

SCHOOL IMPROVEMENT PLAN 2007 - 2008

Lamar Louise Curry Middle School (6921)

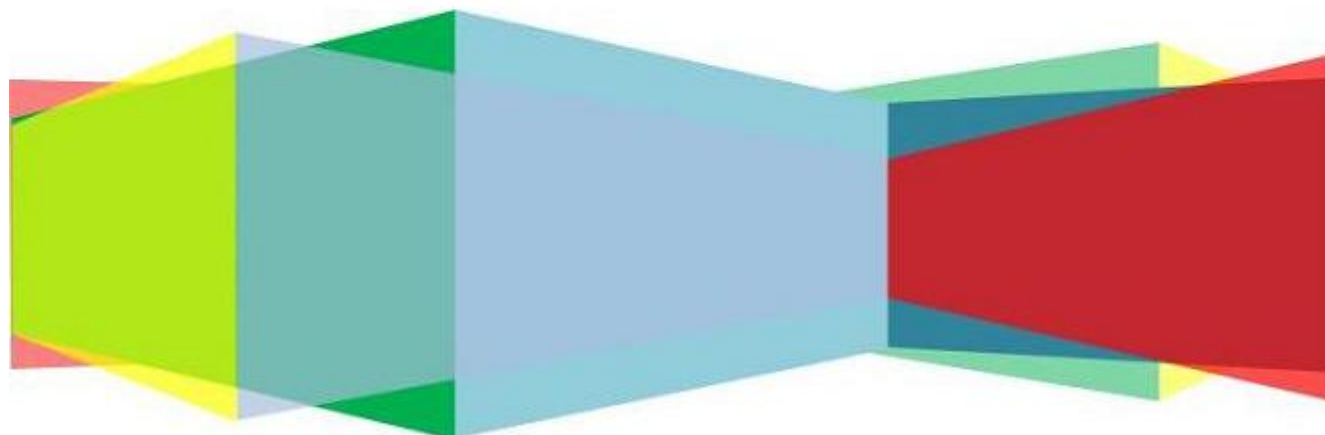
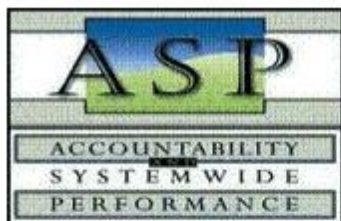
Feeder Pattern - John A. Ferguson Senior

Regional Center V

District 13 - Miami-Dade

Principal - Caridad Montano

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

Lamar Louise Curry Middle School is a newly established school located at 15750 SW 47th Street. The school was opened during the 2003-2004 school year. The neighborhood consists mostly of single-family homes with small neighboring shopping areas. The school population, which is well over 1600 students, and is comprised of 88% Hispanic, 7% White, 2% Black, and 3% Multiracial. Approximately 49% of the student population is on Free or Reduced lunch. The students are serviced in all areas of the curriculum including English Language Learners (ELL), Special Education (SPED), and Gifted. In the 2007 Florida Comprehensive Assessment Test (FCAT) 9% of our total student population scored at Level 1 and 13% at Level 2 in Reading. In Mathematics, 11% of our total student population scored at Level 1 and 17% scored at Level 2. Our ELL student population scores revealed that 86% scored at Level 1 and 7% at Level 2 in Reading, while in Mathematics, 65% scored at Level 1 and 21% at Level 2. Our SPED students scores revealed that 29% scored at Level 1 and 34% at Level 2 in Reading. In Mathematics, 33% of the SPED population scored at Level 1 and 29% scored at Level 2. The White student population scores in Reading revealed that 7% scored at Level 1, 10% at Level 2, and in Mathematics, 10% scored at Level 1 and 15% at Level 2. The Black subgroup in Reading scored: 6% at Level 1 and 13% at Level 2. In Mathematics, 10% scored at Level 1 and 10% at Level 2. The Hispanic subgroup in Reading scored 9% at Level 1 and 13% at Level 2, while in Mathematics 11% scored at Level 1 and 17% at Level 2. The Economically Disadvantaged subgroup in Reading scored at: 11% at Level 1 and 16% at Level 2, while in Mathematics, 13% scored at Level 1 and 18% at Level 2.

The school faculty consists of 81 teachers, of which 26% hold a Masters degree, 4% a Specialist degree and 4% a Doctorate degree. The school class size report indicates that the average class size consists of 22.08 students. The average daily student attendance is 97.16%, and the average staff attendance is 95.2%. The retention rate of students is of .09% at the school. The elementary schools feeder pattern are: Dante Fascell, Bowman Foster Ashe, and Jane S. Roberts. The school feeds into John F. Ferguson Senior High School. One of the school's greatest strengths is its Writing scores, which showed that 95% of our students scored at 3.5 and above in the FCAT Writing+ Test. Another area of strength is our attendance rate, which was 97.16%. One of the major areas of concern is the overcrowding of the school, presently functioning at 165% over capacity. The school endeavors to maintain high standards by encouraging critical thinking and infusing technology into the classroom setting. Lamar Louise Curry Middle School has been accredited for the middle years of the International Baccalaureate Program. Lamar Louise Curry Middle School is an educational center where academic excellence, safety, and nurturing of students are the key words to success.

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades sixth through eight will increase their reading skills as evidenced by 82 percent of students scoring at Level 3 or higher on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Students with Disabilities (SWD) subgroup will improve their reading skills as evidenced by 58 percent of students scoring at Level 3 or higher on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, students in the English Learners (ELL) subgroup will improve their reading skills as evidenced by 58 percent of students scoring at Level 3 or higher on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, students in grades sixth through eight will increase their mathematics skills as evidenced by 81 percent of students scoring at Level 3 or above on the 2008 FCAT Mathematics Test as compared to the 2007 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, SWD subgroup students will increase their mathematics skills as evidenced by 62 percent of students meeting high standards on the 2008 FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, ELL subgroup students will increase their mathematics skills as evidenced by 62 percent of students meeting high standards on the 2008 FCAT Mathematics Test.

