

Miami-Dade County Public Schools

Cutler Bay Middle



2021-22 Schoolwide Improvement Plan

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Cutler Bay Middle

19400 GULFSTREAM RD, Cutler Bay, FL 33157

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

Demographics

Principal: Ignacio Rodriguez

Start Date for this Principal: 7/23/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (51%) 2017-18: C (52%) 2016-17: D (40%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	88%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	96%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	C

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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. 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: School Information

School Mission and Vision

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 students.

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, and citizenship.

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Rodriguez, Ignacio	Principal	Principal – is responsible for the vision, planning, organizing, administering, and directing all activities and functions which are essential of an effective, efficient, and safe instructional learning environment which provides maximum opportunity for a student's growth potential.
Jimenez, Jennifer	Math Coach	Direct instructional services related to reading/math for students and provide technical assistance for teachers; utilize the coaching model to facilitate the successful implementation of research-based instruction. Assist administration and teachers in the interpretation of student assessment data. Provide professional development to staff; assist in coordination and monitoring of intervention services. Ensure all teachers have the necessary tools to be effective from the first day. Build instructional delivery capacity of teachers using coaching cycles.
Rivers, Sharon	Reading Coach	Direct instructional services related to reading/math for students and provide technical assistance for teachers; utilize the coaching model to facilitate the successful implementation of research-based instruction. Assist administration and teachers in the interpretation of student assessment data. Provide professional development to staff; assist in coordination and monitoring of intervention services. Ensure all teachers have the necessary tools to be effective from the first day. Build instructional delivery capacity of teachers using coaching cycles.
Windisch, Cecilia	Reading Coach	Direct instructional services related to reading/math for students and provide technical assistance for teachers; utilize the coaching model to facilitate the successful implementation of research-based instruction. Assist administration and teachers in the interpretation of student assessment data. Provide professional development to staff; assist in coordination and monitoring of intervention services. Ensure all teachers have the necessary tools to be effective from the first day. Build instructional delivery capacity of teachers using coaching cycles.
Hickman-Miller, Patricia	Other	Teacher Leader – plan and deliver lessons. Administer assessments, use data to provide differentiated instruction. Participate in the planning and delivery of professional development for staff.
Pico, Gladys	Assistant Principal	

Demographic Information

Principal start date

Friday 7/23/2021, Ignacio Rodriguez

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

13

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

37

Total number of teacher positions allocated to the school

73

Total number of students enrolled at the school

956

Identify the number of instructional staff who left the school during the 2020-21 school year.

16

Identify the number of instructional staff who joined the school during the 2021-22 school year.

18

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	423	337	295	0	0	0	0	1055	
Attendance below 90 percent	0	0	0	0	0	0	114	185	141	0	0	0	0	440	
One or more suspensions	0	0	0	0	0	0	0	1	0	0	0	0	0	1	
Course failure in ELA	0	0	0	0	0	0	73	76	70	0	0	0	0	219	
Course failure in Math	0	0	0	0	0	0	81	41	72	0	0	0	0	194	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	67	71	66	0	0	0	0	204	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	81	91	62	0	0	0	0	234	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	197	238	191	0	0	0	626	

The number of students with two or more early warning indicators:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	117	141	118	0	0	0	0	376	

The number of students identified as retainees:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	0	0	0	0	0	0	9	2	4	0	0	0	0	15	
Students retained two or more times	0	0	0	0	0	0	10	22	8	0	0	0	0	40	

Date this data was collected or last updated

Friday 7/23/2021

2020-21 - As Reported

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

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		

The number of students with two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

2020-21 - Updated

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		
Number of students enrolled	0	0	0	0	0	0	387	311	326	0	0	0	0	1024	
Attendance below 90 percent	0	0	0	0	0	0	198	142	138	0	0	0	0	478	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	0	0	0	0	0	84	71	87	0	0	0	0	242	
Course failure in Math	0	0	0	0	0	0	47	70	47	0	0	0	0	164	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	73	64	79	0	0	0	0	216	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	97	60	110	0	0	0	0	267	

