

Miami-Dade County Public Schools

Cutler Bay Middle



2022-23 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: 7/13/2017

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: C (50%) 2018-19: C (51%) 2017-18: C (52%)
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	N/A

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

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Middle School 6-8</p>	<p>2021-22 Title I School</p> <p>Yes</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>100%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>97%</p>

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C	C	C	C

School Board Approval

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SIP Authority

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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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

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.
Pico, Gladys	Assistant Principal	Assistant Principal – Assists Principal in 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.
Rivers, Sharon	Instructional Coach	Direct instructional services related to reading/english language arts 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.
Valdes, Christopher		Ensure all teachers have the necessary tools to be effective from the first day. Build instructional delivery capacity of teachers using coaching cycles.
Breske, Kirsten	School Counselor	School Guidance Counselor, provides advice and helpful resources to students regarding personal and academic situations. Main duties include offering counseling to students or teachers, conducting group counseling sessions to help students develop their personal and academic skills.
Carey, Suzanne	Math Coach	Direct instructional services related to mathematics 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.
Nemec, Kristen	Reading Coach	Direct instructional services related to reading/english language arts 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.

Demographic Information

Principal start date

Thursday 7/13/2017, Ignacio Rodriguez

Number of teachers with a 2022 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.*

1

Number of teachers with a 2022 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.*

21

Total number of teacher positions allocated to the school

59

Total number of students enrolled at the school

1,057

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

16

Identify the number of instructional staff who joined the school during the 2022-23 school year.

4

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	347	356	301	0	0	0	0	1004
Attendance below 90 percent	0	0	0	0	0	0	124	157	134	0	0	0	0	415
One or more suspensions	0	0	0	0	0	0	138	144	108	0	0	0	0	390
Course failure in ELA	0	0	0	0	0	0	32	81	77	0	0	0	0	190
Course failure in Math	0	0	0	0	0	0	33	38	70	0	0	0	0	141
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	126	181	149	0	0	0	0	456
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	144	183	164	0	0	0	0	491
Number of students with a substantial reading deficiency	0	0	0	0	0	0	171	205	162	0	0	0	0	538

Using the table above, complete the table below with the number of students by current grade level who have 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	179	248	183	0	0	0	0	610

Using current year data, complete the table below with the number of students identified as being "retained.":

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	2	0	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	11	30	3	0	0	0	0	44

Date this data was collected or last updated

Wednesday 8/10/2022

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	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

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	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

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	38%	55%	50%				40%	58%	54%
ELA Learning Gains	49%						51%	58%	54%
ELA Lowest 25th Percentile	38%						39%	52%	47%
Math Achievement	39%	43%	36%				39%	58%	58%
Math Learning Gains	57%						50%	56%	57%
Math Lowest 25th Percentile	62%						48%	54%	51%
Science Achievement	44%	54%	53%				37%	52%	51%
Social Studies Achievement	47%	64%	58%				64%	74%	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	2022					
	2019	34%	58%	-24%	54%	-20%
Cohort Comparison						
07	2022					
	2019	33%	56%	-23%	52%	-19%
Cohort Comparison		-34%				
08	2022					
	2019	38%	60%	-22%	56%	-18%
Cohort Comparison		-33%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	25%	58%	-33%	55%	-30%
Cohort Comparison						
07	2022					
	2019	31%	53%	-22%	54%	-23%
Cohort Comparison		-25%				
08	2022					
	2019	29%	40%	-11%	46%	-17%
Cohort Comparison		-31%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	31%	43%	-12%	48%	-17%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	60%	73%	-13%	71%	-11%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	86%	63%	23%	61%	25%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	31	45	33	36	59	60	38	29			
ELL	30	45	36	35	58	71	28	39	76		
BLK	28	45	37	30	56	56	41	35	67		
HSP	43	50	37	44	59	70	46	55	72		
MUL	45	50		47	53						
WHT	56	47		58	48		62	50	100		
FRL	36	48	38	37	57	60	41	45	73		
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		

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
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		
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		

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	52
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	71
Total Points Earned for the Federal Index	518
Total Components for the Federal Index	10
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	41
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	49
English Language Learners Subgroup Below 41% in the Current Year?	NO

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
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%	0
Black/African American Students	
Federal Index - Black/African American Students	44
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	55
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	49
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0
White Students	
Federal Index - White Students	60
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	51
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

The school to district comparison shows an increase in the achievement across all grade levels and subjects with the exception of Civics. In ELA , there was a 2 percent increase in proficiency from 36% (2020-2021) to 38% as seen on the 2021-2022 Florida State Assessment (FSA). In ELA learning gains showed an increase of 12 percentage points from 37% (2020-2021) to 49% as seen on the FSA. In ELA, the L25 subgroup increase 8 percentage points from 30% (2020-2021) to 38% as seen on the FSA. In Math, there was a 9 percent increase in proficiency from 30% (2020-2021) to 39% as seen on the FSA. In Math, there was a 28 percent increase for learning gains from 29% (2020-2021) to 57%. In Math, the L25 subgroup had a 23 percent increase from 39% to 62%. In Civics, there was a 5 percent decrease in proficiency from 52% to 47%.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

