

Miami-Dade County Public Schools

Cutler Bay Middle



2016-17 Schoolwide Improvement Plan

Cutler Bay Middle

19400 GULFSTREAM RD, Cutler Bay, FL 33157

<http://crms.dade.k12.fl.us/>

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	90%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	94%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	D*	D	F

**Informational Baseline School Grade*

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

School Board Approval

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

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

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

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Cutler Bay Middle

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Cutler Bay Middle School's Mission is to empower all students through positive decision making and to lead productive lives as responsible citizens.

b. Provide the school's vision statement.

Cutler Bay Middle School's Vision is to empower students with a comprehensive education that provides purposeful and enriching instruction. It is also our goal to involve all stakeholders in accepting responsibility for achievement. It is our vision, that the students of this educational institution exceed expectations in a global society by demonstrating leadership, scholarship and citizenship.

2. School Environment

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

Clubs, community involvement, team activities and magnet programs are the methods by which the school learns about students' cultures and builds relationships. Students are able to participate in clubs based on their interest with site based teachers. Through participation in the club activities and grade level teams, it allows students and teachers to develop a relationship with discussions and activities that foster a cultural understanding. Additionally, community organizations ask the clubs or teams to participate in activities throughout the students' neighborhoods that allows for first hand cultural experiences. Not only do the clubs promote social diversity but the magnet programs also excel in this endeavor. Both COAST and Criminal Justice magnet programs encourage families and community members to partake in social and community service events. By connecting families and community, students learn about the various cultures that reside in the Cutler Bay Middle School community. Finally, in an effort to further build cultural awareness, District-sponsored campaigns such as Hispanic Heritage Month, Red-Ribbon Week, and African-American History month are celebrated.

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

Cutler Bay Middle School has established a before school fitness program ("Heineken's Warriors"), after school programs (Read to Succeed and Recapturing The Vision), and a Positive Behavior Support (PBS) program. We also offer a wealth of extra-curricular activities for student to express their interest. These programs allow for opportunities where students can feel respected and safe. The before school program allows for students to learn in-depth about nutrition and fitness in a monitored environment. The students are also provided breakfast every morning before activities begin. During school, the Administrative Team and the PBS team created a school wide discipline plan and school wide expectations (5 anchors) to provide a structured and safe environment. The PBS coach also provides intervention to students with behavioral incidents. Additionally, with support from the Student Services Department, students are given the opportunity to seek assistance as needed. After-school, there is a grant based program that assist students with home learning, teaches character education and provides a structured environment for organized athletic activities.

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

The behavioral system at Cutler Bay Middle consists of a Positive Behavioral Support Coach (PBS), a school wide discipline plan and a school wide incentive program. The PBS coach provides staff and students with strategies for discipline management and assist administration with enforcing school wide expectations/rules. There is a school-wide incentive program that rewards students for following rules/expectations which includes a token money system, fast passes for lunch and field trips/ activities. The school discipline program outlines for faculty and staff discipline procedures for student failure to adhere to school rules. The Five "Anchors" are Perseverance, Respectful, Involved, Dependable and Empowered. Through school-wide initiatives as this and this year's Values Matter Campaign, the school creates "Warrior P.R.I.D.E.". The PBS Coach provides monthly professional development and holds monthly meetings to get staff input and allow for staff participation.

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

Cutler Bay Middle School has a grade-level, School Counseling program, that allows for academic, social, emotional, high school, magnet, career, college readiness and values matter support to be accessed through classroom guidance, small groups, individual and family. There are two counselors who share between 6th - 8th grade; one with formal crisis management training and licensure. The primary focus of the TRUST Counselor is mediation, empathy support, transition students and providing linking services with outside agencies. Additionally, Student Services and CBMS have partnered with the Community Involvement Specialist, City Year, Neighbor-net, Project U-Turn, Project Compass, MCUSA, and Youth Empowerment Program, and Youth Council to provide additional support and wrap around services in areas determined to be high risk by the EWS report, discipline referrals, and requests generated by, guardians, students, faculty and administration.