Given writing instruction based on the Sunshine State Standards, students in grade eight will demonstrate their skill and proficiency in writing, as evidenced by 95 percent of the students meeting high standards on the 2008 FCAT Writing+.

Given science instruction based on the Sunshine State Standards, 61 percent of students in grade eight will score at high proficiency level on the 2008 FCAT Science Test.

Given an emphasis to School Board Rule 6Gx13-1B-1.011, Parental Involvement, 60 percent or more of Lamar Louise Curry Middle School parents will attend at least one school function during the 2006-2007 school year as evidenced by visitor and attendance logs.

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a 10 percent decrease in the number of suspensions (indoor, outdoor) during the 2007-2008 school year, as compared to the 2006-2007 school year.



School Improvement Plan

2007-2008



Given an emphasis on the use of technology in education, all students will augment their usage of technology such as the FCAT Explorer Program as evidenced by a 10 percent increase during the 2007-2008 school year as compared to the 2006-2007 school year.

Given instruction based on the Miami-Dade County Public Schools mandated FITNESSGRAM standards, students in grades six through eight will improve their physical fitness skills as evidenced by 83 percent of students meeting high standards in the FITNESSGRAM requirements of the gold and silver awards on the 2007-2008 test administration.

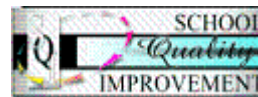
Given an emphasis on the benefits of learning a second language, the number of students participating in a foreign language course will increase to 371 students during the 2007-2008 school year as compared to the 2006-2007 school year.

Lamar Louise Curry Middle School will achieve a ranking on the State of Florida ROI index publication of at least 50th percentile on the next publication of the index.

Results of the Organizational Performance Improvement Snapshot indicate two areas for improvement. The two areas for improvement were: 7c- (rate of 4.3) "I know how well my work location is doing financially," and 1g-(rate of 4.5) "My work location asks me what I think." As it pertains to 7c, the school administration will conduct periodic budget inservices for the staff and the Educational Excellence School Advisory Council. Copy of the school budget will be provided to staff and reviewed on a regular basis. The second area identified for improvement is 1g. In order to address this area, monthly Curriculum Council meetings will be conducted to further open the lines of communication among all school stakeholders. Teachers will be invited to attend curriculum council meetings and EESAC meetings in order to obtain their input.



School Improvement Plan 2007-2008



MIAMI-DADE COUNTY PUBLIC SCHOOLS

VISION

We are committed to provide educational excellence for all.

MISSION

We provide the highest quality education so that all of our students are empowered to lead productive and fulfilling lives as lifelong learners and responsible citizens.

CORE VALUES

Excellence

We pursue the highest standards in academic achievement and organizational performance.

Integrity

We build positive relationships through honesty, respect and compassion, which enhance the self-esteem, safety, and well-being of our students, families and staff.

Equity

We foster an environment that serves all students and aspires to eliminate the achievement gap.

Citizenship

We honor the diversity of our community by working as a team to ensure the educational success of all of our students and recognize that our obligations go beyond our professional responsibilities to promote democratic principles.

6921 - LAMAR LOUISE CURRY MIDDLE SCHOOL

VISION

In pursuit of prosperity, Lamar Louise Curry Middle School's vision is to empower students with a mature and comprehensive education that will benefit them and society. Our school will promote a culture of excellence, providing purposeful and enriching instruction, ensuring that each student will reach their optimal potential. Our school is committed to generating a spirit of leadership and positive self-concept. It is our goal to involve all stakeholders in accepting responsibility for achievement. It is our vision that the products of this educational institution exceed expectations allowing a global society to reap the rewards of our dedication.

MISSION

Our mission at Lamar Louise Curry Middle School is to empower students to become active members of our democratic society through an enriched academic, technological, artistic, safe and healthy social environment.

CORE VALUES



School Improvement Plan

2007-2008



Lamar Louise Curry Middle School strives to offer the best learning environment for our students and our community by being a place where students, parents, teachers, and others feel at home in an atmosphere where they are welcome to express their ideas and put them into action.

Excellence

We strive for the highest standards in academic achievement, attendance, and attitude.

Equity

We cultivate an environment that is committed to serving and strive to eliminate all obstacles that may impede achievement.

Citizenship

We promote a unity of cultures by generating a spirit of leadership and positive self-confidence allowing for a global society.

