
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 6921 - Lamar Louise Curry Middle School

FeederPattern: John A. Ferguson Senior

Region: Regional Center V

District: 13 - Miami-Dade

Principal: Caridad Montano

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Lamar Louise Curry Middle School

Lamar Louise Curry Middle School is a newly established school located at 15750 SW 47th Street. The 2005-2006 school year will be our first year with all three middle school grades. The school serves over 1500 Students with 90% being of Hispanic origin. The neighborhood consist mostly of single-family homes with small neighboring shopping areas. There are approximately 500 students receiving free or reduced lunch. The students are serviced in all areas of the curriculum including ESOL, ESE, and Gifted. We endeavor to maintain high standards through encouraging critical thinking and infusing technology into the classroom setting. Lamar Louise Curry Middle School is seeking authorization for the middle years of the International Baccalaureate program. Lamar Louise Curry Middle School is an educational center where excellence, safety, and nurturing are the key words to success.

Given instruction using the Sunshine State Standards, students will increase their reading skills as evidenced by a two percent increase in the percentage of students scoring at level 3 or above on the 2006 FCAT Reading test as compared to the 2005 FCAT Reading Test.

Given Instruction using the Sunshine State Standards, students will increase their mathematics skills as evidenced by a two percent increase in the percentage of students scoring at level 3 or above on the 2006 FCAT Mathematics Test as compared to the 2005 FCAT Mathematics.

Given instruction in expository and persuasive writing, 50% of the students will score 3.5 or higher on the 2006 FCAT Writing Plus.

Given instruction using the Sunshine State Standards, students in eighth grade will maintain their skills as evidenced by meeting or exceeding the District average mean scale score 2006 FCAT Science test.

Given emphasis to School Board Rule 6Gx13-1B-1.011, Parental Involvement, 50% or more of Lamar Louise Curry Middle School parents will attend at least one school function during the 2005-2006 school year as evidenced by visitor and attendance logs.

“Group Intervention Counseling” services for students in seventh grade will increase by ten percent during the 2005-2006 school year as compared to the 2004-2005 Student Case Management Forms.

In an effort to increase the use of technology to supplement classroom instruction each student will work with one district recognized technology based program in at least two of the core classrooms as evidenced by student logs.

Students will increase their performance on the FITNESSGRAM assessment by demonstrating a three percentage increase in the percent of students taking the test and achieving the Silver or Gold category on the 2006 FITNESSGRAM Award.

The enrollment of students in the dance classes will increase by at least ten percent as evidenced by the official number of students enrolled for Dance for the 2005-2006 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.

Based on the results of the Organizational Performance Improvement Snapshot, two areas for improvement were identified. These two areas selected for improvement were “7c- I know how well my organization is doing financially, and 6b- I collect information (data) about the quality of my work.” Although the overall results of the snapshot were very positive these are the two lowest ranking areas. The first area identified for improvement is “7c – I know how well my organization is doing financially.” Regarding the first area for improvement – “I know how well my organization is doing financially a mini-budget training has been scheduled for the Educational Excellence School Advisory Council. In an effort for all stakeholders to understand the budget the school leaders will provide communication to all faculty members as to when this meeting will be held to further their knowledge in this area. The second area identified for improvement is “6b – I collect information (data) about the quality of my work.” The leadership of the school will continue to provide up-to-date data and educate stakeholders on how to best utilize achievement data for school improvement.

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.

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

Lamar Louise Curry Middle School strives to offer the best learning environment for our students and our community by being in 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. The school serves over 1500 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 population of the school is predominately of Hispanic descent. The ethnic makeup of the student body is formed of 90% Hispanic, 6% White, 2 % Black, and 2% Asian. The ethnic makeup of the faculty is 69% Hispanic, 20% White, and 11% Black. Lamar Louise Curry Middle School currently has a faculty of 59 teachers. Of those 59 teachers 32 are new teachers to the building, which were hired due to the increased enrollment of students. Additionally, 18 of the new teachers to the building are first year teachers.

The students are serviced in all areas of the curriculum including ESOL, ESE, and Gifted. 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 seeking approval for the middle years International Baccalaureate Program. 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. The school has consistently surpassed student and teacher goals for the United Way campaign as well as participated in community service projects.