3. Early Warning Systems

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

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

The Early Warning System (EWS) are key points(Indicators) that predict potential student failure for low school performance. The EWS indicators for Cutler Bay Middle School are attendance below 90 percent; one or more suspensions; course failure in ELA or Math; Level 1 on statewide assessment for reading and math; retention; and Failed 2 of any courses.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	25	32	38	0	0	0	0	95
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	38	18	4	0	0	0	0	60
Level 1 on statewide assessment	0	0	0	0	0	0	77	109	116	0	0	0	0	302
Failed 2 of any courses	0	0	0	0	0	0	15	21	7	0	0	0	0	43
Retention	0	0	0	0	0	0	2	2	1	0	0	0	0	5

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	127	167	155	0	0	0	0	449

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

Cutler Bay Middle School has employed several interventions to improve the academic performance of students identified by the early warning system such as push-in and pull-out tutoring within Intensive Reading and Math courses. Math push-in and pull out interventions are held during school, Monday – Friday, for 6th - 8th Grade will consist of bubble students in the lowest 25% and Algebra 1 students beginning on November 14, 2016 through the testing period, totaling 19 weeks. The curriculum materials utilized will include but are not limited to, i-Ready, Teacher Toolbox and DAS resources. The math interventionist team will consist of the 4 teachers/coaches and 4 City Year Corp members. Literacy push-in interventions held during school, Tuesday - Friday, for 6th - 8th Grade will consist of bubble students and the lowest 25% beginning January 10, 2017 – testing, totaling 18 weeks. The curriculum materials utilized will include but not limited to I-Ready Toolkit and Collections resources. Literacy interventions held during school, Monday - Friday, for 6th - 8th grade, will consist of bubble students and the lowest 25% beginning January 10, 2017 through testing, totaling 18 weeks. The curriculum materials utilized will include, but are not limited to, i-Ready Toolkit, Collections Performance Assessment, Collections reteach lessons, PARC assessment, Action Scholastic, and Achieve the Core resources. The literacy interventionist team will consist of 1 interventionist pushing into classrooms for small group instruction, 2 coaches pushing into ELA classes (parallel teaching), and 3 City Year Corp members. Additionally, 11 City Year Corps members provide morning tutoring, Monday-Friday, to all grade levels. Through the “Recapturing The Vision” program, after school tutoring is provided using a blended model of small group instruction and I-Ready Math/Reading. Moreover, English Language Learners students attend tutoring sessions after school, Monday through Friday that emphasize a plethora of subject areas. Students that failed any courses last year are required to complete a course recovery program. There is an individual tutoring program for recovery students to provide assistance with difficult topics. Additionally, students that failed sixth grade math are required to take intensive math so the students can receive more intensive instruction to enhance math skills/knowledge. The Community Involvement Specialist (CIS) holds meetings with parents, conducts home visits, and mentor students with 5 or more unexcused absences to provide intervention as necessary. If assistance is needed, the CIS refers the families for needed services.

B. Family and Community Engagement

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

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

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

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/315318>.

2. Description

A PIP has been uploaded for this school or district - see the link above.

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

Cutler Bay Middle School has a Community Involvement Specialist (CIS) that facilitates relationships between the school and the community. The CIS attends various community forums and councils in order to communicate the concerns and achievements of the school. The community also invites the school to participate in various community events. The CIS also maintains the school's community partners. The CIS works closely with various organizations in the community. Some of these organizations include Project UP-Start, The Parent Academy, Compass, MCUSA, Publix, Ibeley Uniforms, and Farm Share. The CIS contributes to a work environment that encourages knowledge of, respect for, and development of skills to engage with those of other cultures or backgrounds.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Pfeiffer, Paul	Principal
Gutierrez, Modesto	Assistant Principal
Jones, Rico	Assistant Principal
Kelley, Zakiya	Administrative Support
Roberts, Melvin	Administrative Support
Breske, Kirsten	School Counselor
DeArrigunaga, Nancy	Instructional Coach

b. Duties

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

Paul Pfeiffer, Principal: Will ensure there is a common vision in addressing the school's weaknesses by implementing a plan to provide appropriate intervention, support, and professional development to

teachers. Principal Pfeiffer will continue to assess the effectiveness of the MTSS Leadership Team. The principal will also communicate with parents regarding school-based MTSS plans and activities.

Modesto Gutierrez, Assistant Principal of Discipline/Facilities: Will work closely with security monitors, custodians and plant operations to ensure the safety and cleanliness of the school. Mr. Modesto Gutierrez will orchestrate the whole school health screening program that provides early intervention services for those children whom are identified with health conditions (i.e. hearing and vision screening).

Rico Jones, Assistant Principal of Curriculum: Will work extensively with the team to develop ways to assess the effectiveness of the current instructional strategies, develop intervention plans, organize professional development activities, manage the instructional coaches, conduct weekly meetings to analyze data and assist the principal in progress monitoring. Mr. Rico Jones will assist with the whole school screening program that provides early intervention services for children to be considered "at risk" and monitor the implementation of intervention.