The number of students with two or more early warning indicators:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	150	118	146	0	0	0	0	414	

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	0	0	0	0	0	10	2	4	0	0	0	0	16
Students retained two or more times	0	0	0	0	0	0	24	8	9	0	0	0	0	41

Part II: Needs Assessment/Analysis**School Data Review**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				40%	58%	54%	37%	56%	53%
ELA Learning Gains				51%	58%	54%	51%	56%	54%
ELA Lowest 25th Percentile				39%	52%	47%	58%	52%	47%
Math Achievement				39%	58%	58%	31%	56%	58%
Math Learning Gains				50%	56%	57%	45%	56%	57%
Math Lowest 25th Percentile				48%	54%	51%	60%	55%	51%
Science Achievement				37%	52%	51%	41%	52%	52%
Social Studies Achievement				64%	74%	72%	60%	73%	72%

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	34%	58%	-24%	54%	-20%
Cohort Comparison						
07	2021					
	2019	33%	56%	-23%	52%	-19%
Cohort Comparison		-34%				
08	2021					
	2019	38%	60%	-22%	56%	-18%
Cohort Comparison		-33%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	25%	58%	-33%	55%	-30%
Cohort Comparison						
07	2021					
	2019	31%	53%	-22%	54%	-23%
Cohort Comparison		-25%				
08	2021					
	2019	29%	40%	-11%	46%	-17%
Cohort Comparison		-31%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	31%	43%	-12%	48%	-17%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	60%	73%	-13%	71%	-11%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	86%	63%	23%	61%	25%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

The progress monitoring tools used for ELA and Math in grades 6, 7, and 8th was iReady Diagnostic Assessment. Midyear Assessments were utilized for Mathematics in grades 6, 7, and 8; Science grade 8; and Civics grade 7.

Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	25.7	22.2	24.5
	Economically Disadvantaged	24.8	22.5	23.2
	Students With Disabilities	0	6.5	8.7
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	19.3	23.5	27.9
	Economically Disadvantaged	19.1	23.8	26.8
	Students With Disabilities	6.5	9.5	14.1
	English Language Learners			

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	32.1	24.4	28.4
	Economically Disadvantaged	31.2	24.7	27.4
	Students With Disabilities	15.4	13.9	14.9
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	20.2	23.8	29.6
	Economically Disadvantaged	21.2	23.8	28.2
	Students With Disabilities	10.3	10.1	17.6
	English Language Learners			
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	46.0	0
	Economically Disadvantaged	0	44.0	0
	Students With Disabilities	0	31.0	0
	English Language Learners	0	8.0	0

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	26.3	26.6	30.7
	Economically Disadvantaged	25.4	25.0	27.9
	Students With Disabilities	15.3	18.6	17.4
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	17.0	25.0	25.4
	Economically Disadvantaged	15.9	23.3	24.0
	Students With Disabilities	6.8	10.1	12.1
	English Language Learners			
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	23.0	0
	Economically Disadvantaged	0	23.0	0
	Students With Disabilities	0	23.0	0
	English Language Learners	0	19.0	0

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	36	42	28	36	42	39	41	45			
ELL	32	37	40	27	26	37	26	59			
BLK	26	28	19	25	31	35	34	43	63		
HSP	41	41	38	33	29	40	44	58	75		
MUL	22	20		12	13						
WHT	48	55		40	36		47	62	88		
FRL	34	35	30	29	29	39	39	51	75		
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	34	49	37	37	51	46	29	48			
ELL	29	52	45	36	53	53	32	66	93		
BLK	30	40	29	30	43	41	28	48	94		

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
HSP	44	55	44	43	54	51	42	72	90		
MUL	30	43		25	42			60			
WHT	58	65		56	58		55	80	80		
FRL	38	50	38	37	50	49	36	63	94		
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	36	63	65	36	58	63	43	53			
ELL	26	53	57	21	45	60	23	55			
ASN	40	55		60	55						
BLK	27	48	64	24	44	60	32	47	89		
HSP	42	53	56	32	44	59	44	68	81		
MUL	28	29		38	52						
WHT	50	53		58	60		75	73			
FRL	36	51	58	30	44	59	40	59	80		