The school has developed a motto to maintain a high standard in attendance, achievement, and attitude.

The faculty and staff are committed in achieving academic excellence. The students have responded positively, achieving an "A" school status in only their second year. With the increase in enrollment from approximately 800 students to over 1500 students the schools biggest challenge will be to continue on the path for high achievement while adapting to such significant growth. This growth has also afforded the school the opportunity to offer the full range of middle school programs and activities. We expect that this will lead to a more fulfilling experience for all of our students.

School Foundation

Leadership:

Leadership at Lamar Louise Curry Middle School is dedicated to its mission to empower students to become active members of our democratic society. The school leadership focuses on achieving this mission by creating a positive working environment and involving all employees in the decision making process.

District Strategic Planning Alignment:

Lamar Louise Curry Middle School is dedicated to the district's goals and objectives. The involvement of the school's employees and stakeholders is necessary in the development of said goals. Staff is continuously encouraged to provide input in achieving this goal.

Stakeholder Engagement:

Stakeholders are critical to the success of the mission of Lamar Louise Curry Middle. Through scheduled meetings, stakeholders are invited to share their concerns and needs. Additionally, the stockholder's opinions are always considered in the decision making process at Lamar Louise Curry Middle School.

Faculty & Staff:

Lamar Louise Curry Middle School is proud of their team approach in which departments work. Department chairpersons conduct weekly meetings to review information necessary in order to create a unified focus on the school's goals and objectives. Department chairpersons and the administration mentor new instructors on procedures and techniques in order for them to be successful in the classroom. Assistance is provided to other teachers having problems with students, curriculum, classroom management and other functions. Due to the significant increase in faculty members a needs survey will be taken to identify areas in which continued assistance will be necessary.

Data/Information/Knowledge Management:

Lamar Louise Curry Middle School gathers and interprets data in order to improve the instructional process. Data is used to identify areas of instruction that will need additional focus and attention. Academic data is monitored to provide additional learning opportunities for students working below grade level.

Education Design:

Lamar Louise Curry Middle School operates on a rotating block schedule for students in grade 6 thru 8. The students receive instruction from 9:00 A.M. until 3:40 P.M., Monday thru Friday. The media center is also open these hours as well as before and after school. Students experiencing academic problems and needing additional assistance are given opportunities to attend a before school tutoring program.

The School-wide Improvement Model used at Lamar Louise Curry Middle School is the Plan Do Check Act (PDCA). The PDCA enables the school's administration, faculty, and stakeholders to develop a plan and continuously monitor progress for academic success. The school will implement and evaluate strategies to assist in school improvement.

Additionally, Lamar Louise Curry Middle School is in the final stages of acceptance as International Baccalaureate

Middle Year Programme.

Performance Results:

Lamar Louise Curry Middle School continuously monitors the performance of its students on a school-wide basis as well as in individual classes. The SPI reports are utilized by all core curriculum teachers in order to effectively improve and monitor data to assist their students academically. The school also monitors the issues, which may negatively influence the instructional process and overall safety and school environment.

GOAL 1: READING

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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 checked="" 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"/>

GOAL 1 STATEMENT:

Our goal is for students to improve the necessary skills to meet state and federal standards in reading.

Needs Assessment

Results of the 2005 FCAT Reading test indicate that 70 percent of students performed at or above achievement level three and that 66 percent demonstrated learning gains. Test results also indicate that only 63 percent of the students in the lowest 25 percent demonstrated learning gains. Comparison of scores shows that all students are performing significantly lower in the areas of Words and Phrases in Context and Comparison/Cause and Effect.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input 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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction using the Sunshine State Standards, students will increase their reading skills as evidenced by a two percent increase in the percentage of students scoring at level 3 or above on the 2006 FCAT Reading test as compared to the 2005 FCAT Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Infuse CRISS (Creating Independence through Student-owned Strategies) and reciprocal teaching strategies across the curriculum.	Principal AP for Curriculum Language Arts Department Chair Language Arts Teachers	08/08/2005	05/24/2006
Implement the Accelerated Reading Program through the Language Arts Classes.	Principal AP for Curriculum Media Spec. Language Arts Department Chair Language Arts Teachers	08/08/2005	05/24/2006
Identify and place all six, seventh, and eighth grade students scoring Level 1 and Level 2 in the FCAT Reading Test in intensive reading classes during the school day according to the requirements of the comprehensive reading plan while using the Continuous Improvement Model (CIM).	Principal AP for Curriculum Department Chair for Student Services	08/08/2005	05/24/2006
Provide practice FCAT style-reading tests throughout the year and analyze results.	Principal AP for Curriculum Language Arts Department Chair Language Arts Teachers	08/08/2005	05/24/2006
Implement the Read 180 program to selected students in intensive reading classes and evaluate progress quarterly.	Principal AP for Curriculum Reading Teachers	08/08/2005	05/24/2006