Zakiya Kelley-Marshall, PBS Coach: Will provide information about core instruction, participate in student data collection, guide wraparound programs, assist with district initiatives and collaborate with other staff to implement interventions.

Melvin Roberts, SCSI Instructor: Will provide quality services and expertise on issues ranging from program design assessment and intervention with individual students.

Kirsten Breske, is the head of the Student Services Department. She is responsible for working with students who need help with their behavior, academics and scheduling. The Student Service Department proactively manages behavior through its district wide, "Values Matter" Campaign. Ms. Breske will also utilize the Trust counselor, wraparound programs, Community Involvement Specialist and outside agencies to service students with social and emotional needs (i.e. homeless, truancy).

Nancy De Arrigunaga, Instructional Coach Reading: Will develop, lead, and evaluate school core content standards/ programs; identify and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. The Instructional Reading Coach will participate in progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development and provide support for assessment.

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

The MTSS Leadership Team use the Tier 1 Problem Solving process to set Tier 1 goals and monitors academic and behavioral data to evaluate progress towards those goals by holding monthly team meetings where problem solving is the sole purpose. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all Curriculum Council meetings that focus on increasing student achievement or behavioral success. Tier II consists of supplemental instruction and interventions using ongoing progress monitoring (OPM) provided in alignment with effective core instruction and behavioral supports to groups of targeted students who need support. Additionally, the team gathers and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment. The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed implement the SIP strategies are closely monitored by the leadership team. At the end of the year,

the SIP efforts will be evaluated using the problem solving model to determine the strategies used for the following year.

At Cutler Bay Middle School (CBMS) services are provided to ensure students requiring additional remediation are assisted through after-school programs, mathematics and reading interventions. The district coordinates with Title II and Title III schools in ensuring staff development needs are provided. Support services are provided to secondary students. The Reading Coach develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" and assists in the design and implementation of progress monitoring, data collection, and data analysis. Other components that are integrated into the school wide program include an extensive Parental Program; Supplemental Educational Services; and special support services to special needs population.

Title 1, Part D

The District uses supplemental funds for improving basic education as follows:

- Training to certify qualified mentors for the New Teacher (MINT) Program
- Training for add-on endorsement programs, such as Reading, Gifted, ESOL
- Training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.

Title II

The district uses supplemental funds for improving basic education as follows:

- Training to certify qualified mentors for the New Teacher (MINT) Program
- Training for add-on endorsement programs, such as Reading, Gifted, ESOL
- Training and substitute release time for Professional Development Liaisons(PDL)at CRMS focusing on Professional Learning Community (PLC) development and facilitation

Title III

Title III Services, at CBMS, are used to supplement and enhance the programs for English Language Learner and immigrant students by providing funds to implement and/or provide:

- Reading and supplementary instructional materials
- Hardware and software for the development of language and literacy skills in reading

Violence Prevention Programs

CBMS offers a non-violence and anti-drug program to students that includes counseling via the student services department, school resource officer and outside agencies.

Nutrition Programs

- 1) CBMS adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- 2) Nutrition education, as per state statute, is taught through physical education.
- 3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Career and Technical Education

By promoting Career Pathways and Programs of Study, students at Cutler Bay Middle School will become academy program completers and have a better understanding and appreciation of the postsecondary opportunities available and a plan to acquire the skills necessary to take advantage of those opportunities. Articulation agreements allow students to earn college and postsecondary technical credits in high school providing more opportunities for students to complete 2 and 4 year postsecondary degrees. Students will gain an understanding of business and industry workforce

requirements by acquiring Ready to Work and Microsoft Office Industry Certifications. Readiness for postsecondary will strengthen with the integration of academic and career technical components and a coherent sequence of courses.