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	40
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	33
Total Points Earned for the Federal Index	402
Total Components for the Federal Index	10
Percent Tested	94%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	39
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	35
English Language Learners Subgroup Below 41% in the Current Year?	YES

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	34
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	43
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	17
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	54
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	39
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

2019 Data: The school to district comparison shows an increase in the achievement across all grade levels and subjects with the exception of science. The need for improvement in ELA in the lowest 25 percent is evidenced by a decrease of 19 percentage points when compared to the 2018 data. The need for improvement in Math in the lowest 25 percent is evidenced by a decrease of 12 percentage points when compared to the 2018 data. The need for improvement in Science reveals a decrease in achievement by 4 percentage points. The need for improvement in Civics reveals an increase in student achievement by 4 percentage points.

2021 Data: The school comparison to 2019 shows a decrease in all core content areas with the exception of Science. Science achievement in 2021 increase by 4 percentage points from 37 percent in 2019 to 41 percent in 2021. The need for improvement in ELA within the lowest 25 percent is evidenced by a decrease of 9 percentage points when compared to the 2019 data. Data shows our lowest 25th percent were 39% proficient in 2019 and 30% proficient in 2021. Math in the lowest 25 percent decrease of 9 percentage points when compared to the 2018 data. Data shows our lowest 25th percent were 48% proficient in 2019 and 39% proficient in 2021. Civics data reveals a decrease in achievement of 12 percentage points. Data shows our 7th grade student were 64% proficient in 2019 and 52% proficient in 2021.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

2019 Data: The majority of our ELA Subgroups Learning Gains decreased by at least 21.4 percentage points. The majority of our Math Subgroups Learning Gains decreased by at least 12.2 percentage points.

2021 Data: The FSA data reveals a need to improve in the subgroup of the lowest 25 percent in both ELA and Math as stated in question A.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

For the last 3 years, we have been focused on implementing standards-based instruction in all classrooms. We will continue to support this while incorporating data-driven instruction to help meet the needs of our L25 subgroup. We have struggled with the consistency of differentiated instruction among classrooms and grade levels and targeted interventions. We will begin to incorporate a Focus Calendar for differentiated instruction and Instructional Framework to support teachers in order to accelerate learning.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Math showed an increase of 8.8 percentage points across all grade levels when comparing i-Ready AP1 to AP3 data.

What were the contributing factors to this improvement? What new actions did your school take in this area?

The Leadership Team created a collaborative planning schedule that allotted time to plan for differentiated instruction. Administrators will continue to attend weekly collaborative planning sessions and contribute to conversations with individual departments to carefully align resources.

What strategies will need to be implemented in order to accelerate learning?

The following strategies will need to be implemented in order to accelerate learning: Data-driven instruction, Extended Learning Opportunities, Standards-Based Collaborative Planning, Interventions-RTI, Differentiated Instruction, Peer Observations, Lesson Studies, checks for understanding, and data chats.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

The PLST will develop small group sessions and job-embedded sessions on using school data to drive instruction, aligning small group instruction using OPM, making adjustments to groups as data becomes available, and continuous data chats with individualized feedback and next steps(ongoing). Teacher coach collaboration will continue to be implemented individually with teachers to support specific needs (Ongoing).

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Collaborative Planning will be scheduled weekly and a member of the Leadership Team will attend with fidelity to ensure that the strategies being implemented school-wide are aligned to the school goals. Extended learning opportunities will be provided with before and after school tutoring and interventions as well as Saturday Academies, Spring Break Academy, special camps, and Streaming In Action STEM Camp.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Small Group Instruction**Area of Focus Description and Rationale:**

2019: The leadership determined that this is a critical area because of the poor performance of L25 subgroup on the 2019 FSA data for ELA. The need for improvement in ELA in the lowest 25 percent is evidenced by a decrease of 19 percentage points when compared to the 2018 data. We selected Differentiation because that data shows we were not meeting the academic needs of this subgroup, and we must improve and diversify our delivery methods to address this group. We will provide the necessary professional development for teachers needed to increase the learning gains and move forward towards achieving proficiency.