School Demographics

Lamar Louise Curry Middle School is located on a 29-acre site and was founded in the 2003-2004 school year. The school serves over 1600 students from the surrounding neighborhood. A large number of students live within walking distance and reside in single-family homes with neighboring small shopping areas. The ethnic makeup of the student body is comprised of 88% Hispanic descent, 7% White, 2% Black, and 3% Multiracial. In the 2007 Florida Comprehensive Assessment Test (FCAT), 9% of our total student population scored at Level 1 and 13% at Level 2 in Reading. In Mathematics 11% our total student population scored at Level 1 and 17% scored at Level 2. Our ELL student population scores revealed that 86% scored at Level 1 and 7% at Level 2 in Reading, while in Mathematics 65% scored at Level 1 and 21% at Level 2. Our SPED students scores revealed that 29% scored at Level 1 and 34% at Level 2 in Reading. In Mathematics 33% of the SPED population scored at Level 1 and 29% scored at Level 2. The White student population scores revealed that 7% scored at Level 1, 10% at Level 2 in Reading, and in Mathematics 10% scored at Level 1 and 15% at Level 2. The Black subgroup scored, 6% at Level 1 and 13% at Level 2 in Reading. In Mathematics 10% scored at Level 1 and 10% at Level 2. The Hispanic subgroup scored at: 9% at Level 1 and 13% at Level 2 in Reading, while in Mathematics 11% scored at Level 1 and 17% at Level 2. The Economically Disadvantaged subgroup scored at: 11% at Level 1 and 16% at Level 2 in Reading, while in Mathematics 13% scored at Level 1 and 18% at Level 2. Approximately 49% of the student population is on Free or Reduced lunch. The students are serviced in all areas of the curriculum including ELL, SPED, and Gifted. Lamar Louise Curry Middle School employs 116 full-time faculty and staff and 16 part-time staff members. The full-time employees include 4 administrators, 73 general education teachers, 7 Exceptional Student Education teachers, 1 Lead teacher, 4 counselors, 1 Media Specialist, 5 paraprofessionals, 1 computer specialist, 5 office clerks, 7 security monitors, 9 custodians, 1 cafeteria manager, and 1 assistant manager. Of the 116 full-time employees, 4 are National Board Certified, 3 have Doctorate degrees, 3 hold Specialist degrees, and 14 have Masters degrees. The part-time employees include 7 office clerks and 6 cafeteria workers. The ethnic makeup of the faculty is 67.2% Hispanic, 19.7% White, 8.2% Black, 1.6% Asian and 3.3% other.

Lamar Louise Curry Middle School provides a curriculum that encourages critical thinking skills and the infusion of technology. The school is an "I Choose" school and has been accredited for the middle years International Baccalaureate Program with a total student population of 149. The school has consistently placed among those with the highest percentages for attendance in the entire district. Students have received awards and recognition in the areas of writing, science, and the fine arts. One of the areas of concern is overcrowding; currently the school is functioning at a capacity of 165%. To compensate for the overcrowding, 5 additional teachers have been hired. Additional sections were added in Language Arts (5), in Mathematics (6), in Science (3), in Reading (5), in Social Studies (2), and in Physical Education (4), bringing the class size to 22.08. In comparison with the district and state retention rate, the school retention rate is .09% which is extremely low. Our eighth grade students transition to John F. Ferguson Senior High School.

In order to meet the needs of the student population, Lamar Louise Curry Middle School offers Extended Foreign Language Program (EFL) classes in Spanish and French. The school has a large gifted population, which consists of 18.8% of the total student body. Furthermore, Academic Excellence Program (AEP) is offered in Mathematics (Algebra Honors and Geometry) and Science (Earth & Space Honors). The school has implemented tutorial programs before school hours in the areas of Reading, Mathematics, and Writing. Also a Saturday Tutorial Program is offered to students in Mathematics, Reading, and Science. During the morning hours, a PLATO recovery program is in place for those students that need to make up a Language Arts or Mathematics class.

The school has developed the motto of being "Simply the Best", as part of the philosophy that permeates throughout the building and that aims to maintain high standards in attendance, achievement, attitude, and safety. The faculty and staff are deeply committed to academic excellence. As a result, the students have responded positively, acquiring an "A+" school status for three consecutive years.

School Foundation

Leadership:

The Organizational Performance Improvement Snapshot Survey indicates staff confidence in the school's administrative leadership. On a scale of 1-5 the scores range from 4.8 to 4.5, resulting in an average of 4.7 for this category.

District Strategic Planning Alignment:

The Snapshot Survey indicates general satisfaction among the staff on this particular category. Our range on this category was 4.7 to 4.5. The question that scored 4.5 was 2a "as it plans for the future, my work location asks for my ideas." Members of the school community, instructional and non-instructional, feel empowered to share ideas and strategies to contribute towards reaching the common goals of our mission statement.

Stakeholder Engagement:

Lamar Louise Curry Middle School emphasizes a family approach in their dedication by providing a positive and enriching learning environment, which has resulted in a high score of 4.8 in this section of the survey.

Faculty & Staff:

The school is extremely proud of the results in this category because it directly reflects the team effort and family atmosphere of our entire staff. This category is overwhelmingly one of our highest, with an average at 4.7. The item that received the highest score within this category was 5e - "I have a safe workplace", with a score of 4.8. We take pride in ensuring a safe learning environment for staff and students.

Lamar Louise Curry Middle School is proud of the collaboration among teachers, which facilitates reflection and collegial sharing of best practices. New faculty and staff are mentored, supported, and quickly incorporated as part of our educational school family.

Data/Information/Knowledge Management:

The snapshot survey indicates staff's beliefs about measurement, analysis and knowledge management of data. The overall score of 4.7 indicates strong agreement in the use of data to monitor student progress and implementation of the district's Continuous Improvement Model (Plan, Do, Study, Act).

Education Design:

The snapshot survey indicates an average score of 4.6. Lamar Louise Curry Middle School operates on a rotating block schedule. The implementation and monitoring of the CIM enables the school's administration, faculty, and stakeholders to obtain academic success.

Performance Results:

The snapshot survey indicates an average score of 4.7 in this category. It is in this category that the school received a 4.3 in question 7c - "I know how well my work location is doing financially." As it pertains to 7c, the school administration will conduct periodic budget inservices for the staff and the Educational Excellence School Advisory Council. Copy of the school budget will be provided to staff and reviewed on a regular basis. The second area identified for improvement is 1g - "My work location asks me what I think." In order to address this area, monthly Curriculum Council meetings will be conducted to further open the lines of communication among all school stakeholders. Teachers will be invited to attend curriculum council meetings and EESAC meetings in order to obtain their input.