Cutler Bay Middle School involves parents in the planning and implementation of the Title I Program and extends an open invitation to our school’s parent resource center in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services. It is the goal of CBMS to increase parental engagement/involvement through developing (with on-going parental input) our Title I School-Parent Compact (for each student); our school’s Title I Parental Involvement Policy; scheduling the Title I Orientation Meeting (Open House); and other documents/ activities necessary in order to comply with dissemination and reporting requirements. In addition, CBMS will conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible time to accommodate our parents’ schedule as part of our goal to empower parents and build their capacity for involvement.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
TBA	Student
Sarah Juan	Student
Crystal Gamble	Student
Shailyn Velasquez	Student
Melissa Mendoza	Teacher
Paul Pfeiffer	Principal
Michelle Vargas	Teacher
Charmaine Wilson	Teacher
David Biegen	Teacher
Rico Jones	Principal
Carmen Figueroa	Education Support Employee
Amy Storey	Parent
Ileana Morales	Parent
Dianna Montalvo	Parent
Yessenia Velez	Parent
Stephanie Coste	Teacher
Sarah Cartaya	Business/Community
Michael Spence	Education Support Employee
Zakiya Kelley-Marshall	Teacher
Jacquisha Fiedele	Student
Amir Zolfaghari	Business/Community

b. Duties

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

a. Evaluation of last year's school improvement plan

Members of the School Advisory Council met to correct, discuss and approve the School Improvement Plan (SIP) in depth.

b. Development of this school improvement plan

The SAC involvement within the development of the school improvement plan includes:

- Evaluation of the school performance data
- Determine student's needs and prioritize
- Recommend strategies to improve areas of need
- Preparation of the School Improvement Plan (SIP)
- Preparation and Supervision of the EESAC annual budget
- Analyze Title 1 reports

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

All stakeholders in the EESAC Committee hold discussions regarding the needs of the students in the school. The EESAC Committee creates plans to address those needs. Part of the annual budget is guided by the plans created during the EESAC Committee to the address the needs of the school.

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

The projected use of school improvement funds is to support the implementation of the school improvement plan supporting professional development, incentives, school improvement committees and manipulatives in all tested contents.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

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

Name	Title
Jones, Rico	Assistant Principal
DeArrigunaga, Nancy	Instructional Coach
Urquia, Eddy	Instructional Coach
Miranda, Marvel	Administrative Support

b. Duties

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

For the 2016-2017 school year, Cutler Bay Middle School will implement the following as major initiatives:

Develop and execute an effective framework for literacy instruction while maintaining the quality and integrity of the curriculum and instructional materials

Implement best practices for literacy instruction based on current research and literacy theory

Develop an efficient schedule for administering literacy assessments for data analysis

Develop an efficient schedule for collecting, submitting and analyzing assessment data

Coordinate the initial training and continued professional development for instructional staff

Communicate with stakeholders about the implementation of the framework for instruction

Communicate with stakeholders about students' progress and goal setting for student achievement

Promote literacy via school-wide incentives and activities

D. Public and Collaborative Teaching

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

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

The school's instructional staff meets once a week for an 85 minute period of Common Planning. During Common Planning, teachers collaborate with their colleagues which leads to improvements in lesson quality, instructional effectiveness and student achievement. Positive relationships are developed during Team Meetings which are scheduled once a week for teachers to organize committees, activities, incentives, discipline procedures and parent conferences. The leaders of the school (Curriculum Council) act as the school's brain trust. This council also meets once a week to help determine the direction of the school while simultaneously serving as the communication link between the administration and the faculty.

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

1. Regular meetings between the new teachers and the Principal and/ or Assistant Principal.
2. Partnering new teachers with veteran instructional personnel
3. Provide Leadership Opportunities
4. Recognition and celebration of achievements
5. Attending district wide recruitment fairs
6. Hosting student interns

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

All new teachers to the district were provided a mentor that has participated in district trainings and was considered an expert in their field. The lead teachers participating in MINT will be charged with scheduling meetings and professional development activities that will build on the mentees knowledge and skill level. Examples of MINT agenda items include professional walk-throughs, professional responsibilities and class management strategies.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Use state adopted textbooks, as well as, District and State aligned curriculum support material. Additionally, Instructional Coaches facilitate the unwrapping of the standards, presentation of best practices, and lesson plan development.

Instructional reviews are held at various points throughout the school year to ensure:

- Lessons are aligned to Florida's standards, educators are using effective instructional planning and delivery practices
- Implementation of relevant student engagement activities
- Educators have ongoing assessments and address learner needs as necessary
- All subject areas identify areas of weakness that need to be targeted in order to maximize student growth and performance.

Common planning is a form of professional development that allows teachers to collaborate with their colleagues, which leads to improvements in lesson quality, instructional effectiveness and student achievement. Teachers work together to create lessons and/or units, gather materials and resources, as well as, share insight and provide constructive feedback through professional conversations. This process includes but is not limited to teachers collectively reviewing lessons and assessments, discussing students work, identifying exemplar work samples and analyzing and discussing student data to drive the next phase of instruction.

