of each progress monitoring assessments, the SLT and Curriculum council will meet and discuss data that will identify areas of concern. The SIP will then be revised and adjusted as needed. The SLT will implement frequent walkthroughs and conduct data chats with teachers, students and parents to maintain the effectiveness and impact of the SIP. Revisions will be presented to the faculty and EESAC for further revisions if needed.

**Demographic Data**  
Only ESSA identification and school grade history updated 3/11/2024

<b>2023-24 Status</b> (per MSID File)	Active
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<b>School Type and Grades Served</b> (per MSID File)	Middle School 6-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2022-23 Title I School Status</b>	Yes
<b>2022-23 Minority Rate</b>	98%
<b>2022-23 Economically Disadvantaged (FRL) Rate</b>	74%
<b>Charter School</b>	No
<b>RAISE School</b>	No
<b>ESSA Identification</b> *updated as of 3/11/2024	N/A
<b>Eligible for Unified School Improvement Grant (UniSIG)</b>	No
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL) Asian Students (ASN) Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL)
<b>School Grades History</b> *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: A 2018-19: A 2017-18: A
<b>School Improvement Rating History</b>	
<b>DJJ Accountability Rating History</b>	

**Early Warning Systems**

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	19	31	23	73
One or more suspensions	0	0	0	0	0	0	0	20	20	40
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	4	6	6	16
Course failure in Math	0	0	0	0	0	0	13	11	15	39
Level 1 on statewide ELA assessment	0	0	0	0	0	0	50	65	83	198
Level 1 on statewide Math assessment	0	0	0	0	0	0	44	36	33	113
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	69	122	125	316

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	42	44	40	126

Using the table above, complete the table below with the number of students identified retained:

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

**Prior Year (2022-23) As Initially Reported (pre-populated)**

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0

The number of students identified retained:

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

**Prior Year (2022-23) Updated (pre-populated)**

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level								Total	
	K	1	2	3	4	5	6	7		8
Absent 10% or more days	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0

**The number of students by current grade level that had two or more early warning indicators:**

Indicator	Grade Level								Total	
	K	1	2	3	4	5	6	7		8
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0

**The number of students identified retained:**

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

**II. Needs Assessment/Data Review**

**ESSA School, District and State Comparison (pre-populated)**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

**On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.**

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	62	56	49	67	55	50	65		
ELA Learning Gains				63			57		
ELA Lowest 25th Percentile				51			41		
Math Achievement*	63	60	56	65	43	36	51		
Math Learning Gains				70			27		
Math Lowest 25th Percentile				67			19		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	56	55	49	54	54	53	48		
Social Studies Achievement*	85	72	68	87	64	58	80		
Middle School Acceleration	62	74	73	74	56	49	58		
Graduation Rate					51	49			
College and Career Acceleration					73	70			
ELP Progress	85	50	40	57	77	76	75		

\* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

**ESSA School-Level Data Review (pre-populated)**

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	69
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	413
Total Components for the Federal Index	6
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	66
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	655
Total Components for the Federal Index	10
Percent Tested	97
Graduation Rate	

**ESSA Subgroup Data Review (pre-populated)**

<b>2022-23 ESSA SUBGROUP DATA SUMMARY</b>				
<b>ESSA Subgroup</b>	<b>Federal Percent of Points Index</b>	<b>Subgroup Below 41%</b>	<b>Number of Consecutive years the Subgroup is Below 41%</b>	<b>Number of Consecutive Years the Subgroup is Below 32%</b>
SWD	45			
ELL	55			
AMI				
ASN	86			
BLK				
HSP	68			
MUL				
PAC				
WHT	67			
FRL	66			

<b>2021-22 ESSA SUBGROUP DATA SUMMARY</b>				
<b>ESSA Subgroup</b>	<b>Federal Percent of Points Index</b>	<b>Subgroup Below 41%</b>	<b>Number of Consecutive years the Subgroup is Below 41%</b>	<b>Number of Consecutive Years the Subgroup is Below 32%</b>
SWD	44			
ELL	56			
AMI				
ASN	73			
BLK				
HSP	65			
MUL				
PAC				
WHT	62			
FRL	62			