The greatest need for improvement, according to the progress monitoring and state assessments was in Civics.. There was a decrease in proficiency of 5 percentage points. (52% to 47%). Additionally, there is a continued need to support proficiency in ELA since there was an incremental increase of 2 percentage points. (36% to 38%)

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

In Civics, teacher placement was a factor in this need for improvement as well as utilizing data to drive the instruction. Additionally, in ELA, the department had many new teachers who needed much content level support. The new actions include: strategic teacher placement, collaborative planning, and utilization of data to drive the instruction and remediation.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Math showed the most improvement in proficiency and learning gains, including the L25 subgroup.

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

The factors that contributed to this improvement include: Differentiated Instruction, Data Driven Instruction, Collaborative Planning and aligning incentives to all assessments and extended learning opportunities.

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

The following strategies will need to be implemented to accelerate learning: Data-driven instruction, Extended Learning Opportunities, Standards-Based Collaborative Planning, Differentiated Instruction and utilizing technology to conduct daily mid lesson checks for understanding.

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 continue to use small group sessions on the use of data to drive instruction on a monthly basis. Teachers will be trained using multiple platforms such as Power BI and Performance Matters. In addition, teachers will be shown how to make instructional decisions based on their data points. Teacher coach collaborations will continue to be implemented with teachers in order to address specific needs. There will be additional professional development opportunities focused on diverse technology platforms such as Plickers, Nearpod, Discovery Quiz and Schoology. Teachers will also be trained on how to plan and conduct for checks for understanding using a QR code.

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

The additional services that will be implemented to ensure sustainability include: extended learning opportunities which include before and after school tutoring, Saturday Academy, Winter Academy and Spring Break Academy. In addition, we will offer special camps and STEM-based clubs. Additional services will include project based challenges across grade levels and core classes. Teachers will use diverse technology resources, identified and supported by the VILS coach.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Social Studies**Area of Focus Description and****Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.**

The greatest need for improvement, according to progress monitoring and state assessment resides in Civics which decreased from a 54% to 48%. It was noticed that teachers were not placed correctly and struggled with the Civics content and were not well versed in the pedagogy. Additionally, teachers were not collaborative planning or using data to drive their instruction.

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

If we are successful in the strategic placement of teachers and if teachers differentiate their instruction (situation stations) in Social Studies classes, the proficiency level will increase by 5 percentage points by May 2023.

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.

Administrators will conduct daily walkthroughs to ensure quality of whole group instruction as well as differentiated instruction. During collaborative planning, teachers will plan explicit lessons focusing on the benchmarks and will share best practices to support learning. The Transformation Coaches will assist the teachers with reviewing their most recent data and determining the benchmarks that need remediation. The Leadership Team will monitor data and conduct monthly data chats with teachers to ensure that students are demonstrating growth on remediated benchmarks. The Transformation Coaches and CSS will assist 6th grade social studies teachers with weekly DI, targeting 7th grade tested benchmarks using CPALMS. School administration will provide ongoing and timely feedback.

Person responsible for monitoring outcome:

Gladys Pico (gladyspico@dadeschools.net)

Evidence-based Strategy: Describe the evidence-based strategy being

Within the Targeted Element of Differentiation, our school will focus on the evidenced-based strategy of: Differentiated Instruction. Differentiated Instruction will assist in early acceleration of the Civics benchmarks. Teachers will use data from Topic Assessments to define their lessons which will address deficiencies in Civics. Differentiated Instruction will be monitored by the leadership team focusing on DI instruction, data chat forms and progress monitoring mini assessments.

**implemented
for this Area
of Focus.**

**Rationale for
Evidence-
based**

Strategy:

**Explain the
rationale for
selecting
this specific
strategy.**

Differentiated instruction will ensure that teachers are creating lessons that are customized to targeted next grade benchmarks as well as current benchmarks. Teachers will continually adjust their instruction weekly for remediation and enrichment.

**Describe the
resources/
criteria used
for selecting
this
strategy.**

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Professional development focusing on data analysis and planning with data, will be provided to teachers. This professional development will target the 7th grade Civics benchmarks. As a result of this professional development, students will improve on the targeted benchmarks as evidenced by the topic assessments. Instruction of the 7th grade Civics benchmarks will be evident. Additionally, teachers will be provided professional development related to Plickers, Nearpod and the use of a QR code for checks for understanding. This professional development will be completed on September 26, 2022.

**Person
Responsible** Christopher Valdes (265594@dadeschools.net)

(8/22/22- 10/14/22) Curriculum leaders will provide teachers with ongoing support through collaborative planning focusing on how to effectively plan for differentiated instruction including situation stations. These stations will focus on the targeted tested benchmarks. Teachers will have data trackers indicating benchmarks remediated and student mastery. This support will be weekly and will be reflected in the coaches calendars.