School Improvement Plan 2007-2008



Schools Graded 'C' or Below

Professional Development:

Disaggregated Data :

Informal and Formal Assessments:

Alternative Instructional Delivery Methods :

Schools Offering Primarily Grades 6 through 12

Secondary School Redesign (new State requirement, Sec. 1003.413, F.S.) :

<input checked="" type="checkbox"/>	Different Innovative Approaches to Instruction
<input checked="" type="checkbox"/>	Responsibility of Teaching Reading for Every Teacher
<input checked="" type="checkbox"/>	Quality Professional Development for Teachers and Leaders
<input type="checkbox"/>	Small Learning Communities (SLC)
<input checked="" type="checkbox"/>	Intensive Intervention in Reading and Mathematics
<input checked="" type="checkbox"/>	Course Choice Based on Student Goals / Interests / Talent
<input checked="" type="checkbox"/>	Master Schedules Based on Student Needs
<input checked="" type="checkbox"/>	Parental Access and Support
<input checked="" type="checkbox"/>	Applied and Integrated Courses
<input checked="" type="checkbox"/>	Academic and Career Planning

Lamar Louise Curry Middle School is not currently participating in the Small Learning Community Program. However, the school staff makes every effort in adjusting the curriculum and delivering classroom lessons to benefit and address the needs of the individual students.

Reading Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high- performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Reading Statement

Given reading instruction, students will improve the necessary skills to increase their reading proficiency to meet state standards in reading.

Needs Assessment

Results of the 2007 FCAT Reading test indicate that 77 percent of students met high standards and that 65 percent demonstrated learning gains. Test results also indicate that 68 percent of students in the lowest 25 percent demonstrated learning gains. Additionally, 30 percent of SWD scored at Level 3 and above. Finally, 37 percent of our Limited English Proficiency students scored at Level 3 and above. Comparison of scores shows that all students are performing lower in the areas of Reference/Research and Main Idea/Purpose.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Measurable Objective

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades sixth through eight will increase their reading skills as evidenced by 82 percent of students scoring at Level 3 or higher on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Students with Disabilities (SWD) subgroup will improve their reading skills as evidenced by 58 percent of students scoring at Level 3 or higher on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, students in the English Learners (ELL) subgroup will improve their reading skills as evidenced by 58 percent of students scoring at Level 3 or higher on the 2008 administration of the FCAT Reading Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement the Accelerated Reading Program through the Language Arts Classes for all students in grades six through eight.	Principal, AP for Curriculum, Media Spec., Language Arts Department Chair, Language Arts Teachers	09/04/2007	05/16/2008	District-wide Literacy Plan	0
Continue the use of the reading coach to monitor the District Comprehensive Research Reading Program as it relates to all aspects of the school's reading program.	Principal, AP for Curriculum	08/20/2007	06/05/2008	District-wide Literacy Plan	50868
Implement a before school reading academy to provide reading tutoring/remediation for students performing in the lowest 25% in grades six through eight.	Curriculum AP, Reading Teachers	08/20/2007	06/05/2008	District-wide Literacy Plan	12000
Provide an additional teacher to the reading department to reduce the number of students in FCAT reading classes for all Level 1 and 2 students in grades six through eight.	Curriculum AP, Reading Teachers	08/20/2007	06/05/2008	Continuous Improvement Model	50867
Provide benchmark assessments throughout the year and analyze results using the Continuous Improvement Model (CIM).	Principal AP for Curriculum Language Arts Department Chair Language Arts Teachers	08/20/2007	06/05/2008	Continuous Improvement Model	0
Continue to incorporate FCAT style questions using the middle school Q-Cards throughout the curriculum for all students in Level 3 and above.	Curriculum AP, Content Area Teachers	09/10/2007	06/05/2008	District-wide Literacy Plan	0
Implement during block scheduling the Read 180 program to SWD in intensive reading classes and evaluate each semester.	Principal, Curriculum AP, Reading Teachers	08/20/2007	06/05/2008	District-wide Literacy Plan	0
Identify and place all sixth, seventh, and eighth grade students scoring Level 1 and 2 in the FCAT Reading Test in intensive reading classes during the school day according to the requirements of the comprehensive reading plan.	Principal, AP for Curriculum, Department Chair for Student Services	08/20/2007	06/05/2008	District-wide Literacy Plan	0
Implement morning tutorial for ELL and SWD students for Reading and the Saturday Academy for all Level 1 and 2.	Curriculum AP	10/01/2007	02/01/2008	District-wide Literacy Plan	
Implement the Reading Benchmark Focus Calendar to ensure that all tested benchmarks are addressed and reinforced.	Curriculum AP, Language Arts Teachers	08/20/2007	06/05/2008	Continuous Improvement Model	
Implement differentiated instruction for ELL learners through the use of TEEN BIZ Program.	Curriculum AP, ELL Teachers	08/20/2007	06/05/2008	Continuous Improvement Model	
Infuse Reciprocal Teaching strategies to improve students' reading skills.	Curriculum AP, Reading Teachers	08/20/2007	06/05/2008	District-wide Literacy Plan	

Research-Based Programs

Several research-based programs will be utilized to ensure successful implementation of our School Improvement Plan. The school will use the Read 180, Soar to Success, Interim Assessments, the Scholastic Read XL and the Accelerated Reader.



School Improvement Plan 2007-2008



Professional Development

Provide professional development that will include training in CRISS strategies, Reciprocal Teaching, FCAT Explorer, PLATO, Read 180, Accelerated Reading, and sharing of best practices.