**Accountability Components by Subgroup**

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
All Students	62			63			56	85	62			85
SWD	27			34			24	68	73		5	
ELL	42			54			24	74	53		6	85
AMI												
ASN	79			93							2	
BLK												
HSP	61			62			55	84	61		6	84
MUL												
PAC												
WHT	60			73							2	
FRL	56			60			51	85	60		6	85

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	67	63	51	65	70	67	54	87	74			57
SWD	33	45	38	36	56	60	24	58				
ELL	48	56	54	54	67	68	25	78	57			57
AMI												
ASN	77	54		92	69							
BLK												
HSP	66	63	53	65	70	67	54	86	73			57
MUL												
PAC												
WHT	65	53		65	63							
FRL	63	61	49	61	67	64	49	83	72			50

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	65	57	41	51	27	19	48	80	58			75
SWD	28	31	21	17	15	15	16	50	23			
ELL	52	49	40	44	26	20	29	76	51			75

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
AMI												
ASN	83	75		58	42							
BLK	80	70		50	30							
HSP	65	57	41	51	26	18	49	79	58			75
MUL												
PAC												
WHT	58	58		56	40		54					
FRL	62	55	41	49	25	19	45	76	56			73

**Grade Level Data Review– State Assessments (pre-populated)**

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2023 - Spring	52%	50%	2%	47%	5%
08	2023 - Spring	53%	51%	2%	47%	6%
06	2023 - Spring	55%	50%	5%	47%	8%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	70%	58%	12%	54%	16%
07	2023 - Spring	59%	48%	11%	48%	11%
08	2023 - Spring	51%	59%	-8%	55%	-4%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	45%	40%	5%	44%	1%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	73%	56%	17%	50%	23%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	100%	52%	48%	48%	52%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	100%	65%	35%	63%	37%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	80%	68%	12%	66%	14%

### III. Planning for Improvement

**Data Analysis/Reflection**  
 Answer the following reflection prompts after examining any/all relevant school data sources.

**Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.**

The data component that showed the lowest performance is 8th grade Science and ELA all grade levels. Staff retention for both curriculums was a contributing factor to last year's performance.

**Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.**

ELA showed the biggest decline from the prior year. The combination of staff retention and implementation of the new BEST standards contributed to this decline.

**Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.**

All areas exceeded above the state average, however the area of concern is the SWD subgroup. The need for a paraprofessional is greatly needed to assist the classroom teacher with the curriculum.



**Which data component showed the most improvement? What new actions did your school take in this area?**

Social Studies in all data components have continued to improve. The use of CER instructional strategies has been utilized in instructional planning and in collaborative learning.

**Reflecting on the EWS data from Part I, identify one or two potential areas of concern.**

Reflecting on the EWS, the two potential areas of concern would be: 1. Substantial Reading Deficiencies  
2. LV1 ELA FAST PM 3

**Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.**

The overall consensus with all stakeholders ranked the following as the highest priorities for school improvement: 1. ELA 2. Science 3. Attendance 4. Math 5. Algebra.

**Area of Focus**

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

**#1. Instructional Practice specifically relating to Benchmark-aligned Instruction****Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2022-2023 F.A.S.T. PM3 data, 54% of our students were proficient in ELA as compared to the 2021-2022 proficiency rate of 67%. Based on the data and the contributing factors lack of teacher retention, growth population of ESOL students', insufficient collaboration between reading and ELA, and the implementation of the new B.E.S.T. standards, we will implement Benchmark-aligned Instruction.

**Measurable Outcome:**

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

With the implementation of Benchmark-aligned instruction, an additional 2% of our middle school population will score at grade level or above in ELA as evidenced in the F.A.S.T. in May 2024.

**Monitoring:**

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

The Leadership team will conduct quarterly data chats and follow up with regular walkthroughs. Department Chairs will ensure teachers are aligning their instructions to the benchmarks which will result in an increase in student proficiency as evidence by student data.