The Curriculum Support Specialist (CSS) serves as a resource to administration, schools, and instructional staff. Curriculum Support Specialist (CSS) are content area specialist, responsible for planning, delivering and presenting subject area in-service classes. They provide on-going support enabling coaches and teachers to expand their instructional capacity through professional development that focuses on the Framework of Effective Instruction as well as any other identified need.

b. Instructional Strategies

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

Core content teachers facilitate assessments such as Unit and Topic tests and other diagnostic assessments in order to assess if students are mastering standards. The data is assessed departmentally and individually in order to make needed curriculum adjustments and differentiate instruction. The students that are having difficulty obtaining proficiency are provided push-in and pull out interventions within intensive reading and math classes.

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

Strategy: Extended School Day

Minutes added to school year: 21,600

The after-school program provides project-based learning, computer-based reading instruction, and home learning tutorial. Students will use computer-based instruction (Reading Plus 4.0 and Teen Biz) a minimum of twice a week in a supervised lab setting. Core content teachers provided home learning tutoring to assist students with understanding difficult concepts. Additionally, project-based learning is conducted using math and science topics which infuse STEM, STEAM and CTE.

Strategy Rationale

The after-school program provides intense enrichment that provides students a more intimate approach to learning concepts that are not easily mastered during class time. Students are provided a 1-15 ratio with small group instruction.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Valdes, Christopher, 265594@dadeschools.net

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

Data is collected at the beginning of the school year within the first month, mid-year and within the last month of school. The data will be analyzed to understand what strategies and benchmarks should be focused for student mastery. Students, school personnel and parents will be provided surveys to provide feedback.

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** To increase student achievement by aligning instructional plans, lesson delivery, end product and final assessment.
- G2.** To increase student achievement by improving core instruction in all content areas.

Strategic Goals Detail

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

G1. To increase student achievement by aligning instructional plans, lesson delivery, end product and final assessment. 1a

G088205

Targets Supported 1b

Indicator	Annual Target
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Targeted Barriers to Achieving the Goal 3

- There is a misalignment between the instructional plan, lesson delivery, end product and final assessment.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Staff: Administration, Curriculum Support Specialist, Transformation Coaches, Interventionist, City Year Corps members

Plan to Monitor Progress Toward G1. 8

Grade book data, Topic Assessment data, FSA data

Person Responsible

Rico Jones

Schedule

On 6/8/2017

Evidence of Completion

Common planning calendars, agendas, sign-in sheets, lesson plan framework, lesson planning templates, administrative walk-throughs

G2. To increase student achievement by improving core instruction in all content areas. 1a

G088206

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	67.0
AMO Reading - All Students	69.0

Targeted Barriers to Achieving the Goal 3

- Content teachers are struggling to engage students in collaborative discourse and discussions by infusing higher order questioning to increase the level of rigor in the classrooms

Resources Available to Help Reduce or Eliminate the Barriers 2

- School Based Professional Development
- Weekly Administrative Walk Throughs
- Common Planning
- Coaching Cycles

Plan to Monitor Progress Toward G2. 8

Review of 2016 Florida Assessment data

Person Responsible

Rico Jones

Schedule

Annually, from 8/24/2016 to 6/8/2017

Evidence of Completion

Reflections, Lesson Plans and assessment data

Plan to Monitor Progress Toward G2. 8

Person Responsible

Schedule

Evidence of Completion

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. To increase student achievement by aligning instructional plans, lesson delivery, end product and final assessment. **1**

 G088205

G1.B1 There is a misalignment between the instructional plan, lesson delivery, end product and final assessment. **2**

 B234554

G1.B1.S1 During common planning, the Department Chairperson, and /or Curriculum Support Specialist, will collaborate with Teachers to plan backwards from Exit Tickets, End products, and/or Assessments

4

 S247275

Strategy Rationale

To ensure that Instructional delivery aligns with Exit Tickets, End products, Assessments, Home Learning and Objectives.