Evaluation

Evaluation will include District interim assessments, Scholastic reading Inventory (SRI), Florida Oral Fluency Test (F-ORF), in-house benchmark assessments, and the 2008 FCAT Reading test. All tutorial programs will be evaluated through a pre-test, progress test, and post test.

Mathematics Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high- performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Mathematics Statement

Given mathematics instruction, students will make annual learning gains sufficient to acquire the knowledge, skills, and competency to master state standards in mathematics.

Needs Assessment

Results of the 2007 FCAT Mathematics Test indicate that 76 percent of students performed at or above achievement Level 3 and that 77 percent demonstrated learning gains. Additionally, the FCAT mathematics results indicate that 27 percent of the SWD subgroup students scored Level 3 and above, while 43 percent of the ELL subgroup students scored at Level 3 and above. Finally, the scores reveal that additional instruction is needed in Measurement and Geometry.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades sixth through eight will increase their mathematics skills as evidenced by 81 percent of students scoring at Level 3 or above on the 2008 FCAT Mathematics Test as compared to the 2007 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, SWD subgroup students will increase their mathematics skills as evidenced by 62 percent of students meeting high standards on the 2008 FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, ELL subgroup students will increase their mathematics skills as evidenced by 62 percent of students meeting high standards on the 2008 FCAT Mathematics Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement the use of graphing calculators in all mathematics classes.	Assistant Principal for Curriculum, Mathematics Department Chairperson, Mathematics Teachers	08/20/07	06/05/2008	Continuous Improvement Model	20000
Infuse FCAT Mathematics formatted questions throughout the year in all mathematics classes.	Principal, AP for Curriculum, Department Chair for Mathematics, Mathematics Teachers	08/20/2007	06/05/2008	Continuous Improvement Model	0
Implement a before-school Mathematics Academy to provide mathematics tutoring/remediation for students performing in the lowest 25% in grades six through eight.	Curriculum AP, Mathematics Teachers	08/20/2007	06/05/2008	Continuous Improvement Model	12000
Provide benchmark assessment throughout the year and analyze results using the Continuous Improvement Model (CIM).	Principal, Curriculum AP, Mathematics Chairperson, Mathematics Teachers	08/20/2007	06/05/2008	Continuous Improvement Model	0
Continue to incorporate short response questions into the everyday delivery of the lessons for all students in Level 3 and above.	Assistant Principal for Curriculum, Mathematics Department Chair, Mathematics Teachers	08/20/2007	06/05/2008	Continuous Improvement Model	0
Continue utilization of the Competency-Based Curriculum and the Sunshine State Standards including the district provided scope and sequence for all NCBL subgroups.	Principal, Curriculum AP, Department Chair for Mathematics, Mathematics Teachers	08/20/2007	06/05/2008	Continuous Improvement Model	0
Provide professional development for mathematics teachers on the use of Student Performance Indicators (SPI), use of Graphing Calculators, CRISS Training, and Data Driven Instruction.	Principal, AP for Curriculum	08/20/2007	06/05/2008	Continuous Improvement Model	0
Utilize computer-assisted instruction in mathematics to provide practice in problem solving to students in grades sixth through eight.	Principal, AP for Curriculum, Department Chair for Mathematics, Mathematics Teachers	08/20/2007	06/05/2008	Continuous Improvement Model	0
Implement before school and Saturday Academy to provide assistance to all ELL and SWD students.	AP for Curriculum	10/01/2007	02/01/2008	Continuous Improvement Model	

Research-Based Programs

Several research-based programs will be utilized to ensure successful implementation of our School Improvement Plan. Utilization of the state-adopted mathematics textbooks - Glencoe Mathematic Program, PLATO, Interim Assessments, and Riverdeep.

Professional Development



School Improvement Plan

2007-2008



In an effort to increase the use of data analysis, all teachers will be trained in the use of Web Student Performance Indicators (SPI). Sharing of Best Practices will be achieved through weekly department meetings. Results of the Interim Assessments will be analyzed during departmental and grade level meetings. Finally, Mathematics Course Recovery (PLATO) software training will be held for teachers to instruct them in the most effective way to utilize the software in the classroom.

Evaluation

District interim assessments will be administered to ensure that appropriate progress is being made by all students. Grade Level Benchmark exams will be analyzed and adjustments will be made to the curriculum when necessary. Tutorial programs will be evaluated via progress tests for each of the benchmarks. The results of the 2008 FCAT test will be used to assess student progress.

Writing Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high- performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Writing Statement

Given writing instruction, students will improve the necessary skills to increase the writing proficiency level to meet state standards in writing.

Needs Assessment

Based on the 2007 FCAT score results, 95 percent of students will maintain their writing scores at 3.5 and above.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given writing instruction based on the Sunshine State Standards, students in grade eight will demonstrate their skill and proficiency in writing, as evidenced by 95 percent of the students meeting high standards on the 2008 FCAT Writing+.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide a pre, progress, and post writing test to all students and provide appropriate remediation.	Principal, Curriculum AP, Language Arts Department Chair	08/27/2007	04/15/2008	Continuous Improvement Model	0
Provide in-service opportunities for all new teachers and reinforcement for those teachers previously trained on using the FCAT Writing rubric.	Principal, Curriculum AP, Language Arts Department Chair, Language Arts Teachers	09/04/2007	06/05/2008	Continuous Improvement Model	0
Develop a Friday and Saturday writing Academy to provide remediation for selected students in eighth grade needing the most improvement with their writing skills.	Curriculum AP, Language Arts Teachers	10/01/2007	02/01/2008	Continuous Improvement Model	12000
Provide in-service opportunities for all Language Arts teachers on FCAT Writing Strategies.	Principal, Curriculum AP, Language Arts Department Chair, Language Arts Teachers	09/10/2007	06/05/2008	Continuous Improvement Model	0
Offer a Creative Writing class for students to improve their writing skills.	Curriculum AP, Writing Teacher	08/20/2007	06/05/2008	Continuous Improvement Model	
Provide Reading and Language Arts Teachers with Write Traits Resource Kit to infuse in writing lessons.	Curriculum AP, Language Arts and Reading Teachers	08/20/2007	06/05/2008	Continuous Improvement Model	
Use in-house grade-level writing packets to support the writing program.	Curriculum AP, Language Arts Teachers	08/20/2007	06/05/2008	Continuous Improvement Model	

Research-Based Programs

The research-based program will be the Great Source Writes Traits Classroom Kits.