2021: The leadership determined that this is a critical area because of the poor performance of L25 subgroup on the 2021 FSA data for ELA. The need for improvement in ELA in the lowest 25 percent is evidenced by a decrease of 9 percentage points when compared to the 2019 data. Data shows our lowest 25th percent were 39% proficient in 2019 and 30% proficient in 2021. We selected Differentiation because that data shows we were not meeting the academic needs of this subgroup, and we must improve and diversify our delivery methods to address this group. We will provide the necessary professional development for teachers needed to increase the learning gains and move forward towards achieving proficiency.

Measurable Outcome:

If we are successful in implementing Differentiation in ELA classes, our Learning Gains among the L25 subgroup will increase by 4 percentage points.

Monitoring:

Administrators will conduct walkthroughs to ensure quality of differentiated instruction and that lesson plans are readily available. During common planning, instructional coaches will monitor and assist with the development of lesson plans and data analysis to ensure targeted instruction to meet the needs of all students. The Leadership Team will monitor data and conduct monthly data chats to ensure that students are demonstrating growth on remediated standards. The Leadership Team will provide ongoing and timely feedback to observe progress.

Person responsible for monitoring outcome:

Ignacio Rodriguez (ignaciorodriguez@dadeschools.net)

Evidence-based Strategy:

Within the Targeted Element of Differentiation, our school will focus on the evidenced-based strategy of: Differentiated Instruction. Differentiated Instruction will assist in accelerating the learning of our L25 as it is a systematic approach of instruction to meet the individual needs of students. Differentiated Instruction will be monitored by administrators during walkthroughs as evidenced in lesson plans, instructional activities, and data chats.

Rationale for Evidence-based Strategy:

Differentiated instruction will ensure that teachers are creating lessons that are customized to individual student needs. Teachers will continually adjust their instruction for remediation and enrichment.

Action Steps to Implement

9/2-Transformation Coaches will provide teachers with professional development opportunities to effectively understand the components of the gradual release of responsibilities model framework as part of differentiated instruction as evidenced by agendas. As a result of this professional development, teachers will have evidence of the use of the GRRM in their lesson plans and demonstrated in classroom instruction.

Person Responsible Cecilia Windisch (cwindisch@dadeschools.net)

8/31-10/11-Transformation Coaches will provide teachers with ongoing coaching support through collaborative planning on how to effectively implement the GRRM daily in classroom instruction as evidenced by agendas. As a result of this professional development, teachers will have evidence of the use of the GRRM in their lesson plans and demonstrated in classroom instruction.

Person Responsible Jennifer Jimenez (jjimenez@dadeschools.net)

8/31-10/11-Transformation Coaches will model lessons for teachers on how to effectively implement the GRRM daily in classroom instruction as evidenced by instructional delivery. As a result teachers will execute the implementation of the gradual release model in their daily lessons.

Person Responsible Sharon Rivers (308104@dadeschools.net)

8/31-10/11-Administration will provide on-going and timely feedback to teachers in their use of the GRRM as evidenced by ongoing weekly walkthroughs and reflective feedback. As a result teachers will use feedback provided by administrators to reflect on their practices and thereby improve lesson delivery.

Person Responsible Ignacio Rodriguez (ignaciorodriguez@dadeschools.net)

11/01- 12/17 Continue Coach-Teacher Collaboration in order to model GRRM, scaffolding and questioning strategies to yield higher order questioning. As evidenced by CTC logs.

Person Responsible Sharon Rivers (308104@dadeschools.net)

11/01- 12/17 Professional development geared toward analyzing data and ALDs (Achievement Level Descriptors) in order to facilitate questioning. We will build upon the initial success by ensuring professionals are provided with adequate professional development and modeling of high yield strategies and procedures. As evidenced by agendas and sign-in sheets.

