

Miami-Dade County Public Schools

Cutler Bay Senior High School



2021-22 Schoolwide Improvement Plan

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Cutler Bay Senior High School

8601 SW 212TH ST, Cutler Bay, FL 33189

<http://cms.dadeschools.net/>

Demographics

Principal: Lucas De La Torre J

Start Date for this Principal: 7/29/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	59%
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 White Students Economically Disadvantaged Students
School Grades History	2018-19: A (79%) 2017-18: A (75%) 2016-17: A (65%)
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)
High School 9-12	No	59%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	83%

School Grades History

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

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Cutler Bay Senior High School pledges to provide a learning environment with an engaging, innovative curriculum that exposes students to critical thinking, technology, field studies, projects, and research. Cutler Bay Senior High School is committed to providing a challenging program that prepares our students for an evolving global community.

Provide the school's vision statement.

Cutler Bay Senior High School strives to be a safe, nurturing, and supportive learning community where each student achieves literacy. We are dedicated to engaging students and to creating lifelong learners who will contribute positively to society. Cutler Bay Senior High School embodies the belief that through high standards and expectations, all students can learn and achieve mastery.

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
Clarit, Michelle	Assistant Principal	Ms. Clarit is the Assistant Principal of Curriculum at Cutler Bay Senior High. She works closely with academy lead teachers and with department heads to identify curriculum goals and needs. She is central to the composition and implementation of the School Improvement Plan. Ms. Clarit will be responsible for monitoring the outcomes of the SIP.
Delgado, Maria	Teacher, K-12	Ms. Delgado is a representative of the science department. She is proficient in instructional technology and has provided support to peers in the implementation of digital platforms. She will assist her department chair in the dissemination of the strategies outlined by the SIP.
McCoy, Christy	Teacher, K-12	Ms. McCoy is the ELA Department chair. She focuses on reading and writing strategies across the curriculum. She is responsible for disaggregating the Midyear and Annual FSA ELA data to determine the remediation needs of the curriculum standards.
Delatorre, Lucas	Principal	Mr. De La Torre is the Principal of Cutler Bay Senior High School. He is involved in all aspects of the safe and effective maintenance of the school and its programs. He works closely with the School Leadership Team in the creation and implementation of the School Improvement Plan with fidelity.
Verger, Sebastian	Teacher, K-12	Mr. Verger represents the Social Science Department as the Department Chair. He will identify the curriculum and resource needs in his department. He has a strong knowledge base across the social sciences and provides support to his department members. He will disseminate the strategies outlined by the SIP to his department.
Ruffo, Marshall	Teacher, K-12	Mr. Ruffo represents the Science Department as the Department Chair. He will identify the curriculum and resource needs in his department. He has a strong knowledge base across the sciences and provides support to his department members. He will disseminate the strategies outlined by the SIP to his department.
Rahouly, Maria	Teacher, K-12	Ms. Rahouly is the Math Department Chair, the Lead Academy Teacher, and the Cambridge Coordinator for our school. She works with all curriculum and professional development needs for the Cambridge program. She also has extensive knowledge of Mathematics and identifies curricular needs for the Math department She will disseminate the strategies outlined by the SIP.
Janata, Cheryl	Teacher, K-12	Ms. Janata is a representative of the Math department. She instructs the Algebra 1 course which is a graduation requirement for the state. She will assist her department chair in the dissemination of the strategies outlined by the SIP.

Demographic Information

Principal start date

Thursday 7/29/2021, Lucas De La Torre J

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.*

16

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.*

8

Total number of teacher positions allocated to the school

26

Total number of students enrolled at the school

581

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

3

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

6

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	0	0	0	0	159	151	138	133	581
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	7	8	9	6	30	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	12	5	3	20	
Course failure in Math	0	0	0	0	0	0	0	0	0	1	12	12	5	30	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	4	2	1	0	7	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	5	8	6	7	26	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	24	0	0	0	24	

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	0	0	0	0	11	8	2	21

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	0	0	0	1	1	0	0	2
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Wednesday 6/30/2021