Professional Development

In an effort to maintain our school's writing scores, teachers will be trained on the use of holistic scoring and provided opportunities to attend the Zelda Glazer Writing Institute and Write Traits Workshop.

Evaluation

A pre-test will be administered in the Fall of 2007 to establish a base line and a post-test will be administered in the Spring of 2008 to monitor progress. The results of the 2008 FCAT Writing Test will serve as a measuring tool. In addition, further writing assessments will be administered according to the in-house writing plan.

Science Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Science Statement

Given science instruction, students will improve their science proficiency skills to meet state standards in Science.

Needs Assessment

Results of the 2007 FCAT Science scores indicate that 51 percent of eighth grade students scored at high proficiency level. Additionally, the 2007 FCAT Science test data reveals that the eighth grade mean scale score for Lamar Louise Curry Middle School was 313. This score is 33 points higher than the District's eighth grade mean scale score of 280. These scores revealed that improvement needs to take place in the areas of Physical and Chemical Science.

Measurable Objective

Given science instruction based on the Sunshine State Standards, 61 percent of students in grade eight will score at high proficiency level on the 2008 FCAT Science Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize the Competency-Based Curriculum and the Sunshine State Standards including the district provided scope and sequence.	Principal, Curriculum AP, Science Department Chair	08/20/2007	06/05/2008	Continuous Improvement Model	0
Participate in district-wide competitions in which students can demonstrate their science knowledge.	Principal, Curriculum AP, Science Department Chair, Science Teachers	08/20/2007	06/05/2008	Continuous Improvement Model	0
Improve test taking skills for the science FCAT by implementing FCAT strategies, using FCAT formatted tests, and administering the District Interim Assessments.	Principal, Curriculum AP, Science Department Chair	08/20/2007	06/05/2008	Continuous Improvement Model	0
Implement the use of United Streaming in Science classes to increase critical thinking skills and the use of technology.	Science teachers	08/20/2007	06/05/2008	Continuous Improvement Model	3000
Perform lab experiments that require collecting, organizing, graphing and interpreting data as evidenced through science teachers' lesson plans.	Principal, Curriculum AP, Science Department Chair	08/20/2007	06/05/2008	Continuous Improvement Model	0
Implement an FCAT Science countdown, where students will answer sample FCAT questions at the beginning of each class.	Curriculum AP, Science Department Chairperon, Science Teachers	08/20/2007	06/05/2008	Continuous Improvement Model	0

Research-Based Programs

Several research-based programs will be utilized to ensure successful implementation of our School Improvement Plan. Some of the programs that will be used are the state adopted Science Textbook- Glencoe, District provided interim assessments, and United Streaming.

Professional Development

In an effort to increase the use of data analysis, all teachers will be trained in the use of Web Student Performance Indicators (SPI), CRISS Training. Sharing of Best Practices will be achieved through weekly department meetings.

Evaluation

Students' progress will be monitored through the implementation of monthly and quaterly benchmark assessments. Students will be evaluated through the District provided interim assessments. Also, the results of the 2008 FCAT Science Test will serve as a form of evaluation.

Parental Involvement Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Parental Involvement Statement

Lamar Louise Curry Middle School will increase parental involvement by fostering a home-school partnership that focuses on communication and accessibility.

Needs Assessment

District statistics show that there is a decrease in parental involvement between the elementary school and middle schools grades. Tabulations of the sign-in logs for Parental Involvement in school wide activities indicated that 56 percent of the targeted groups attended at least one activity. However, the school will continue to emphasize the importance of parental involvement.

Measurable Objective

Given an emphasis to School Board Rule 6Gx13-1B-1.011, Parental Involvement, 60 percent or more of Lamar Louise Curry Middle School parents will attend at least one school function during the 2006-2007 school year as evidenced by visitor and attendance logs.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Conduct a parent orientation for incoming sixth grade students. (PTA Std. I)	Principal, Assistant Principals, Student Services Department	08/10/2007	08/20/2007	Continuous Improvement Model	0
Invite parents to participate in award ceremonies honoring the achievements of Lamar Louise Curry Middle School students. (PTA Std. I)	Principal, Assistant Principals	8/20/2007	06/05/2008	Continuous Improvement Model	0
Provide in-service activities for parents focusing on academic learning and parenting strategies. (PTA Std. II)	Principal, Assistant Principals, Student Services Department	08/20/2007	06/05/2008	Continuous Improvement Model	0
Advertise all PTSA sponsored activities to parents via flyers, school calendar, and school website. (PTA Std. VI)	Principal, Assistant Principal, PTSA President	08/20/2007	06/05/2008	Other/ Not Applicable	0
Continue the use of the link to the Parent Academy on the school's website to provide parents with the latest school and district-wide initiatives. (PTA Std. I)	Principal, Assistant Principals	08/20/2007	06/05/2008	Other/ Not Applicable	0
Create a school site resource center for parents in order to maintain parents informed of district course offerings. (PTA Std. I - VI)	Principal, Assistant Principals	08/20/2007	06/05/2008	Other/ Not Applicable	0
Conduct training for faculty on bullying and harrassment.	Student Services Dept.	11/15/2007	11/15/2007	Safe and High-quality Facilities	
Conduct traing for Student Services Department on Bullying and harrassment.	Curriculum AP	09/24/2007	09/24/2007	Safe and High-quality Facilities	

Research-Based Programs

The school will continue to use the National Standards for Parent and Family Involvement Program (PTSA). In addition, the Parent Academy will be utilized to increase parental involvement.

