

Miami-Dade County Public Schools

# Cutler Bay Middle



2017-18 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)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	93%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	95%

### School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	D	C	D*	D

*\*Informational Baseline School Grade*

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

### School Board Approval

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

### SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

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

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## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

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

### Appendices

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

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

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

### DA Turnaround Status

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

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

### 2017-18 DA Category and Statuses for Cutler Bay Middle

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

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

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

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. Through participation in club activities and grade level teams, students and teachers develop relationships and are able to foster a deeper cultural understanding. Additionally, community organizations invite the clubs or teams to participate in neighborhood activities which help to foster a deeper cultural awareness. Both COAST and the Criminal Justice magnet programs, as well as the Cambridge program 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 area. Finally, in an effort to further build cultural awareness, 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") and a Positive Behavior Support (PBS) program. These programs offer a wealth of extra-curricular activities that are aligned to student interest. The before school program allows students to learn about nutrition and fitness in a safe and supervised environment. The students are provided with breakfast every morning before the activities begin. During the school day, the Administrative Team reinforces a school discipline plan and school-wide expectations to provide a structured and safe learning environment. Additionally, with support from the Student Services Department, students are given the opportunity to seek assistance when needed. There are after school tutoring sessions that assist students with home learning, remediation and provide enrichment opportunities.

##### 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 school-wide discipline plan and a school-wide incentive program. The administrative team provides staff and students with strategies for managing behaviors and to assist with enforcing school-wide expectations/rules. There is a school-wide incentive program that rewards students for following rules/expectations. The school discipline program outlines for faculty and staff discipline procedures for focusing on the Four Anchors which are: Respect, Intelligence, Success and Education. This school-wide initiative supports this year's Values Matter Campaign, and has led to the creation of this year's motto: "Warriors R.I.S.E."

**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 school-wide counseling program that assists students with academic, social, emotional, high school, magnet, career, and college readiness. There are two counselors who share 6th through 8th grade level responsibilities. The school also benefits from a TRUST Counselor who focuses on mediation, empathy support, the transition of students, and links community services to students and their families. As a fourth support individual, the Student Success Coach provides services utilizing early warning indicators to address specific needs of truancy and or habitual tardiness. Additionally, the Student Services team at CBMS has partnered with the Community Involvement Specialist (CIS), City Year, Project U-Turn, Project Compass, NVPUSA, Youth Empowerment Program, and Youth Council to provide additional support and services in areas determined to be high risk by the Early Warning Systems (EWS) report.

**3. Early Warning Systems**

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

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

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 days assigned to The Student Success Center, course failure in ELA or Math, Level 1 on statewide assessment in reading and or math, and retention and failure in 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	0	0	0	0	0	0	0	0
One or more suspensions	0	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	37	7	10	0	0	0	0	54
Level 1 on statewide assessment	0	0	0	0	0	0	120	116	187	0	0	0	0	423

**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	122	130	191	0	0	0	0	443

**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 employs several interventions to improve the academic outcomes of students identified by the early warning system. These services include push-in and pull-out tutoring within Intensive Reading and Math courses. Math push-in and pull-out interventions are held during school hours for 6th - 8th grade students in the lowest 25%, and for students enrolled in Algebra 1. The curriculum materials utilized include, but are not limited to, i-Ready, Teacher Toolbox and materials provided by the Division of Academic Support (DAS). Literacy interventions are held during school hours for 6th - 8th grade students and the lowest 25%. The curriculum materials utilized 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 consists of 1 interventionist pushing into classrooms for small group instruction, 2 coaches pushing into ELA classes (parallel teaching), and 4 City Year Corp members. Additionally, 7 City Year Corps members will provide morning tutoring for all grade levels. After school tutoring is provided using a blended model of small group instruction and I-Ready Math/Reading. In addition, English Language Learners attend afterschool tutoring sessions that emphasize language acquisition skills. Students who failed any courses in the previous school year are required to complete a course recovery program. There is an individual tutoring program for students needing course recovery. Additionally, students who failed sixth grade math are required to take intensive math so the students can receive more individualized intensive instruction to enhance math skills/knowledge. The Community Involvement Specialist (CIS) holds meetings with parents, conducts home visits and mentors students with 5 or more unexcused absences in order to improve attendance. If additional assistance is needed, the CIS refers the families to identified outside agents.