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	0	0	0	0	139	144	133	96	512
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	4	10	6	6	26
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	11	6	3	0	20
Course failure in Math	0	0	0	0	0	0	0	0	0	0	10	13	5	0	28
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	1	1	0	1	3
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	4	6	7	4	21

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	0	0	0	0	8	9	2	1	20

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	0	0	0	0	1	1	0	0	2
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

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				88%	59%	56%	84%	59%	56%
ELA Learning Gains				67%	54%	51%	57%	56%	53%
ELA Lowest 25th Percentile				72%	48%	42%	65%	51%	44%
Math Achievement				82%	54%	51%	75%	51%	51%
Math Learning Gains				56%	52%	48%	62%	50%	48%
Math Lowest 25th Percentile				53%	51%	45%	50%	51%	45%
Science Achievement				94%	68%	68%	92%	65%	67%
Social Studies Achievement				98%	76%	73%	96%	73%	71%

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
09	2021					
	2019	90%	55%	35%	55%	35%
Cohort Comparison						
10	2021					
	2019	80%	53%	27%	53%	27%
Cohort Comparison		-90%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	93%	68%	25%	67%	26%

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

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	98%	71%	27%	70%	28%

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					

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	80%	54%	26%	57%	23%

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 tool used is the District Mid-Year Assessment (MYA).

Grade 9				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	0	75 %	0
	Economically Disadvantaged	0	65%	0
	Students With Disabilities	0	50%	0
	English Language Learners	0	0	0
		Number/% Proficiency	Fall	Winter
Mathematics	All Students	0	80 %	0
	Economically Disadvantaged	0	90%	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
		Number/% Proficiency	Fall	Winter
Biology	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
		Number/% Proficiency	Fall	Winter
US History	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
		Number/% Proficiency	Fall	Winter

Grade 10				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	0	64%	0
	Economically Disadvantaged	0	63%	0
	Students With Disabilities	0	25%	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0	67%	0
	Economically Disadvantaged	0	61%	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Biology	All Students	0	30%	0
	Economically Disadvantaged	0	29%	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
US History	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	91%	0
	Economically Disadvantaged	0	90%	0
	Students With Disabilities	0	83%	0
	English Language Learners	0	0	0

Grade 12					
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		0	0	0
	Economically Disadvantaged		0	0	0
	Students With Disabilities		0	0	0
	English Language Learners		0	0	0
		Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		0	0	0
	Economically Disadvantaged		0	0	0
	Students With Disabilities		0	0	0
	English Language Learners		0	0	0
		Number/% Proficiency	Fall	Winter	Spring
Biology	All Students		0	0	0
	Economically Disadvantaged		0	0	0
	Students With Disabilities		0	0	0
	English Language Learners		0	0	0
		Number/% Proficiency	Fall	Winter	Spring
US History	All Students		0	0	0
	Economically Disadvantaged		0	0	0
	Students With Disabilities		0	0	0
	English Language Learners		0	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	53	43		58	30		60				
ELL	65	53		40						100	93
BLK	75	64									
HSP	84	59	69	57	30	32	74	92		100	85
WHT	87	60		83	13		90	97		100	80

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
FRL	81	60	66	59	30	37	80	94		100	84
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										92	50
ELL	89	74	83	85	63		100	100		95	100
BLK	84	71		50			90	100		100	80
HSP	87	67	72	83	61	50	92	98		98	83
WHT	90	68	69	89	47		100	100		100	68
FRL	85	65	64	73	53	46	92	98		98	84
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								100			
ELL	58	57			64					93	79
BLK	80	65		54	54			90		100	46
HSP	84	55	65	77	64	61	94	96		99	72
WHT	82	57	60	77	55			100		100	66
FRL	79	56	63	73	63	46	92	94		99	65

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	70
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	699
Total Components for the Federal Index	10
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	49
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	70
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	70
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	68
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	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
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	76
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	69
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
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?

In a school data comparison between 2018 and 2019, there was a decrease in Math Learning Gains across all subgroups.

2019 data findings:

In the WHT subgroup, there was a 8 % decrease in Math Learning Gains.

In the FRL subgroup, there was a 10 % decrease in Math Learning Gains.

In a school data comparison between 2018 and 2019, there was an increase in ELA Learning Gains across all subgroups.