Professional Development

The school will conduct monthly EESAC Meetings and parent inservices.

Evaluation

The school will utilize sign-in logs for all parent activities at the school site.

Discipline & Safety Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

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<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Discipline & Safety Statement

Lamar Louise Curry Middle School will decrease the number of outdoor/indoor suspensions.

Needs Assessment

Results of COGNOS report indicate that a total of 100 days of indoor suspension and a total of 115 days of outdoor suspension took place at Lamar Louise Curry Middle School during the 2006-2007 school year. As a result of this data, alternative methods to suspension will be put in place to further assist students.

Measurable Objective

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a 10 percent decrease in the number of suspensions (indoor, outdoor) during the 2007-2008 school year, as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Maintain attendance logs for all students attending group counseling sessions.	Principal, Assistant Principals, Student Services Department	08/20/2007	06/05/2008	Truancy Prevention	0
Conduct monthly departmental meetings to discuss topics to be incorporated in house group counseling sessions.	Principal, Assistant Principals, Student Services Department	08/20/2007	06/05/2008	Continuous Improvement Model	0
Develop a meeting schedule for targeted students.	Principal, Assistant Principals, Student Services Department	08/20/2007	06/05/2008	Continuous Improvement Model	0
Conduct group intervention counseling sessions with targeted group and analyze results.	Principal, Assistant Principals, Student Services Department	08/20/2007	06/05/2008	Continuous Improvement Model	0
Identify students experiencing academic/behavioral problems each marking period and provide counseling.	Principal, Assistant Principals, Student Services Department	08/20/2007	06/05/2008	Continuous Improvement Model	0

Research-Based Programs

The programs that will be implemented at Lamar Louise Curry Middle School this year are the Continuous Improvement Model (CIM), and the District's Secondary Student Code of Conduct.

Professional Development

Provide beginning teachers with classroom management inservices. Conduct Safe Crisis Management Training for teachers.

Evaluation

Results of the 2007-2008 Student Case Management System Executive Summary report from COGNOS and the MEP Scorecard.

Technology Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Technology Statement

Given technology instruction, students will improve their computer skills in order to incorporate technology in their classroom assignments.

Needs Assessment

A review of the master schedule revealed an increase in student enrollment, reducing the classroom space availability. This resulted in a need for converting computer labs space into standard classrooms.

Measurable Objective

Given an emphasis on the use of technology in education, all students will augment their usage of technology such as the FCAT Explorer Program as evidenced by a 10 percent increase during the 2007-2008 school year as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Create student logs to document technology use in the classrooms and in the media center.	Principal, Assistant Principals	8/20/2007	06/05/2008	Continuous Improvement Model	0
Provide staff development for teachers in the use of computer aided instruction such as FCAT Explorer, United Streaming and School Performance Indicators (SPI).	Principal, Assistant Principals	08/20/2007	06/05/2008	Continuous Improvement Model	0
Provide teachers with passwords needed to utilize the district resources and on-line databases.	Principal, Assistant Principals, Computer Specialist	08/20/2007	06/05/2008	Secondary School Reform	0
Utilize the media center as a computer lab to incorporate the use of technology within lessons as evidenced through students' sign-in logs.	Principal, Assistant Principal	08/20/2007	06/05/2008	Secondary School Reform	0
Assure that the necessary technology resources are in place in all classes involved, such as access to Edusoft and wireless labs.	Principal, Assistant Principals	09/10/2007	06/05/2008	Continuous Improvement Model	0
Implement Teen Biz for all ELL students.	Curriculum AP, ELL Teachers	08/20/2007	06/05/2008	District-wide Literacy Plan	

Research-Based Programs

National Education Technology Standards.

Professional Development

Workshops that will incorporate the use of technology in the classroom, such as: Edusoft, Gradebook, FCAT Explorer, and SPI. Sharing of best technology use in the classroom during departmental meetings.

Evaluation

Student technology sign-in logs.

Health & Physical Fitness Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Health & Physical Fitness Statement

Given health and physical fitness instruction, students will improve their physical fitness skills needed to meet the FITNESSGRAM requirements.

Needs Assessment

An analysis of the data reveals that 78 percent of the students in the Physical Education program during the 2006-2007 school year received the gold/silver awards on the FITNESSGRAM Program test. The results also indicate that more of the sixth and seventh grade students need improvement on their cardio-vascular endurance. Higher emphasis will be placed in that area of health fitness in order to address that need.

Measurable Objective

Given instruction based on the Miami-Dade County Public Schools mandated FITNESSGRAM standards, students in grades six through eight will improve their physical fitness skills as evidenced by 83 percent of students meeting high standards in the FITNESSGRAM requirements of the gold and silver awards on the 2007-2008 test administration.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide Nutrition instruction in all physical education classes to better inform students on how to improve body composition.	Principal, Assistant Principals, Physical Education Teachers	08/20/2007	06/05/2008	Healthcare & Healthy Choices	0
Involve all students in physical education classes in stretching and cardio-vascular activities on a daily basis.	Principal, Assistant Principals, Physical Education Teachers	08/20/2007	06/05/2008	Healthcare & Healthy Choices	0
Provide incentives such as medals and an end of the year assembly for good performance in physical education classes, in an effort to motivate students to perform their best.	Principal, Assistant Principal, Physical Education Teachers	08/20/2007	06/05/2008	Healthcare & Healthy Choices	0
Incorporate lessons in the physical education classes to include proper exercise techniques	Principal, Assistant Principal, Physical Education Teachers	08/20/2007	06/05/2008	Healthcare & Healthy Choices	0
Create a data analysis report identifying areas needing improvement as indicated by a fitness pretest.	Principal, Assistant Principal, Physical Education Teachers	08/20/2007	06/05/2008	Healthcare & Healthy Choices	0

Research-Based Programs

FITNESSGRAM Program.