**B. Family and Community Engagement**

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

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

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

No

**1. PFEP Link**

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

**2. Description**

To build positive relationships with parents, numerous incentives, activities, and programs have been implemented. The Community Involvement Specialist hosts monthly meetings for parents. During the meetings, the instructional coaches are invited to present information on reading, math, and science topics to increase parents' conceptual understanding, enabling them to assist their children at home. The counselor provides attendance workshops to parents and attendance interventions with a meaningful understanding of the strong correlation between daily attendance and student achievement. The Community Involvement Specialist also assists and encourages parents to become school volunteers, so that they have a more active role in the school. Parents are encouraged to visit the Parent Resource Center which is open daily and provides a comfortable environment for parents to receive assistance. Parents are informed of activities and school events through Connected-Ed messages, monthly calendars, the school's website and social media.



**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 CIS ensures the school maintains fruitful relationships with its community partners. Some of these partnerships include The Parent Academy, Compass, NVPUSA, Publix and Farm Share.

**C. Effective Leadership**

**1. School Leadership Team**

**a. Membership**

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

Name	Title
Rodriguez, Ignacio	Principal
Gutierrez, Modesto	Assistant Principal
Jones, Rico	Assistant Principal
Roberts, Melvin	Other
Breske, Kirsten	School Counselor
Urquia, Eddy	Instructional Coach
Travaline, Melissa	Instructional Coach
Hickman-Miller, Patricia	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.**

Ignacio Rodriguez, Principal: Will ensure there is a common vision in addressing the school’s weaknesses by implementing a plan to provide appropriate interventions, support, and professional development to teachers. Principal Rodriguez 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 school health screening program that provides early intervention services for those students who are identified as having a health condition (i.e. hearing and vision screening) that can potentially minimize their academic achievement.

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 also assist with the school screening program that provides early intervention services for children who are considered “at risk” and monitors the implementation of intervention services.

Melvin Roberts, SCS I Instructor: Will provide services and expertise on issues relating to program

design and assessment.

Kirsten Breske, is the Student Services Department's chair. She is responsible for working with students who need help with their behavior, academics and scheduling. The Student Services Department proactively manages behavior through its District- Wide, "Values Matter" Campaign. Ms. Breske will also leverage support from the Trust Counselor to provide students with wraparound programs, Community Involvement Specialist and outside agencies to provide service to students with social and emotional needs by linking them to outside agencies for further assistance.

Eddy Urquia, ELA Instructional Coach, Melissa Travaline, Reading Instructional Coach, and Patricia Hickman-Miller Mathematics Instructional Coach: Will develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. The Instructional Coaches 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.**

Monthly, the MTSS Leadership Team uses the Tier 1 Problem Solving process to set Tier 1 goals and monitors academic and behavior in order to evaluate progress towards those goals. The four-step problem solving process is used as the basis for goal setting, planning, and program evaluation during all Curriculum Council meetings. The focus is to increase student achievement and or behavioral success. Additionally, the team gathers and analyzes data to determine professional development needs for faculty. 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 to 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 to be used for the following school year.

At Cutler Bay Middle School (CBMS) services are provided to ensure students requiring additional remediation are adequately addressed. The district coordinates with the Title II and Title III offices in ensuring staff development needs are provided. Support services are provided to secondary students. The Instructional Coaches develop, lead, evaluate, identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. The research information is used to assist with school screening programs that provide early intervening services for children considered as "at risk."

#### 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) to focus 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 Learners 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, follow 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 develop 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 education will strengthen with the integration and services of academic and career technical components and a coherent sequence of courses.

Cutler Bay Middle School involves parents and services in the planning and implementation of the Title I Program. The school extends an open invitation to parents to visit the parent resource center in order to receive information regarding available programs, their rights under No Child Left Behind. It is the goal of CBMS to increase parental involvement through developing the Title I Parental Involvement Policy, scheduling the Title I Orientation Meeting (Open House), and other activities necessary to comply with dissemination and reporting requirements. In addition, CBMS will conduct informal parent surveys to determine specific needs of parents and schedule workshops that meet family needs.

## 2. School Advisory Council (SAC)

### a. Membership

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

Name	Stakeholder Group
TBA	Student
Crystal Gamble	Student
Ignacio Rodriguez	Principal
Michelle Vargas	Teacher
Charmaine Wilson	Teacher
David Biegen	Teacher
Amy Storey	Parent
Ileana Morales	Parent
Stephanie Coste	Teacher
Sarah Cartaya	Business/Community
Michael Spence	Education Support Employee
Rico Jones	Teacher

## b. Duties

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

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

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

Members of the School Advisory Council met to correct, discuss and approve the School Improvement Plan (SIP) in depth. The school conducted an end-of-year review and used the findings to assist with the development of the 2017-2018 SIP.