Research-Based Programs

1. Language Arts textbook – Glencoe (Readers Choice)
2. Read 180.
3. CRISS (Creating Independence through Student-owned Strategies)

Professional Development

1. Reciprocal Teaching
2. Comprehensive Reading Plan
3. Data Analysis
4. CRISS (Creating Independence through Student-owned Strategies)
5. Curriculum Mapping
6. Read 180

Evaluation

1. District generated assessments
2. School generated FCAT formatted assessment
3. Oral Fluency Reading Probe
4. DAR (Diagnostic Assessment for Reading)
5. 2006 FCAT Reading test

GOAL 2: MATHEMATICS

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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 checked="" 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"/>

GOAL 2 STATEMENT:

Our goal is for students to improve the necessary skills to meet state and federal standards in mathematics.

Needs Assessment

Results of the 2005 FCAT Mathematics Test indicate that 69 percent of students performed at or above achievement level 3 and that 66 percent demonstrated learning gains. Comparison of scores shows that all students are performing significantly lower in the areas of Measurement and Algebraic Thinking.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given Instruction using the Sunshine State Standards, students will increase their mathematics skills as evidenced by a two percent increase in the percentage of students scoring at level 3 or above on the 2006 FCAT Mathematics Test as compared to the 2005 FCAT Mathematics.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Infuse FCAT Mathematics format questions throughout the year in all mathematics classes.	Principal AP for Curriculum Department Chair for Mathematics Mathematics Teachers	08/08/2005	05/24/2006
Continue utilization of the Competency-Based Curriculum and the Sunshine State Standards including the district provided scope and sequence.	Principal AP for Curriculum Department Chair for Mathematics Mathematics Teachers	08/08/2005	05/24/2006
Provide professional development for mathematics teachers on the use of Student Performance Indicators (SPI) and Academic Improvement Plans (AIP).	Principal AP for Curriculum	10/3/2005	05/24/2006
Utilize computer-assisted instruction in mathematics to provide practice in problem solving.	Principal AP for Curriculum Department Chair for Mathematics Mathematics Teachers	10/11/2005	05/05/2006
Gather and analyze school-wide test data to better address the individual needs of the students using CIM.	Principal AP for Curriculum Department Chair for Mathematics	08/08/2005	05/24/2006

Research-Based Programs

1. Mathematics Textbook – Glencoe
2. Riverdeep

Professional Development

1. Riverdeep
2. Data Analysis
- 3 CRISS (Creating Independence through Student-owned Strategies)
4. Curriculum Mapping

Evaluation

1. District generated assessments
2. School generated FCAT formatted assessment
3. School attendance at tutorials
4. 2006 FCAT Mathematics test

GOAL 3: WRITING

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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 checked="" 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"/>

GOAL 3 STATEMENT:

Our goal is for students to improve the necessary skills to meet state and federal standards in writing.