Person Responsible Jennifer Jimenez (jjimenez@dadeschools.net)

01/28 - 05/31 Considering the outcome of the Fall Semester Implementation Steps and corresponding Academic Programs data, some of the actions that need to be continued are data tracking and data chats based on targeted goals and standards in order to identify the weakest standards for remediation. The instructional coaches will continue working with teachers disaggregating data and creating subgroups for intervention.

Person Responsible Sharon Rivers (308104@dadeschools.net)

01/28 - 05/31 Instructional Coaches will continue to provide Instructional Focus calendars informing teachers on specific standards to target the EWS, L25, and L35 students during differentiated instruction, interventions, before and after school tutoring, Winter Break Academy, Saturday Academy, and Spring Break Academy. Students exhibiting Early Warning Signs are prioritized to attend Saturday Academy, Winter Break Academy and Spring Break Academy with a VIP invitation from administration. Special Assemblies will continue to be held to encourage attendance. A Connect ED message was sent by administration to parents inviting them to a zoom meeting to encourage attendance.

Person Responsible Jennifer Jimenez (jjimenez@dadeschools.net)

#2. Instructional Practice specifically relating to Differentiation**Area of Focus Description and Rationale:**

2019: The leadership team determined that this is a critical need because of the poor performance of the L25 subgroup on the 2019 FSA in Math. The need for improvement in Math in the lowest 25 percent is evidenced by a decrease of 12 percentage points when compared to the 2018 data. We selected differentiation because that data shows we were not meeting the academic needs of this subgroup, and we must improve and diversify our delivery methods to address this group. We will provide the necessary professional development for teachers needed to increase the learning gains and move forward towards achieving proficiency.

2021: The leadership team determined that this is a critical need because of the poor performance of the L25 subgroup on the 2021 FSA in Math. The need for improvement in Math in the lowest 25 percent is evidenced by a decrease of 9 percentage points when compared to the 2019 data. Data shows our lowest 25th percent were 48% proficient in 2019 and 39% proficient in 2021. We selected differentiation because that data shows we were not meeting the academic needs of this subgroup, and we must improve and diversify our delivery methods to address this group. We will provide the necessary professional development for teachers needed to increase the learning gains and move forward towards achieving proficiency.

Measurable Outcome: If we are successful in implementing Differentiation in math, our Learning Gains among the L25 subgroup will increase by 4 percentage points.

Monitoring: Administrators will conduct walkthroughs to ensure the quality of differentiated instruction and that lesson plans are readily available. During common planning, instructional coaches will monitor and assist in the development of lesson plan and data analysis to ensure targeted instruction to meet the needs of all students. The Leadership Team will monitor data and conduct monthly data chats to ensure that students are demonstrating growth on remediated standards. The Leadership Team will provide ongoing and timely feedback to observe progress.

Person responsible for monitoring outcome:

Ignacio Rodriguez (ignaciorodriguez@dadeschools.net)

Evidence-based Strategy:

Within the Targeted Element of Differentiation, our school will focus on the evidenced-based strategy of: Data-Driven Instruction. Data-Driven Instruction will assist in accelerating the learning of our L25 as it is a systematic approach of instruction to meet individual students' needs. Data Driven Instruction will be monitored by the use of data trackers to drive instructional planning and data driven conversations to include Ongoing Progress Monitoring OPM's.

Rationale for Evidence-based Strategy:

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

Action Steps to Implement

9/2-Transformation Coaches will desegregate data with the teachers to identify areas of strength and opportunities for growth within each standard for individual students as evidenced by collaborative planning agendas. They will also provide teachers with professional development opportunities to effectively understand the components of data tracking as part of differentiated instruction as evidenced by collaborative planning agendas. Teachers will use student data to plan for Differentiated Instruction (DI)

as evidenced by lesson plans. As a result teacher will address any learning loss and provide either remediation or enrichment activities.