#### 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 priorities
- Recommend strategies to address areas of need
- Preparation of the School Improvement Plan (SIP)
- Preparation and Supervision of the EESAC annual budget
- Analyze Title 1 report

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

All stakeholders in the EESAC Committee held discussions regarding the needs of the students in the school. The EESAC Committee created plans to address those needs. Part of the annual budget was guided by the plans created during the EESAC Committee to the address the needs of the school. EESAC Allocation -Student Acknowledgements and Incentives: (Honor Roll, End of Year Awards, Attendance)

?

### 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 for use in all tested contents and other recommended school-wide initiatives to address academic progress.

**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
Urquia, Eddy	Instructional Coach
Travaline, Melissa	Instructional Coach

**b. Duties**

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

For the 2017-2018 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 responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

The school's instructional staff meets weekly for a 56-minute period of Common Planning. During Common Planning sessions, teachers work collaboratively to show improvements in lesson quality, instructional effectiveness and student achievement. Positive relationships are further developed during weekly Department Meetings. At these meetings, teachers discuss district initiatives, instructional framework and researched based strategies (best practices). Additionally, the Curriculum Council meets

weekly to help determine targeted instruction and look for in order to promote heightened student success.

**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 are provided a mentor that has participated in district training and is considered an expert in their respective 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 classroom walk-throughs, professional responsibilities and classroom 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, thereby leading 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 student work, identifying exemplar work samples and analyzing and discussing student data to drive the next phase of instruction.

The Curriculum Support Specialists (CSSs) serve as a resource to administration, schools, and instructional staff. Curriculum Support Specialists are content area specialists responsible for

planning, delivering and modeling subject area proficiency. They provide on-going support enabling coaches and teachers to expand their instructional capacity.

## **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 to gauge student mastery of standards. The data is assessed departmentally and individually in order to make needed curricular 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:** After School Program

**Minutes added to school year:** 8,650

The after-school program provides computer-based reading instruction and home learning tutorials. Students will use computer-based instruction (I-Ready) a minimum of three times a week in a supervised lab setting. Additionally, core content teachers provide home learning tutoring to assist students with understanding difficult concepts.

### **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**

Jones, Rico , jonesrl@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 upon for student mastery. Students, school personnel and parents will be provided surveys to provide feedback.

## **2. Student Transition and Readiness**

### **a. PreK-12 Transition**

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

**1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.**

Cutler Bay Middle School hosts a number of high school orientations to support cohorts of outgoing students. Grade level counselors use the Early Warning System to assist incoming and outgoing students with credit completion and academic counseling. Incoming students are given a comprehensive orientation that describes the vision of the school, dress code, attendance procedures and expectations.

## **b. College and Career Readiness**

**1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.**

N/A

**2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.**

N/A

**3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.**

N/A

**4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.**

N/A



## School Improvement Goals

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

### Problem Solving Key

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

**1** = Problem Solving Step      **S123456** = Quick Key

## Strategic Goals Summary

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

## Strategic Goals Detail

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

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

**G096667**

### Targets Supported **1b**

Indicator	Annual Target
FSA ELA Achievement	30.0
FSA Mathematics Achievement	32.0

### Targeted Barriers to Achieving the Goal **3**

- Teachers make instructional decisions/adjustments without specific administrative feedback.

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

- Staff: Administration, Curriculum Support Specialists, Transformation Coaches, Interventionists, City Year Corps members

### Plan to Monitor Progress Toward G1. **8**

Leadership team will review data to ensure students are making progress towards the goal.

#### Person Responsible

Ignacio Rodriguez

#### Schedule

Every 3 Weeks, from 9/25/2017 to 6/7/2018

#### Evidence of Completion

Unit/chapter assessments, iReady data, data chat protocol

## Action Plan for Improvement


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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

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

G096667

**G1.B2** Teachers make instructional decisions/adjustments without specific administrative feedback. 2

B260009

**G1.B2.S1** Administration will conduct frequent informal chats with teachers to provide specific feedback.

4

S275438

### Strategy Rationale

The administration will conduct frequent informal chats with teachers to provide specific feedback in order to increase the level of engagement in the classroom, improve questioning and heighten rigor. These dialogues will allow teachers to make adjustments in regards to the strategies and tools that they use to address subject area benchmarks.