**Person responsible for monitoring outcome:**

Michele Bush (pr6921@dadeschools.net)

**Evidence-based Intervention:**

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Within the targeted element of Benchmark-aligned instruction, our school will focus on the evidence-based intervention of data driven instruction. Data driven instruction will be monitored through the use of school-wide data trackers to drive instructional planning and data driven conversations.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

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

**Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement**

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

Teachers will have data chats with students to communicate their progression and develop a plan of action to maximize learning gains. As a result, students will become familiarized with expressed goals and expectations. Data chats will also be conducted between teachers and administrative team based on PM1 and IReady assessments.

**Person Responsible:** Michele Bush (pr6921@dadeschools.net)

**By When:** 8/14-9/29

Administrative walkthroughs will be conducted on a regular basis to ensure quality instruction.

**Person Responsible:** Michele Bush (pr6921@dadeschools.net)

**By When:** 8/14-9/29

To provide feedback and share best practices, collaborative planning will be conducted in monthly departmental meetings and quarterly meetings across departments.

**Person Responsible:** Judy Thomas (juthomas@dadeschools.net)

**By When:** 8/14-9/29

## #2. Instructional Practice specifically relating to Science

### Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2022-2023 Statewide Science Assessment data, 49% of our students were proficient in Science as compared to the 2021-2022 proficiency rate of 53%. Based on the data and the contributing factors of a lack of teacher retention and a growth in the population of ESOL students, we will implement the targeted element of Science.

### Measurable Outcome:

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

With the implementation of data driven instruction, an additional 2% of our middle school population will score at grade level or above in Science as evidenced in the May 2024 Statewide Science Assessment.

### Monitoring:

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

The Leadership Team will conduct quarterly data chats and will follow up with regular classroom walkthroughs to observe evidence of data driven instruction. The Department Chairs will ensure teachers are utilizing the school-wide data chat form during quarterly data chats (i.e. Baseline, Topic Assessments, MYA and the Post Test) with fidelity.

### Person responsible for monitoring outcome:

Michele Bush (pr6921@dadeschools.net)

### Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Within the targeted element of Science, our school will focus on the evidence-based intervention of data driven instruction. Data Driven instruction is an educational approach that relies on the teacher's use of student performance data to inform instructional planning and delivery. This approach uses assessment, analysis, and actions to meet student needs. Data driven instruction will be monitored through the use of a school-wide data tracker to drive instruction and data driven conversations.

### Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

To ensure that the teachers are using relevant, recent and aligned data to plan lessons, we will implement the evidenced-based strategy of data driven instruction. The teachers will make adjustments to their instruction, plans and instructional delivery as new data points become available.

### Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

### Will this evidence-based intervention be funded with UniSIG?

No

### Action Steps to Implement

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

Teachers will have data chats with students to communicate their progression and develop a plan of action to maximize learning gains. As a result, students will become familiarized with expressed goals and

expectations. Data chats will also be conducted between teachers and administrative team based on district made baselines.

**Person Responsible:** Michele Bush (pr6921@dadeschools.net)

**By When:** 8/14-9/29

Administrative walkthroughs will be conducted on a regular basis to ensure quality instruction aligned to data.

**Person Responsible:** Michele Bush (pr6921@dadeschools.net)

**By When:** 8/14-9/29

To provide feedback and share best practices, collaborative planning will be conducted in monthly departmental meetings and quarterly meetings across departments.

**Person Responsible:** Janet Dearmas-Marrero (220132@dadeschools.net)

**By When:** 8/14-9/29

During monthly Departmental meetings, the data tracking form will be distributed to teachers for in depth review and discussion of current student data.

**Person Responsible:** Janet Boue (jboue@dadeschools.net)

**By When:** 8/14-9/29

**#3. Positive Culture and Environment specifically relating to Other****Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Results of the 2023 Climate Survey indicated that 47% of students reported that adults don't care about them as an individual. 30% (included in that 47%) responded "Neutral" to the statement. 53% indicated that adults DO care about them at school.

**Measurable Outcome:**

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

With the successful implementation of Social Emotional Learning (SEL) activities\*, we will see a 5% increase in the number of students who report they Strongly Agree or Agree that adults at our school care about them.