Action Step 1 **5**

Administration Team member will attend common planning sessions

Person Responsible

Rico Jones

Schedule

On 6/8/2017

Evidence of Completion

Common Planning Sign-In Sheet

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

Administration will conduct walkthroughs looking for execution of plans created during common planning

Person Responsible

Paul Pfeiffer

Schedule

On 6/8/2017

Evidence of Completion

Gradebook data, Walk-through Logs, instructional plans, formal and informal observations

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

Topic Assessment Data Analysis, Teacher & Student Data Chats

Person Responsible

Rico Jones

Schedule

On 6/8/2017

Evidence of Completion

Topic Assessment Data

G2. To increase student achievement by improving core instruction in all content areas. 1

G088206

G2.B1 Content teachers are struggling to engage students in collaborative discourse and discussions by infusing higher order questioning to increase the level of rigor in the classrooms 2

B234555

G2.B1.S1 Implement questioning strategies and collaboration activities in all classes to encourage rigorous reader interactions with text dependent questions. Explicitly teach students to independently form and answer questions that help them analyze, synthesis, evaluate and interpret topics while reading. 4

S247276

Strategy Rationale

In order to increase rigor and prepare students for twenty-first century learning, students need to understand how to analyze documents for the purpose of interpretation and study.

Action Step 1 5

During common planning, the Instructional Coaches will provide professional development on how to infuse a variety of HOT strategies into the delivery of instruction in order to increase rigor.

Person Responsible

Rico Jones

Schedule

Weekly, from 8/24/2016 to 6/8/2017

Evidence of Completion

Agenda; Coaches Logs; Reflections; Documentations

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

The Instructional Coaches and Administration will conduct walkthroughs with pre-selected "look-fors" to ensure implementation of HOT strategies within instruction

Person Responsible

Rico Jones

Schedule

Weekly, from 8/24/2016 to 6/8/2017

Evidence of Completion

Reflections and Coaches Logs

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

Interim Assessments

Person Responsible

Marvel Miranda

Schedule

Quarterly, from 8/24/2016 to 6/8/2017

Evidence of Completion

Assessment Results

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G2.MA2 M335035	[no content entered]		No Start Date		No End Date one-time
G1.MA1 M335031	Grade book data, Topic Assessment data, FSA data	Jones, Rico	1/9/2017	Common planning calendars, agendas, sign-in sheets, lesson plan framework, lesson planning templates, administrative walk-throughs	6/8/2017 one-time
G2.MA1 M335034	Review of 2016 Florida Assessment data	Jones, Rico	8/24/2016	Reflections, Lesson Plans and assessment data	6/8/2017 annually
G1.B1.S1.MA1 M335029	Topic Assessment Data Analysis, Teacher & Student Data Chats	Jones, Rico	1/9/2017	Topic Assessment Data	6/8/2017 one-time
G1.B1.S1.MA1 M335030	Administration will conduct walkthroughs looking for execution of plans created during common...	Pfeiffer, Paul	1/9/2017	Gradebook data, Walk-through Logs, instructional plans, formal and informal observations	6/8/2017 one-time
G1.B1.S1.A1 A321910	Administration Team member will attend common planning sessions	Jones, Rico	1/9/2017	Common Planning Sign-In Sheet	6/8/2017 one-time
G2.B1.S1.MA1 M335032	Interim Assessments	Miranda, Marvel	8/24/2016	Assessment Results	6/8/2017 quarterly
G2.B1.S1.MA1 M335033	The Instructional Coaches and Administration will conduct walkthroughs with pre-selected "look-fors"...	Jones, Rico	8/24/2016	Reflections and Coaches Logs	6/8/2017 weekly
G2.B1.S1.A1 A321911	During common planning, the Instructional Coaches will provide professional development on how to...	Jones, Rico	8/24/2016	Agenda; Coaches Logs; Reflections; Documentations	6/8/2017 weekly

V. Professional Development Opportunities

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

G2. To increase student achievement by improving core instruction in all content areas.

G2.B1 Content teachers are struggling to engage students in collaborative discourse and discussions by infusing higher order questioning to increase the level of rigor in the classrooms

G2.B1.S1 Implement questioning strategies and collaboration activities in all classes to encourage rigorous reader interactions with text dependent questions. Explicitly teach students to independently form and answer questions that help them analyze, synthesis, evaluate and interpret topics while reading.

PD Opportunity 1

During common planning, the Instructional Coaches will provide professional development on how to infuse a variety of HOT strategies into the delivery of instruction in order to increase rigor.

Facilitator

Nancy De Arigunaga

Participants

All instructional staff

Schedule

Weekly, from 8/24/2016 to 6/8/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Administration Team member will attend common planning sessions	\$0.00
2	G2.B1.S1.A1	During common planning, the Instructional Coaches will provide professional development on how to infuse a variety of HOT strategies into the delivery of instruction in order to increase rigor.	\$0.00
Total:			\$0.00