### Action Step 1 5

Administrators will participate in monthly Instructional Coaches Academy (ICADs) to support content area instruction.

#### Person Responsible

Ignacio Rodriguez

#### Schedule

Monthly, from 9/1/2017 to 5/31/2018

#### Evidence of Completion

Ignacio Rodriguez - Action Plan

### Action Step 2 5

Ignacio Rodriguez -Transformation Coaches will participate in Transformation Coach Cohorts (TCCs) to support content area instruction.

#### Person Responsible

Ignacio Rodriguez

#### Schedule

Monthly, from 8/24/2017 to 5/31/2018

#### Evidence of Completion

Ignacio Rodriguez - Action Plan

### Action Step 3 5

Conduct the Instructional Review process and identify action steps to eliminate the priority barrier.

**Person Responsible**

Ignacio Rodriguez

**Schedule**

Triannually, from 9/13/2017 to 5/25/2018

**Evidence of Completion**

Ignacio Rodriguez - Action Plan

### Action Step 4 5

Leadership team will collaboratively participate in strategic planning meetings to make informed and strategic decisions to enhance student performance based on the school's quantitative and qualitative data.

**Person Responsible**

Ignacio Rodriguez

**Schedule**

Triannually, from 7/18/2017 to 5/25/2018

**Evidence of Completion**

Ignacio Rodriguez - Strategic Planning Schedule, assessment data

### Action Step 5 5

Principal will collaboratively participate in Data Assessment and Technical Assistance Coordination of Management (DATA/COM) to gain a deeper understanding of the progress in the school in order to make informed and strategic decisions that will improve student outcomes on District and State Assessments.

**Person Responsible**

Ignacio Rodriguez

**Schedule**

Triannually, from 8/14/2017 to 5/25/2018

**Evidence of Completion**

Ignacio Rodriguez - DATA/COM schedule, presentation, sign-in sheet, follow-up notes

### Action Step 6 5

Content area teams will meet weekly to conduct common planning sessions.

**Person Responsible**

Ignacio Rodriguez

**Schedule**

Weekly, from 8/21/2017 to 5/25/2018

**Evidence of Completion**

Ignacio Rodriguez - Sign-in sheet, support logs, agenda

### Action Step 7 5

Provide meaningful professional development during faculty meetings.

**Person Responsible**

Rico Jones

**Schedule**

Monthly, from 8/17/2017 to 5/31/2018

**Evidence of Completion**

Rico Jones - Agenda, sign-in sheet

### Action Step 8 5

Secure two teachers to lessen class size in literacy and Social Studies and address student's intimate academic needs

**Person Responsible**

Ignacio Rodriguez

**Schedule**

On 11/21/2017

**Evidence of Completion**

Ignacio Rodriguez - Two teachers will be hired.

**Action Step 9** 5

Secure seven interventionists to support Civics, Science, Algebra and Literacy along with eight hourly teachers to support classroom instruction , Saturday school, before and afterschool tutoring.

**Person Responsible**

Ignacio Rodriguez

**Schedule**

On 11/22/2017

**Evidence of Completion**

Ignacio Rodriguez - Teachers hired to fill all positions.

**Action Step 10** 5

Purchase 22 lap tops and one computer cart to expedite the assessment process, data gathering and allow more instructional time.

**Person Responsible**

Modesto Gutierrez

**Schedule**

On 11/21/2017

**Evidence of Completion**

Modesto Gutierrez - Delivery of purchased equipment.

**Action Step 11** 5

Provide educational field trips to Deering Estate and the Frost Museum to enrich academic programs. Students will explain and illustrate the roles of and relationships among producers, consumers, and decomposers in the process of energy transfer in a food web. Students will Recognize that science involves creativity, not just in designing experiments, but in also creating explanations that fit evidence.

**Person Responsible**

Modesto Gutierrez

**Schedule**

On 5/30/2018

**Evidence of Completion**

Modesto Gutierrez - Lesson plans and work samples from the student body that participate in the educational field trips.

**Action Step 12** 5

Secure buses to transport students attending tutoring sessions.

**Person Responsible**

Modesto Gutierrez

**Schedule**

On 5/30/2018

**Evidence of Completion**

Modesto Gutierrez - Tutoring rosters will be produced as evidence (Saturday School, Afterschool Tutoring, ELL Tutoring).

**Action Step 13** 5

Provide duplicating supplies for teachers.

**Person Responsible**

Rico Jones

**Schedule**

On 5/30/2018

**Evidence of Completion**

Rico Jones - supply receipts will serve as evidence for supplementary classroom supplies (i.e. paper).