Needs Assessment

Results of a schoolwide Writing test administered in the Spring of 2005 indicate that 20 percent of 6th grade students and 24 percent of 7th grade students did not achieve a score of 3.5 or above as measured by the FCAT writing rubric. Analysis of classroom assessment revealed that students were more successful with the expository essay writing as opposed to persuasive essay writing.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input 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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction in expository and persuasive writing, 50% of the students will score 3.5 or higher on the 2006 FCAT Writing Plus.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide regular school-wide diagnostic writing activities providing pre and post evaluation and subsequent remediation.	Principal AP for Curriculum Language Arts Department Chair	08/08/2005	05/24/2006
Provide opportunities for extended day school writing tutorials, as budgetary constraints allow, to the targeted group.	Principal AP for Curriculum Language Arts Department Chair	10/11/2005	05/05/2005
Expose students to writing activities across the curriculum.	Principal AP for Curriculum Language Arts Department Chair Language Arts Teachers	08/08/2005	05/24/2006
Provide in-service training on writing best practices for all subject areas.	Principal AP for Curriculum Language Arts Department Chair	08/08/2005	05/24/2006
Train teachers to utilize the FCAT scoring rubric to holistically score student essays.	Principal AP for Curriculum Language Arts Department Chair Language Arts Teachers	08/08/2005	05/24/2006

Research-Based Programs

1. Writing Textbook - Glencoe

Professional Development

1. Data Analysis
2. Writing Across the Curriculum
3. CRISS (Creating Independence through Student-owned Strategies)
4. FCAT Scoring Rubric

Evaluation

1. A pre-test in the Fall of 2005 and a post-test in the Spring of 2006 will be used to monitor progress.
2. School generated writing assessments
3. 2006 FCAT Writing Plus.

GOAL 4: SCIENCE

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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 checked="" 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"/>

GOAL 4 STATEMENT:

Our goal is for students to improve the necessary skills to meet state and federal standards in Science.

Needs Assessment

Results of a schoolwide science test administered in the Spring of 2005 identified that while most students demonstrated improvement as compared to the pretest only 55 percent demonstrated mastery (70 %).

Measurable Objective

Given instruction using the Sunshine State Standards, students in eighth grade will maintain their skills as evidenced by meeting or exceeding the District average mean scale score 2006 FCAT Science test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Utilize the Competency-Based Curriculum and the Sunshine State Standards including the district provided scope and sequence.	Principal AP for Curriculum Science Department Chair	08/08/2005	05/24/2006
Improve test preparation for the science FCAT by implementing FCAT strategies and using FCAT formatted tests.	Principal AP for Curriculum Science Department Chair	08/08/2005	05/24/2006
Perform lab experiments that require collecting, organizing, graphing and interpreting data as evidenced through science teachers' lesson plan.	Principal AP for curriculum Science Department Chair	08/08/2005	05/24/2006
Participate in district-wide competitions in which students can demonstrate their science knowledge.	Principal AP for Curriculum Science Department Chair Science Teachers	08/08/2005	05/24/2006
Implement the Riverdeep Program into the science curriculum as evidenced through teachers' lesson plans.	Principal AP for Curriculum Science Department Chair Science Teachers	08/08/2005	05/24/2006
Implement curriculum mapping through long range planning using the CIM.	Principal AP for Curriculum Science Department Chair	08/08/2005	05/24/2006

Research-Based Programs

1. Science Textbook- Glencoe
2. Riverdeep

Professional Development

1. Data Analysis
2. CRISS (Creative Independence through Student-Owned Strategies)
3. Curriculum Mapping
4. Riverdeep

Evaluation

1. A pre-test in the Fall of 2005 and a post-test in the Spring of 2006 will be used to monitor progress.
2. School generated FCAT formatted assessment
3. 2006 FCAT Science test

GOAL 5: PARENTAL INVOLVEMENT

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 5 STATEMENT:

Our goal is to increase the level of parental involvement.

Needs Assessment

District statistics show that there is a decrease in parental involvement between the elementary school and middle schools grades. Although parent involvement and attendance at school-wide events such as assemblies, parent orientations, and open house activities during the 2004-2005 school year were successful, the large amount of incoming students result in a need for continued emphasis on parental involvement.