\*SEL Activities at Curry:

RJP circles including Values Matter initiative – evidence: PPTs, surveys, and student of the month

Parent Workshops with focus on SEL – evidence: PPTs and sign in sheets

Curry Cares Club: Mental wellness Club, mindfulness room (The Den Room 111)

No Place for Hate activities: Start with Hello (Sep.t 18-22), Unity Day (10/18), and "No Place for Hate" Day (March 14)

**Monitoring:**

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

This Area of Focus will be closely monitored by the School Leadership Team through Restorative Justice Practices. Circles are completed as evidence by District surveys. The Student Services Department will conduct Parent Workshops with a focus on Social and Emotional Learning to support students at home. Students will also have access to The Den, which is a room where students can retreat to and find support and mediation services.

**Person responsible for monitoring outcome:**

Israel Rodrguez (irodriguez5@dadeschools.net)

**Evidence-based Intervention:**

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

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

**Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement**

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

Implementation of School-wide Restorative Justice Practices weekly activities through homeroom; Student of the Month Recognition; SEL strong seminars; offering a variety of Clubs and Sports activities; Curry Cubs Corner every Friday; availability to The Den.

**Person Responsible:** Israel Rodriguez (irodriguez5@dadeschools.net)

**By When:** 8/14-9/29

Provide students the opportunity to participate in community service activities: Toy drives, Love for Furry Friends, Canned food drives, etc...

**Person Responsible:** Iran Miranda (imiranda@dadeschools.net)

**By When:** 8/14-9/29

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

**Person Responsible:** Patricia Ortega (165135@dadeschools.net)

**By When:** 8/14-9/29

**#4. Positive Culture and Environment specifically relating to Other****Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the findings from the 2022-2023 School Climate survey, there was a rise in the count of students with 0 to 5 days of absences. Additionally, there was a minor decrease in the overall student attendance when comparing the previous year's rate of 93.69% to this year's rate of 93.35%. The attention is placed on student attendance since it has a direct connection to enhancing student achievement.

**Measurable Outcome:**

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

In order to continue to strengthen school culture, it is essential to identify strategies to increase student attendance that can be employed throughout the school year. Through monitoring and ensuring proper documentation and protocols are in place, the expectation of student attendance will increase to 94% for this school year.

**Monitoring:**

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

Through PowerBI, monthly attendance will be monitored and compared to last year's percentages. The Attendance Review Committee (ARC) will closely monitor students with attendance issues by utilizing the daily attendance bulletin, gradebook, cumulative folders and prior student background information.

**Person responsible for monitoring outcome:**

Janet Boue (jboue@dadeschools.net)

**Evidence-based Intervention:**

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The Attendance Action plan is the evidence base intervention that will be implemented for this focus area. Evidence-based strategies and interventions are selected based on research and best practices. These strategies will include: Early warning systems to identify at-risk students; Parent and guardian involvement, including meetings and communication; Mentoring and counseling programs for students experiencing personal or academic challenges; Incentive programs to motivate regular attendance; Support services such as tutoring or academic assistance; Addressing health-related issues through school nurses or referrals to healthcare providers.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

An attendance action plan relies on data collection and analysis to identify the root causes of absenteeism. By analyzing attendance data, we can pinpoint trends and patterns, allowing us to tailor our intervention to the specific needs of our student population. This data-driven approach ensures that resources are allocated efficiently and effectively.

**Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No



### Action Steps to Implement

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

Quarterly rewards for homeroom attendance will be disseminated to the homerooms with the highest attendance percentage.

**Person Responsible:** Janet Boue (jboue@dadeschools.net)

**By When:** 8/14-9/29

District report and gradebook will be utilized to attain perfect attendance for the year. Students will be recognized at the End of the Year Awards ceremony.

**Person Responsible:** Janet Boue (jboue@dadeschools.net)

**By When:** 8/14-9/29

Monthly monitoring and submission of IAttend Reports is required to ensure the proper implementation of documentation and protocols.

**Person Responsible:** Patricia Ortega (165135@dadeschools.net)

**By When:** 8/14-9/29