**Plan to Monitor Fidelity of Implementation of G1.B2.S1** 6

Leadership team will conduct classroom walk-throughs to monitor the implementation of the action plan cycles.

**Person Responsible**

Ignacio Rodriguez

**Schedule**

Weekly, from 9/25/2017 to 6/7/2018

**Evidence of Completion**

Administrator walk-throughs, lesson plans, student journals, student work folders

**Plan to Monitor Effectiveness of Implementation of G1.B2.S1** 7

Leadership team will meet weekly to monitor the implementation of the intervention framework.

**Person Responsible**

Ignacio Rodriguez

**Schedule**

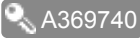


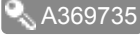


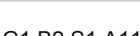






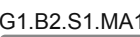
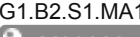

Weekly, from 9/25/2017 to 6/7/2018

***Evidence of Completion***

Intervention schedules, intervention data



## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
<b>2018</b>					
G1.B2.S1.A8  A369740	Secure two teachers to lessen class size in literacy and Social Studies and address student's...	Rodriguez, Ignacio	10/23/2017	Ignacio Rodriguez - Two teachers will be hired.	11/21/2017 one-time
G1.B2.S1.A10  A369742	Purchase 22 lap tops and one computer cart to expedite the assessment process, data gathering and...	Gutierrez, Modesto	10/23/2017	Modesto Gutierrez - Delivery of purchased equipment.	11/21/2017 one-time
G1.B2.S1.A9  A369741	Secure seven interventionists to support Civics, Science, Algebra and Literacy along with eight...	Rodriguez, Ignacio	10/23/2017	Ignacio Rodriguez - Teachers hired to fill all positions.	11/22/2017 one-time
G1.B2.S1.A3  A369735	Conduct the Instructional Review process and identify action steps to eliminate the priority...	Rodriguez, Ignacio	9/13/2017	Ignacio Rodriguez - Action Plan	5/25/2018 triannually
G1.B2.S1.A4  A369736	Leadership team will collaboratively participate in strategic planning meetings to make informed...	Rodriguez, Ignacio	7/18/2017	Ignacio Rodriguez - Strategic Planning Schedule, assessment data	5/25/2018 triannually
G1.B2.S1.A5  A369737	Principal will collaboratively participate in Data Assessment and Technical Assistance Coordination...	Rodriguez, Ignacio	8/14/2017	Ignacio Rodriguez - DATA/COM schedule, presentation, sign-in sheet, follow-up notes	5/25/2018 triannually
G1.B2.S1.A6  A369738	Content area teams will meet weekly to conduct common planning sessions.	Rodriguez, Ignacio	8/21/2017	Ignacio Rodriguez - Sign-in sheet, support logs, agenda	5/25/2018 weekly
G1.B2.S1.A11  A369743	Provide educational field trips to Deering Estate and the Frost Museum to enrich academic programs....	Gutierrez, Modesto	10/23/2017	Modesto Gutierrez - Lesson plans and work samples from the student body that participate in the educational field trips.	5/30/2018 one-time
G1.B2.S1.A12  A369744	Secure buses to transport students attending tutoring sessions.	Gutierrez, Modesto	10/23/2017	Modesto Gutierrez - Tutoring rosters will be produced as evidence (Saturday School, Afterschool Tutoring, ELL Tutoring).	5/30/2018 one-time
G1.B2.S1.A13  A369745	Provide duplicating supplies for teachers.	Jones, Rico	10/23/2017	Rico Jones - supply receipts will serve as evidence for supplementary classroom supplies (i.e. paper).	5/30/2018 one-time
G1.B2.S1.A1  A369733	Administrators will participate in monthly Instructional Coaches Academy (ICADs) to support content..	Rodriguez, Ignacio	9/1/2017	Ignacio Rodriguez - Action Plan	5/31/2018 monthly
G1.B2.S1.A2  A369734	Ignacio Rodriguez -Transformation Coaches will participate in Transformation Coach Cohorts (TCCs)...	Rodriguez, Ignacio	8/24/2017	Ignacio Rodriguez - Action Plan	5/31/2018 monthly
G1.B2.S1.A7  A369739	Provide meaningful professional development during faculty meetings.	Jones, Rico	8/17/2017	Rico Jones - Agenda, sign-in sheet	5/31/2018 monthly
G1.MA1  M398206	Leadership team will review data to ensure students are making progress towards the goal.	Rodriguez, Ignacio	9/25/2017	Unit/chapter assessments, iReady data, data chat protocol	6/7/2018 every-3-weeks
G1.B2.S1.MA1  M398204	Leadership team will meet weekly to monitor the implementation of the intervention framework.	Rodriguez, Ignacio	9/25/2017	Intervention schedules, intervention data	6/7/2018 weekly
G1.B2.S1.MA1  M398205	Leadership team will conduct classroom walk-throughs to monitor the implementation of the action...	Rodriguez, Ignacio	9/25/2017	Administrator walk-throughs, lesson plans, student journals, student work folders	6/7/2018 weekly