In the ELL subgroup, there was a 17 % increase in ELA Learning Gains.

In the HSP subgroup, there was a 12 % increase in ELA Learning Gains.

In the WHT subgroup, there was a 11 % increase in ELA Learning Gains.

2021 data findings: These results are based on the 2021 FSA and EOC end of year exams.

In the ELA FSA exam results, it is noted that there was a 4% decrease in the overall proficiency for the ninth and tenth grade students combined.

In the ELA FSA exam results, it is noted that there was a 7% decrease in the overall learning gains for the ninth and tenth grade students combined.

In the Math Learning gains for the EOC exams, it is noted that there was a 29% decrease.

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

2019 data findings:

The math learning gains decreased by 10%. This is the greatest need as demonstrated by the state assessments. Within the subgroups of math learning Gains, it is noted that Hispanic students demonstrated a 3% decrease in math learning gains, white students demonstrated a 8% decrease in math learning gains, and students with Free and Reduced lunch demonstrated a 10% decrease in math learning gains.

2021 data findings:

The Math learning gains for the EOC exams demonstrated the greatest area of need as there was a 29% decrease.

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

2019 data findings:

The contributing factors for this need for improvement are the result of a lack of interventions available for students who are not meeting the required standards. We will be providing extended learning opportunities in the form of interventions to address the needs of the students who are not meeting the required standards. (Tutoring, Saturday Math Academy, Edgenuity, Math Nation)

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

2019 data findings:

The ELA learning gains increased by 10% showing the most improvement for our state assessments.

According to the data, the subgroups made gains as follows:

Students with Free and Reduced Lunch demonstrated a 9% increase in ELA Learning gains.

ELL students demonstrated a 17% increase in ELA learning gains.

Black students demonstrated a 6% increase in ELA learning gains.

White students demonstrated a 11% increase in ELA learning gains.

Hispanic students demonstrated a 12% increase in ELA learning gains.

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

2019 data findings:

The contributing factors for this improvement were extended learning opportunities that were driven by mid-year data analysis.

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

Extended Learning Opportunities, Data-driven Instruction, Effective Curriculum and Resources Utilization, Technology Integration

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 provide professional development opportunities in as follows:

Best Practices (August/2021)

Aligning resources to small group instruction (January/2022)

Feedback and remediation based on the results of Topic Assessments (ongoing)

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

Extended Learning Opportunities will be provided through after school tutoring and interventions such as Saturday Math Academy.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Small Group Instruction

Area of Focus Description and Rationale: Based on the 29% decrease in Math learning gains as evidenced by the 2021 data review, our school will implement small group instruction through after school tutoring, Saturday Academy, and technology based resources in order to increase the learning gains of our students in math.

Measurable Outcome: After the first nine week period, we anticipate to see a 3% positive difference in comparison to the district's average on the Topic 1/2 assessment. We expect to see a 3% increase in the learning gains of our math students on the state assessments for the 2021-2022 school year as a result of the implementation of our small group interventions.

Monitoring: At the end of the first nine weeks, teachers will adjust groups based on current data. Administrators will follow-up with regular walkthroughs to ensure fidelity. This Area of Focus will be monitored with Topic Tests, Mid-Year Assessments, and the math EOC exam results for the 2021-2022 school year.

Person responsible for monitoring outcome: Michelle Clarit (clarit7@dadeschools.net)

Evidence-based Strategy: Within the Targeted Element of Small Group Instruction, our school will focus on the evidence-based strategy of: Differentiation. Small group instruction will be achieved through Differentiation Instruction groups in the classroom as well as in extended learning opportunities. The outcomes will be monitored by the Math Teacher through the data provided by Topic Tests and the Mid-Year exam.

Rationale for Evidence-based Strategy: Small group instruction driven by data will better address the individual needs of the students. Teachers will continually make adjustments to their instruction, plan, and instructional delivery as new data becomes available.

Action Steps to Implement

9/6-The administration will provide a list of the lowest 25% to the math department. As a result, the teacher will create DI groups to address the remediation of standards.

Person Responsible Michelle Clarit (clarit7@dadeschools.net)

10/18-Ongoing-The sponsor of Mu Alpha Theta will be provided with a list of the three weakest benchmarks to be addressed through the tutoring program. As a result, the tutoring will be focused on the remediation needs of the students.