Person Responsible Cecilia Windisch (cwindisch@dadeschools.net)

8/31-10/11-Teachers will conduct data chats with students in their classrooms using a data tracker. As a result of the use of data trackers, students will be able to reflect on their academic achievement and develop steps to accelerate their learning.

Person Responsible Jennifer Jimenez (jjimenez@dadeschools.net)

8/31-10/11-Teachers will assist students in setting appropriate goals for students to monitor their progress to meet their academic goals as evidenced by data trackers. As a result student will be invested and aware of their academic progress.

Person Responsible Sharon Rivers (308104@dadeschools.net)

8/31-10/11-Administrators will monitor the use of data trackers to plan for effective DI. Administrators will conduct quarterly data chats with teachers to monitor individual student progress towards academic goals as evidenced by a data chat calendar.

Person Responsible Ignacio Rodriguez (ignaciorodriguez@dadeschools.net)

11/01- 12/17 Professional development will continue to be provided on an individual basis on the new platform for PowerBI and Performance Matters in order for teachers to disaggregate their data and create fluid groups and provide differentiated instruction to meet the needs of all learners. As evidenced by agendas, sign-in sheets and data trackers.

Person Responsible Jennifer Jimenez (jjimenez@dadeschools.net)

11/01- 12/17 Provide professional development on Differentiated Instruction. We will build upon the initial success by ensuring professionals are provided with adequate professional development and modeling of high yield strategies and procedures, routines and providing specific corrective feedback to students. As evidenced by agendas and sign-in sheets.

Person Responsible Sharon Rivers (308104@dadeschools.net)

01/28 - 05/31 Considering the outcome of the Fall Semester Implementation Steps and corresponding Academic Programs data, some of the actions that need to be continued are data tracking and data chats based on targeted goals and standards in order to ensure all standards are targeted. Instructional coaches will continue working with teachers disaggregating data and creating subgroups for intervention.

Person Responsible Sharon Rivers (308104@dadeschools.net)

01/28 - 05/31 Instructional Coaches will continue to provide Instructional Focus calendars informing teachers on specific standards to target the EWS, L25, and L35 students during differentiated instruction, interventions, before and after school tutoring, Winter Break Academy, Saturday Academy, and Spring Break Academy. Students exhibiting Early Warning Signs are prioritized to attend Saturday Academy, Winter Break Academy and Spring Break Academy with a VIP invitation from administration. Special Assemblies will continue to be held to encourage attendance. A Connect ED message was sent by administration to parents inviting them to a zoom meeting to encourage attendance.

Person Responsible Jennifer Jimenez (jjimenez@dadeschools.net)

#3. Culture & Environment specifically relating to Positive Behavior Intervention and Supports

Area of Focus Description and Rationale: Based on the data review, Cutler Bay will implement positive behavior intervention and supports as an area of focus. Through our data review, the data revealed that 47% of staff members felt that students are not academically prepared and 79% of staff members felt that students are deficient in basic academic skills. We recognize the need to emphasize success of students and staff by celebrating accomplishments and collaboration.

Measurable Outcome: If we successfully implement Positive Behavior Intervention and Supports (PBS) , our students will receive instruction in an optimal and nurturing learning environment that will lead to improved student outcomes as evidenced by an increase of 4 percentage points when compared to the 20-21 School Climate Survey.

Monitoring: Administrators will conduct walkthroughs to ensure positive behavior intervention and supports are in practice. Teacher leaders will monitor and assist in the development of strategies and practices that meet the needs of all students. The Leadership Team will provide ongoing feedback to observe progress.

Person responsible for monitoring outcome: Ignacio Rodriguez (ignaciorodriguez@dadeschools.net)

Evidence-based Strategy: Within the target element of Positive Behavior Intervention and Supports, our school will focus on the evidence based strategy of celebrating successes. Celebrating success will assist in creating an optimal, nurturing, and stimulating learning environment that will lead to improved student outcomes.