Measurable Objective

Given emphasis to School Board Rule 6Gx13-1B-1.011, Parental Involvement, 50% or more of Lamar Louise Curry Middle School parents will attend at least one school function during the 2005-2006 school year as evidenced by visitor and attendance logs.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Conduct a parent orientation for incoming sixth grade students.	Principal Assistant Principals Student Services Department	08/01/2005	08/05/2005
Provide in-service activities for parents focusing on academic learning and parenting strategies.	Principal Assistant Principals Student Services Department	08/08/2005	05/24/2006
Host monthly EESAC meetings to provide updates to parent representatives about school improvement efforts.	Principal Assistant Principals EESAC Chairperson	08/08/2005	05/24/2006
Invite parents to participate in award ceremonies honoring the achievements of Lamar Louise Curry Middle School students.	Principal Assistant Principals	08/08/2005	05/24/2006
Create a Principal's corner and a link to the parent academy on the school website to provide parents with the latest school and district-wide initiatives.	Principal Assistant Principals	08/08/2005	05/24/2006
Create a school site resource center for parents.	Principal Assistant Principals	08/08/2005	05/24/2006

Research-Based Programs

1. National PTA Standards for Parent and Family Involvement Program.

Professional Development

1. Monthly EESAC Meetings
2. Parent Inservices

Evaluation

1. Sign-in logs for all parent activities at the school site.

GOAL 6: DISCIPLINE & SAFETY

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

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

GOAL 6 STATEMENT:

Our goal is to provide students with strategies to improve behavior.

Needs Assessment

Assessment of Student Case Management data indicates that “Group Intervention Counseling” strategies were implemented only 45 times to address behavioral and academic deficiencies during the 2004 – 2005 school year.

Measurable Objective

“Group Intervention Counseling” services for students in seventh grade will increase by ten percent during the 2005-2006 school year as compared to the 2004-2005 Student Case Management Forms.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Identify students experiencing behavioral problems during the 1st marking period.	Principal Assistant Principals Student Services Department	08/08/2005	10/07/2005
Develop a meeting schedule for targeted students.	Principal Assistant Principals Student Services Department	10/11/2005	05/24/2006
Conduct monthly departmental meetings to discuss topics to incorporate in group counseling sessions.	Principal Assistant Principals Student Services Department	08/08/2005	05/24/2006
Maintain attendance logs for all students attending group counseling sessions.	Principal Assistant Principals Student Services Department	10/11/2005	05/24/2006
Conduct group intervention counseling sessions with targeted group and analyze the results.	Principal Assistant Principals Student Services Department	10/11/2005	05/24/2006

Research-Based Programs

Not Applicable.

Professional Development

District level student services in-services.

Evaluation

1. Student Case Management Forms
2. Group Counseling Attendance Logs

GOAL 7: TECHNOLOGY

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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 checked="" 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"/>

GOAL 7 STATEMENT:

Our goal is for students to receive technology supported instruction in the classroom setting.

Needs Assessment

Assessment of classroom instruction indicated a weakness in the area of technology use in the classroom. Computer lab sign-in logs indicated that only a small number of teachers used technology consistently to supplement classroom instruction.

Measurable Objective

In an effort to increase the use of technology to supplement classroom instruction each student will work with one district recognized technology based program in at least two of the core classrooms as evidenced by student logs.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Utilize the computer labs to incorporate the use of technology with lessons as evidenced through teachers' lesson plans.	Principal Assistant Principal	08/08/2005	05/24/2006
Create logs to document technology use in the classrooms and computer lab.	Principal Assistant Principals	08/08/2005	05/24/2006
Provide teacher with all passwords needed to utilize the district paid resources and on-line databases.	Principal Assistant Principals Computer Specialist	08/08/2005	05/24/2006
Provide staff development for teachers in the use of computer aided instruction such as Riverdeep, FCAT Explorer, School Performance Indicators (SPI) and Academic Improvement Plan.	Principal Assistant Principals	08/04/2005	05/24/2006
Assure that the necessary technology resources are in place in all classes involved.	Principal Assistant Principals	08/08/2005	05/24/2006

Research-Based Programs

National Education Technology Standards

Professional Development

1. Accelerated Reader Training
2. Riverdeep Training
3. FCAT Explorer Training

Evaluation

1. Accelerated Reader Logs
2. Riverdeep Usage Logs
3. FCAT Explorer Logs

GOAL 8: HEALTH & PHYSICAL FITNESS

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

GOAL 8 STATEMENT:

Our goal is for students to develop interest and skills that promote and encourage lifetime fitness for daily living and overall wellness.