Person Responsible Cheryl Janata (janata@dadeschools.net)

10/18-Ongoing-The students identified as being in the lowest 25% will be encouraged to attend after school tutoring with the Math Honor Society (Mu Alpha Theta). As a result, the students will receive remediation for weak standards.

Person Responsible Cheryl Janata (janata@dadeschools.net)

8/27-Ongoing-The students will participate in mixed-ability grouping in the classroom, allowing peers with strengths in math to provide support for those identified. (Seating charts will be in place.) As a result, the students in need of remediation of the Math standards will be have access to additional support by peers.

Person Responsible Cheryl Janata (janata@dadeschools.net)

01/31/22-04/29/22-The classroom teachers will contact the parents of students who are not showing proficiency as indicated by the MYA data to inform them know about the resources available for remediation.

Person Responsible Michelle Clarit (clarit7@dadeschools.net)

01/31/22-04/29/22- We will reconfigure the ELA DI groups to provide remediation for weak standards as evidenced by the MYA data.

Person Responsible Michelle Clarit (clarit7@dadeschools.net)

#2. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale: Based on the 29% decrease in Math learning gains as evidenced by the 2021 data review, our school will implement differentiated instruction through after school tutoring, Saturday Academy, and technology based resources in order to increase the learning gains of our students in math. We are not meeting the individual needs of all learners; therefore, it is evident that we must improve our ability to differentiate instruction based on the levels of the students we serve.

Measurable Outcome: If we successfully implement Differentiation, then our learning gains in math will increase by a minimum of 3 percentage points as evidenced by the 2022 State Assessments. After the first nine week period, we anticipate to see a 3% positive difference in comparison to the district's average on the Topic 1/2 assessment.

Monitoring: At the end of the first nine weeks, teachers will adjust groups based on current data. Administrators will follow-up with regular walkthroughs to ensure fidelity. Evidence of differentiation will be seen in lesson plans and grouping charts. This Area of Focus will be monitored with Topic Tests, Mid-Year Assessments, and the math EOC exam results for the 2021-2022 school year.

Person responsible for monitoring outcome: Michelle Clarit (clarit7@dadeschools.net)

Evidence-based Strategy: Within the Targeted Element of Differentiation, our school will focus on the evidence-based strategy of: Data-Driven Instruction. Data-Driven instruction will assist in accelerating the learning gains as it is a systematic approach of instruction to meet the students' needs.

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 student needs. Teachers will continually make adjustments to their lesson plans, and instructional delivery as new data becomes available.

Action Steps to Implement

10/11-After administering the first topic test, the instructor will identify the weak standards for the students. As a result, differentiation strategies will be employed to meet the needs of the student.

Person Responsible Cheryl Janata (janata@dadeschools.net)

10/25-Once the results of the topic test are analyzed, the teacher will conduct data chats with the students to identify the areas of need. As a result, the student will have an awareness of their own educational needs to encourage ownership of the their learning.

Person Responsible Cheryl Janata (janata@dadeschools.net)

10/25-Once the student remediation needs are identified, they will be individually assigned standards-based modules on Edgenuity. As a result, targeted individual instruction through a digital platform will provide a differentiated approach to the remediation of standards.

Person Responsible Cheryl Janata (janata@dadeschools.net)

Ongoing-The results for the quizzes for the Edgenuity lessons will be monitored to ensure that the students reach 70% accuracy on the identified benchmarks. Any standards that fall below 70% will be reassigned. As a result, the student will be given multiple opportunities to remediate the weak standard.

Person Responsible Cheryl Janata (janata@dadeschools.net)

01/31/22-04/29/22-The classroom teachers will contact the parents of students who are not showing proficiency as indicated by the mid-year assessment data to let them know about the resources available for remediation.

Person Responsible Michelle Clarit (clarit7@dadeschools.net)

.01/31/22-04/29/22- We will reconfigure the ELA DI groups to provide remediation for weak standards as evidenced by the midyear data.