Rationale for Evidence-based Strategy: Celebrating student successes will increase academic achievement and academic preparedness. In addition, celebrating successes will motivate and engage students to accelerate learning. This initiative will provide the Leadership Team with a systematic approach to identify areas of success.

Action Steps to Implement

9/2-The Leadership Team will survey teachers to determine their interest in joining a committee aimed toward celebrating successes in order to improve student achievement as evidenced by survey results. As a result, teacher "buy in" and efficacy will be secured.

Person Responsible Ignacio Rodriguez (ignaciorodriguez@dadeschools.net)

8/31-10/11-Once committee members are identified, the committee will develop a positive behavioral system to celebrate successes and improve student achievement as evidenced by a plan and agendas. As a result, stakeholders will have an active voice in celebrating success and student achievement.

Person Responsible Kirsten Breske (kpatterson@dadeschools.net)

8/31-10/11-The committee will inform the faculty and staff of their plan for PBS so teachers can implement it with fidelity in their classrooms and school-wide as evidenced by agendas. As a result, faculty and staff will be thoroughly informed and prepared to act.

Person Responsible Kirsten Breske (kpatterson@dadeschools.net)

8/31-10/11-Administration will conduct weekly walk-throughs to ensure evidence of PBS through visual displays in the classrooms as evidenced by pictures and charts in the classroom. As a result, the PBS strategies may be assessed and expanded as needed.

Person Responsible Ignacio Rodriguez (ignaciorodriguez@dadeschools.net)

11/01- 12/17 Discipline Committee will meet regularly to discuss celebrating successes and next steps. Evidenced by sign in sheets and agendas.

Person Responsible Jennifer Jimenez (jjimenez@dadeschools.net)

11/01- 12/17 School-wide incentives will be implemented to recognize positive behavior and academic achievement. We will build upon the initial success by engaging all stakeholders and community partners. As evidenced by community partners log in website, social media and school messenger.

Person Responsible Ignacio Rodriguez (ignaciorodriguez@dadeschools.net)

01/28-05/30 Some actions that may have led to growth are the School Spirit Pride through the use of social media of the new Warrior emblem shirts, hoodies, and polos. The administrative team will continue branding the school using social media, morning announcements, pride in activities changes to the school's physical environment, field trip participation in unique school traditions will strengthen student pride and culture.

Person Responsible Ignacio Rodriguez (ignaciorodriguez@dadeschools.net)

01/28-05/30 School Spirit Pride, rewards, and incentives will continue as the primary strategy for positive behavior intervention support. This action step will be implemented during the period of January 28th to May 30th.

Person Responsible Gladys Pico (gladyspico@dadeschools.net)

#4. Leadership specifically relating to Specific Teacher Feedback**Area of Focus Description and Rationale:**

Based on the data from the School Improvement Survey and the Review of the Core Leadership Competencies, the leadership team will provide targeted, specific teacher feedback. According to the SIP survey 27% of teachers felt that they received feedback monthly. The leadership team strives to assist teachers in their professional development by providing them with more timely, specific feedback to improve the quality of their instruction.

Measurable Outcome:

If we successfully implement the Targeted Element of Specific Teacher Feedback, the leadership team will provide weekly targeted specific feedback to teachers. Target specific feedback will occur during walk-throughs, coaching cycles, common planning time and teacher-driven observations. As a result, an increase by 5 percentage points will occur when compared to the 20-21 SIP survey.

Monitoring:

The Leadership Team will identify specific feedback during walk-throughs, coaching cycles, and common planning time and teacher-driven observations. As a result, teachers will have specific feedback on target areas for improvement and professional development opportunities.

Person responsible for monitoring outcome:

Ignacio Rodriguez (ignaciorodriguez@dadeschools.net)

Evidence-based Strategy:

Within the targeted Elements of Specific Teacher Feedback our school will focus on the evidenced-based strategy of Consistent Developmental Feedback. To ensure implementation, the leadership team will discuss feedback provided to teachers on a weekly basis during the leadership team meeting.