Needs Assessment

The results from the “Physical Fitness Test Summary” indicate that out of 493 students tested for the FITNESSGRAM assessment, 128 placed in the Gold category and 142 placed in the Silver category. These results indicated that only a total of 55% of the students tested placed in the Silver or Gold category.

Measurable Objective

Students will increase their performance on the FITNESSGRAM assessment by demonstrating a three percentage increase in the percent of students taking the test and achieving the Silver or Gold category on the 2006 FITNESSGRAM Award.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide Nutrition instruction in all physical education classes to better inform the students how to improve body composition.	Principal Assistant Principals Physical Education Teachers	08/08/2005	05/24/2006
Involve all physical education classes with stretching and cardio-vascular activities on a daily basis.	Principal Assistant Principals Physical Education Teachers	08/08/2005	05/24/2006
Provide incentives for good performance in physical education classes in efforts to motivate students to perform their best.	Principal Assistant Principal Physical Education Teachers	08/08/2005	05/24/2006
Incorporate lessons in the physical education classes to include proper exercise techniques	Principal Assistant Principal Physical Education Teachers	08/08/2005	05/24/2006
Create a data analysis report identifying areas needing improvement as indicated by a fitness pretest.	Principal Assistant Principal Physical Education Teachers	08/08/2005	10/07/2005

Research-Based Programs

FITNESSGRAM Program

Professional Development

District level physical education in-services.

Evaluation

1. A pre-test in the Fall of 2005 and a post-test in the Spring of 2006 will be used to monitor progress.
2. School generated assessments
3. FITNESSGRAM

GOAL 9: ELECTIVES & SPECIAL AREAS

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 9 STATEMENT:

Our goal is to incorporate more dance classes into the elective choices for students.

Needs Assessment

An evaluation of the 2004-2005 student articulation forms indicates that 300 students signed up for dance classes. We were only able to offer dance class for 120 students. Classes offered during the 2004-2005 school year did not adequately meet the student demand.

Measurable Objective

The enrollment of students in the dance classes will increase by at least ten percent as evidenced by the official number of students enrolled for Dance for the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Identify the students requesting dance as an elective.	Principal Assistant Principals	08/01/2005	08/08/2005
Meet with administrative team and student services to accommodate additional dance classes in the schedule.	Principal Assistant Principals	08/01/2005	08/08/2005
Enroll students in dance class as per articulation requests.	Principal Assistant Principals	08/01/2005	08/08/2005
Create advanced dance classes to accommodate the students needing a more advanced program.	Principal Assistant Principals	08/01/2005	08/08/2005

Research-Based Programs

Not Applicable

Professional Development

Not Applicable.

Evaluation

Master Schedule

GOAL 10: RETURN ON INVESTMENT

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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"/>

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

GOAL 10 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 indicate that in 2003 there was not enough to 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.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Collaborate with the district on resource allocation.	Principal Assistant Principals	08/08/2005	05/24/2006
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal Assistant Principals	08/08/2005	05/24/2006
Consider the shared use of facilities, partnering with community agencies.	Principal Assistant Principal	08/08/2005	05/24/2006
Provide information to the faculty and staff in regards to how the return on investment is calculated.	Principal Assistant Principals	08/08/2005	05/24/2006

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:

The EESAC recommends that mini-budget training be provided to EESAC members.

Training:

The EESAC recommends that staff development be included in the strategies of the School Improvement Plan Objective.

Instructional Materials:

The EESAC recommends that funds be provided, via the departments, in order for teacher to purchase instructional materials.

Technology:

The EESAC recommends that technology be included in the strategies of the School Improvement Plan.

Staffing:

The EESAC recommends that all vacant positions be filled as quickly as possible.

Student Support Services:

The EESAC recommends that emphasis be placed on increasing the student post-conflict group counseling sessions.

Other Matters of Resource Allocation:

The EESAC recommends that additional funds be made available to teachers through mini-grants.

Benchmarking:

The EESAC recommends that benchmarking activities be included in the strategies of the School Improvement Plan Objectives.

School Safety & Discipline:

The EESAC recommends that a sub-committee be created to address the issues of safety.

This School Improvement Plan has been developed cooperatively by administrators, teachers, parents, students, and business/community representatives.

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