Person Responsible Michelle Clarit (clarit7@dadeschools.net)

#3. Culture & Environment specifically relating to Student Attendance

Area of Focus Description and Rationale: Based on the data review, our school will implement the Targeted Element of Student Attendance. When analyzing our data, we noticed a strong correlation between academic achievement and student attendance. Many of the students that do not attend school regularly are also the students who are not meeting expectations for learning gains.

Measurable Outcome: If we successfully implement the Targeted Element of Student Attendance, our students will receive quality instruction that will contribute to improved student outcomes. By the end of the first nine weeks, we should see a decrease in student absences. In addition, consistent student incentives will be implemented in order to achieve a 2% increase in the overall student attendance by June 2022.

Monitoring: The attendance committee will work to connect with families who struggle with attendance in order to identify the root cause for absences and to create a plan of action to ensure students are able to be present daily. The committee will plan regular student incentives to promote consistent student attendance. By the end of the first grading period, we should see a decrease in student absences.

Person responsible for monitoring outcome: Michelle Clarit (clarit7@dadeschools.net)

Evidence-based Strategy: Within the Targeted Element of Student Attendance, our school will focus on the evidence-based strategy of: Attendance Initiatives. Attendance initiatives will assist in narrowing the absence gap with our students. Absences will be monitored on a daily/weekly basis to prevent a pattern of excessive absences.

Rationale for Evidence-based Strategy: Attendance Initiatives will assist in reducing the number of student absences. The initiatives will provide the Attendance Committee with a systematic approach to identify attendance issues, remediation, and rewards.

Action Steps to Implement

8/23-Student contracts outlining the attendance expectations and policies will be disseminated via student packets at the beginning of the school year during homeroom. As a result, students will acknowledge awareness of attendance expectations.

8/23-9/3-Students will return their signed contracts to be kept on file in the attendance office. The daily bulletin will be used to track the improvement of the student's attendance. As a result, attendance needs will be identified for early intervention.

Person Responsible Michelle Clarit (clarit7@dadeschools.net)

9/8--Administration will attend ninth and tenth grade orientation to review the attendance policies. As a result, students will be educated on the importance of attendance as well as the expectation of good school attendance.

9/9-Administration will attend eleventh and twelfth grade orientation to review the attendance policies. As a result, students will be educated on the importance of attendance as well as the expectation of good school attendance.

9/8-9-Students will receive a Student Activities contract that includes information regarding the attendance procedures and policy. It will be signed by the parent and student. The activities director will collect and maintain the contracts. As a result, students will acknowledge awareness of attendance expectations.

Person Responsible Michelle Clarit (clarit7@dadeschools.net)

8/23-10/11-iAttendance will be utilized to track student daily absences. This will be monitored by the attendance clerk, faculty, and the SLT. Conferences will be held for those students with five or more absences. As a result, absences from class will decrease.

8/23-10/11-Attendance contract will be issued and enforced. SCMS will also be maintained for all meetings held. Attendance discrepancy reports will also be maintained and reviewed by administration. As a result, absences from class will decrease.

9/1-10/11-Ongoing-Provide a daily attendance bulletin to teachers to ensure accuracy of daily student attendance. As a result, absences from class will decrease.

Person Responsible Michelle Clarit (clarit7@dadeschools.net)

8/23-10/11-Student attendance will be monitored daily/weekly to align student attendance with school-wide activities. As a result, absences from class will decrease.

8/23-10/11-Teachers will utilize daily attendance bulletins and the grade book to monitor student attendance. A spreadsheet will be maintained by the activities director to align student absences with daily student attendance as per the activities contract signed at the beginning of the year. As a result, absences from class will decrease.

Person Responsible Michelle Clarit (clarit7@dadeschools.net)

9/8-10/11-Implement attendance incentives to students to decrease absenteeism. As a result, absences from class will decrease.

9/8-10/11-Quarterly attendance reports will be used to monitor student attendance. This will occur each nine week period. Incentives will be offered for perfect quarterly student attendance and homerooms with the best attendance rate. As a result, absences from class will decrease.

Person Responsible Michelle Clarit (clarit7@dadeschools.net)

01/31/22-04/29/22- There will be a Connect Ed call to the parents reviewing the procedures for reporting student absences.