Rationale for Evidence-based Strategy:

Providing specific targeted feedback to teachers will allow them to grow professionally and improve the quality of their instruction and improve academic achievement. As a result, instruction will improve and an increase in student proficiency will rise. To ensure implementation, the leadership team will discuss feedback provided to teachers on a weekly basis during the leadership team meeting.

Action Steps to Implement

9/2-Administrators will provide teachers with research-based articles during faculty meetings to establish a correlation between the framework of effective instruction (FEI) and the framework of effective school culture (FESC) to student achievement as evidenced by the articles and agendas. As a result of consistent developmental feedback, there will be a positive impact on professional growth, causing teachers to reflect on their craft and implement those changes to ensure effective instruction.

Person Responsible

Ignacio Rodriguez (ignaciorodriguez@dadeschools.net)

8/31-10/11-Administrators will meet weekly to determine look-for's during walk-throughs based on the FEI and FESC as evidenced by walkthrough calendar. As a result, there will be clear objectives to look for.

Person Responsible

Ignacio Rodriguez (ignaciorodriguez@dadeschools.net)

8/31-10/11-During faculty meetings and via e-mails, administrators will communicate monthly walk-through expectations and look-for's with faculty and staff. As a result, faculty and staff will be aware of areas of improvement.

Person Responsible

Ignacio Rodriguez (ignaciorodriguez@dadeschools.net)

8/31-10/11-Administrators will provide staff with immediate and consistent, on-going feedback as evidenced by weekly walkthroughs and administrative weekly meetings. As a result, instructional delivery and engagement will improve and student achievement will increase as evidenced by the 2022 FSA and EOC results.

Person Responsible Ignacio Rodriguez (ignaciorodriguez@dadeschools.net)

11/01-12/17 Continue weekly walkthroughs with fidelity with Transformational Coaches and administration. Targeted professional development will be suggested and initiate a Coach-Teacher Collaboration if necessary as evidenced by Coach Teacher Collaboration logs.

Person Responsible Gladys Pico (gladyspico@dadeschools.net)

11/01-12/17 We will build upon the initial success of our implementation through administrative walks as evidenced by emails, text, verbal communication and calendars.

Person Responsible Ignacio Rodriguez (ignaciorodriguez@dadeschools.net)

01/28-05/30 The administrative team will continue to identify priorities, implementing a plan to effectively communicate the stakeholder's role in new initiatives at the school.

Person Responsible Ignacio Rodriguez (ignaciorodriguez@dadeschools.net)

01/28-05/30 Administrators will continue to ensure a timeline for progress monitoring is followed with fidelity and results of the implementation are communicated effectively.

Person Responsible Gladys Pico (gladyspico@dadeschools.net)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

According to the state report, our school incident report is listed as moderate (3.5 incidents per 100 student in 2019-2020 compared to all other middle schools statewide). The primary area of concern is the bullying incidents reported to the state. As a school we will work on monitoring bullying incidents and implement courses given by counselors to prevent bullying. The secondary area of concern is tobacco use on campus. We will work on educating all stakeholders on the protocols for this area of concern and work to address it before they occur.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Cutler Bay Middle School's strength within School Culture is in Clearly Defined Expectations. Our school creates experiences throughout the year to clearly communicate rules, norms and expectations with all stakeholders. Through the MDCPS Core Values, Restorative Justice Practices, grade level student orientations, morning announcements, and Social Media posts Cutler Bay Middle continuously promotes positive school culture by highlighting the characteristics and behaviors of high achievers.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

The stakeholders involved in the building of a positive school culture and environment are the Principal, Assistant Principals, Instructional Coaches, teacher leaders, and counselors (School Leadership Team). The Principal's role is to monitor and oversee all of the schools' initiatives. With the direction of the principal, assistant principals will plan, organize, implement and assess the programs. Instructional Coaches, counselors and teachers will help to implement the day to day actions.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: Small Group Instruction	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Differentiation	\$0.00
3	III.A.	Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports	\$0.00
4	III.A.	Areas of Focus: Leadership: Specific Teacher Feedback	\$0.00
Total:			\$0.00