Professional Development

Teacher and staff will take advantage of District level physical education in-services.

Evaluation

The administration of the 2007-2008 FITNESSGRAM test will serve as the form of evaluation.

Electives & Special Areas Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Electives & Special Areas Statement

Increase the number of students enrolled in Foreign Language classes.

Needs Assessment

Informal assessments conducted with teachers revealed that due to the global demands, students need to learn a second language in order to communicate in a global society.

Measurable Objective

Given an emphasis on the benefits of learning a second language, the number of students participating in a foreign language course will increase to 371 students during the 2007-2008 school year as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Offer higher level classes with high school credits to motivate students to remain in this program.	Student Services, Foreign Language Teachers	08/20/2007	06/05/2008	Secondary School Reform	0
Conduct classroom presentations to inform students of the benefits of learning a foreign language.	Student Services, Foreign Language Department Chair	08/20/2007	06/05/2008	Secondary School Reform	0
Conduct presentations at the elementary school level to inform students of the school's Foreign Language Program.	Student Services, Foreign Language Department Chair	01/07/2008	05/30/2008	Secondary School Reform	0
Meet with administrative team, student services department, and foreign language department to develop a plan on recruiting students for these classes.	Principal, Assistant Principals	10/01/2007	05/30/2008	Continuous Improvement Model	0
Increase the number of students enrolled in Foreign Languages classes through classroom presentations.	Principal, Assistant Principals	08/20/2007	06/05/2008	Continuous Improvement Model	0
Students in the IB program will serve community hours.	IB Lead Teacher, IB Teachers	09/10/2007	06/05/2008	Secondary School Reform	0

Research-Based Programs

Continuous Improvement Model (CIM). Utilization of state adopted foreign language textbooks.

Professional Development

Sharing of best practices during weekly departmental meetings. Teachers will attend District meetings and workshops.

Evaluation

This objective will be evaluated utilizing the master schedule.

Return On Investment Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Return On Investment Statement

Lamar Louise Curry Middle School will rank at or above the 50th percentile statewide in the ROI index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the FLDOE indicates that in 2007 there was not enough data to provide a rank.

Measurable Objective

Lamar Louise Curry Middle School will achieve a ranking on the State of Florida ROI index publication of at least 50th percentile on the next publication of the index.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Collaborate with the district on resource allocation.	PrincipalAssistant Principals	08/20/2007	06/05/2008	Business Process Redesign	0
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal, Assistant Principals, Career Specialist	08/20/2007	06/05/2008	Continuous Improvement Model	0
Consider the shared use of facilities, in partnership with community agencies.	PrincipalAssistant Principal	08/20/2007	06/05/2008	Business Process Redesign	0
Provide information to the faculty and staff in regards to how the return on investment is calculated.	PrincipalAssistant Principals	08/20/2007	06/05/2008	Continuous Improvement Model	0

Research-Based Programs

Not Applicable.

Professional Development

Not Applicable.

Evaluation

On the next State of Florida ROI index publication, Lamar Louise Curry Middle School will show progress toward reaching the 50th percentile.

EESAC Compliance

YES	NO	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><i>The majority of the Board of Directors/EESAC members are not employed by the school. The Board of Directors SAC is composed of the principal, and an appropriately balanced number of teachers, education support employees, students (for middle, junior high and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.</i></p>

Budget:

Mini-budget training was provided to EESAC members in order to inform all stakeholders on how money was utilized.

Training:

Staff development took place during early release days and during faculty meetings.

Instructional Materials:

EESAC funds were allocated to purchase instructional materials such as student planners.

Technology:

Technology was included in the strategies of the School Improvement Plan and additional training was provided to staff.

Staffing:

All vacant positions were filled as quickly as possible in order to reduce class size.

Student Support Services:

Student conflict management counseling sessions were increased.

Other Matters of Resource Allocation:

Additional information and opportunities were made available to teachers such as grant opportunities.

Benchmarking:

Benchmarking activities were included in the strategies of the School Improvement Plan and in the development of Curriculum Mapping.

School Safety & Discipline:

Student Services Department continued its implementation of non-violence approach through classroom visitations and group counseling.

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	113735
Mathematics	32000
Writing	12000
Science	3000
Parental Involvement	0
Discipline & Safety	0
Technology	0
Health & Physical Fitness	0
Electives & Special Areas	0
Return On Investment	0
Total	160735



School Improvement Plan 2007-2008



Date of Review: _____

This School Improvement Plan has been reviewed cooperatively by administrators, teachers, parents, students, and business/community representatives. As a result of this review, modifications to the SIP will be made in the following areas

The original signature page, including signatures of all persons listed below, is on file at the Region Office.

Required Signatures:

Principal

EESAC Chair

UTD Steward

EESAC Parent Representative

EESAC Business/Community Representative

EESAC Student Representative, as applicable

Additionally, the signature of the Region Superintendent/District Administrator certifies that this plan has been reviewed by appropriate personnel to ensure compliance with state and district rules.

Region Superintendent