Person Responsible Michelle Clarit (clarit7@dadeschools.net)

01/13/22-04/29/22- There will be a mid-year orientation for all grade levels to review the attendance and uniform policies.

Person Responsible Lucas De La Torre (pr6081@dadeschools.net)

#4. Leadership specifically relating to Teacher Recruitment and Retention

Area of Focus Description and Rationale: Based on qualitative data from the School Climate survey and the review of the Core Leadership Competencies, we want to use the Targeted Element of Teacher Recruitment and Retention. There was a decrease in teacher responses to "Strongly Agree" to the question "I feel staff morale is high at my school". By focusing on activities that promote Teacher Recruitment and Retention the staff morale will improve.

Measurable Outcome: If we successfully implement activities that promote teacher recruitment and retention, there will be an increase in teacher morale. There will be a 5% increase in the teacher responses to "Strongly Agree" to the question "I feel staff morale is high at my school" during the 2021 - 2022 school year.

Monitoring: By the end of the first nine weeks, if we are successful, we anticipate having implemented two team building activities and will have gathered and analyzed teacher feedback. Through a Mid-Year staff morale survey and sign in sheets for activities, we will assess our progress in targeting staff morale.

Person responsible for monitoring outcome: Michelle Clarit (clarit7@dadeschools.net)

Evidence-based Strategy: Within the Targeted Element of Instructional Leadership Team, we will focus on the evidence-based strategy of: Promoting the Morale and Performance of the Team. Department Chairpersons and Academy Leaders will check in with team members regularly through mindfulness strategies, rewards for positive performance, and Team Building Activities to assess the morals of their respective departments and academies.

Rationale for Evidence-based Strategy: According to the 2020 -2021 Climate Survey, there was a decrease in teachers who felt that the morale was high at the school. A strong morale fosters collaboration among teachers and facilitates engagement of students in the classroom.

Action Steps to Implement

8/26-10/11-Integrate team building activities into the faculty meetings to improve teacher retention. As a result, faculty will have an improved morale and be motivated, there will be an increase in the percentage of teacher.

Person Responsible Michelle Clarit (clarit7@dadeschools.net)

9/8-Ongoing-Positive praise walk-throughs will be initiated by administration. As a result, faculty will be more confident with their classroom instruction and delivery.

Person Responsible Michelle Clarit (clarit7@dadeschools.net)

9/14-Ongoing-Incorporate social activities to foster camaraderie and to build connections between faculty members. As a result, teachers will feel supported by their peers.

Person Responsible Michelle Clarit (clarit7@dadeschools.net)

9/14-Ongoing-Incorporate Mindfulness exercises into the faculty meetings. As a result, faculty will relax and benefit from improving their mental health.

Person Responsible Michelle Clarit (clarit7@dadeschools.net)

01/31/22-04/29/22- We will provide more school site professional development opportunities for mindfulness practices.

Person Responsible Michelle Clarit (clarit7@dadeschools.net)

01/31/22-04/29/22- We will continue implementing mindfulness in the classroom.

Person Responsible Michelle Clarit (clarit7@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.

Our school-wide disciplinary data indicates that we have a 1% rate of referrals for disciplinary issues. In comparison, the district rate is at 4%. Our rate of referrals for disciplinary action is well below the district average. Therefore, we will continue to implement our current strategies in maintaining a safe and productive learning environment.

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.

Our Strengths within school culture are in communication with Stakeholders, Relationships, and Safety. Our magnet programs provide experiences throughout the year to engage parents and families and to ensure that they have the necessary information to support their children. Through BeHip, extracurricular activities, field trips, internships, and presentations students are provided with opportunities to become engaged in the school. Staff are provided opportunities to take part in informal meetings and team-building activities to assist in Staff morale.

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

The stake holders involved in building a positive school culture and environment are the Principal, Assistant Principals, Teacher Leaders, Counselors and Activities Director (our School Leadership Team). The

Administrative Teams' role is to monitor all school initiatives and to respond to any concerns regarding morale. The Leadership Team will assist in ensuring all information is disseminated to stakeholders in a timely manner. All stakeholders are responsible for making specific efforts to connect and build relationships with students, parents, and families.