## V. Professional Development Opportunities

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

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

**G1.B2** Teachers make instructional decisions/adjustments without specific administrative feedback.

**G1.B2.S1** Administration will conduct frequent informal chats with teachers to provide specific feedback.

### **PD Opportunity 1**

Provide meaningful professional development during faculty meetings.

#### **Facilitator**

Leadership Team/Transformation Coaches

#### **Participants**

Instructional Staff

#### **Schedule**

Monthly, from 8/17/2017 to 5/31/2018

## VI. Technical Assistance Items

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

## VII. Budget

1	G1.B2.S1.A1	Administrators will participate in monthly Instructional Coaches Academy (ICADs) to support content area instruction.				\$0.00
2	G1.B2.S1.A10	Purchase 22 lap tops and one computer cart to expedite the assessment process, data gathering and allow more instructional time.				\$13,379.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			6111 - Cutler Bay Middle	UniSIG		\$13,379.00
<i>Notes: Notes</i>						
3	G1.B2.S1.A11	Provide educational field trips to Deering Estate and the Frost Museum to enrich academic programs. Students will explain and illustrate the roles of and relationships among producers, consumers, and decomposers in the process of energy transfer in a food web. Students will Recognize that science involves creativity, not just in designing experiments, but in also creating explanations that fit evidence.				\$10,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			6111 - Cutler Bay Middle	UniSIG		\$10,000.00
<i>Notes: Notes</i>						
4	G1.B2.S1.A12	Secure buses to transport students attending tutoring sessions.				\$18,300.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			6111 - Cutler Bay Middle	UniSIG		\$18,300.00
<i>Notes: Notes</i>						
5	G1.B2.S1.A13	Provide duplicating supplies for teachers.				\$353.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			6111 - Cutler Bay Middle	UniSIG		\$353.00
<i>Notes: Notes</i>						
6	G1.B2.S1.A2	Ignacio Rodriguez -Transformation Coaches will participate in Transformation Coach Cohorts (TCCs) to support content area instruction.				\$0.00
7	G1.B2.S1.A3	Conduct the Instructional Review process and identify action steps to eliminate the priority barrier.				\$0.00
8	G1.B2.S1.A4	Leadership team will collaboratively participate in strategic planning meetings to make informed and strategic decisions to enhance student performance based on the school's quantitative and qualitative data.				\$0.00
9	G1.B2.S1.A5	Principal will collaboratively participate in Data Assessment and Technical Assistance Coordination of Management (DATA/COM) to gain a deeper understanding of the progress in the school in order to make informed and				\$0.00

Dade - 6111 - Cutler Bay Middle - 2017-18 SIP  
Cutler Bay Middle

		<b>strategic decisions that will improve student outcomes on District and State Assessments.</b>				
<b>10</b>	<b>G1.B2.S1.A6</b>	<b>Content area teams will meet weekly to conduct common planning sessions.</b>				<b>\$0.00</b>
<b>11</b>	<b>G1.B2.S1.A7</b>	<b>Provide meaningful professional development during faculty meetings.</b>				<b>\$0.00</b>
<b>12</b>	<b>G1.B2.S1.A8</b>	<b>Secure two teachers to lessen class size in literacy and Social Studies and address student's intimate academic needs</b>				<b>\$152,908.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			6111 - Cutler Bay Middle	UniSIG		\$152,908.00
			<i>Notes: Notes</i>			
<b>13</b>	<b>G1.B2.S1.A9</b>	<b>Secure seven interventionists to support Civics, Science, Algebra and Literacy along with eight hourly teachers to support classroom instruction , Saturday school, before and afterschool tutoring.</b>				<b>\$143,640.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			6111 - Cutler Bay Middle	UniSIG		\$143,640.00
			<i>Notes: Notes</i>			
					<b>Total:</b>	<b>\$338,580.00</b>