**Person
Responsible** Sharon Rivers (308104@dadeschools.net)

(8/22/22- 10/14/22) Transformation Coaches and CSS will model for teachers, the instructional delivery of situation stations. During collaborative planning (bi-weekly) teachers share student data and adjust lessons based on the information. This will be done bi-weekly.

**Person
Responsible** Sharon Rivers (308104@dadeschools.net)

(8/22/22- 10/14/22) Administration will provide on-going and timely feedback to teachers via email. Teachers will conduct data chats with students upon completion of monthly assessments and will utilize the data to improve and revisit lesson planning and instructional delivery. This will be done bi-weekly.

**Person
Responsible** Gladys Pico (gladyspico@dadeschools.net)

10/31- 12/16 Professional development will continue to be provided on an individual basis 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 Kristen Nemec (knemec@dadeschools.net)

10/31- 12/16 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 student work folders.

Person Responsible Sharon Rivers (308104@dadeschools.net)

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

Include a rationale that explains how it was identified as a critical need from the data reviewed.

The FSA and Civics End of Course exam data reveals a need to improve Civics and ELA proficiency. Based on the 2021-2022 data, Civics showed a 5 percent decrease in proficiency. (52%-47%) In ELA, while there was a 2 percent increase in proficiency, this is not a significant increase.(36% to 38%).

Measurable**Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

With the implementation of differentiation, by the end of the 2022-2023 school year, students in Civics and in English Language Arts will increase their proficiency by 5 percentage points as evidenced by the Florida Assessment of Student Thinking (F.A.S.T) (ELA) and by the End of Course exam. (Civics)

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

The area of focus will be monitored by school administrators through teacher/ administrative data chats, which will include the review of i-Ready data and growth monitoring reports as well as topic assessments. Administrators will meet weekly with Transformation Coaches as it relates to next steps for improvement in identified areas in both ELA and Civics. Administrators will ensure that coaches and teachers are planning strategically for differentiated instruction as well as reviewing assessment data to target instructional lesson planning. Teachers will implement differentiation through small group instruction, and through situation stations in civics. They will also use progress monitoring data to change or enhance instruction.

Person

responsible for monitoring outcome:

Gladys Pico (gladypico@dadeschools.net)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

The evidence based strategy that will target our ELA and Civics student population will be differentiated instruction. This practice allows for teachers to use performance data to adjust planning and delivery based on student needs.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy.
Describe the

Data Driven Instruction is a systematic approach of instruction that will use assessment, analysis and actions to meet students' needs. Data-Driven Instruction will include developing Instruction Focus Calendars (IFC) to inform to inform teachers on specific standards to target during instruction throughout the year. BY using this strategy, teachers will differentiate their instruction during small group, thus "closing the learning gap" which will move them to proficiency.

**resources/criteria
used for selecting
this strategy.**

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

(8/22/22- 10/14/22)(Ongoing) Transformation Coaches and teachers will meet bi-weekly for department meetings. They will review the Instructional Framework that clearly identifies when differentiation will take place as well as review best practices. They will review historical and current data points. They will review resources that will be used to address student needs. As a result, teachers will differentiate their instruction during small group, which will then move students towards proficiency.

Person Responsible Gladys Pico (gladyspico@dadeschools.net)

(8/22/22- 10/14/22)(Ongoing) During weekly collaborative planning, Transformation Coaches and teachers will develop explicit instructional routines related to differentiated instruction and will utilize the resources that align to their instruction and needs of the students. As a result, students will be remediated on skills that missing which will move them to proficiency.

Person Responsible Kristen Nemec (knemec@dadeschools.net)

(8/22/22- 10/14/22)(Ongoing) Transformation Coaches will meet weekly with Administration during leadership meetings to provide them with the strategies that are being used during differentiation. The team will also review data (OPM's, i-Ready Growth Monitoring, topic assessments) to track progress and develop next steps. As a result, specific areas of students focus will be identified and targeted during differentiated instruction which will ultimately move students to proficiency.

Person Responsible Ignacio Rodriguez (ignaciorodriguez@dadeschools.net)

(8/22/22- 10/14/22)(Ongoing) Weekly mini-impact reviews will take place with administration and Transformation Coaches to observe the implementation progress for target areas. Teacher and administration data chats will take place. Teachers must present how they are meeting the needs of students and tracking progress. As a result, DI lessons may be revised or enhanced to meet current needs of students.

Person Responsible Ignacio Rodriguez (ignaciorodriguez@dadeschools.net)

10/31- 12/16 Coach-Teacher Collaboration will continue to provide teachers with ongoing support through collaborative planning on how to effectively plan for differentiated instruction including situation stations. As evidenced by CTC logs.

Person Responsible Kristen Nemec (knemec@dadeschools.net)

10/31- 12/16 Professional development geared toward analyzing data and ALDs (Achievement Level Descriptors) 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 Sharon Rivers (308104@dadeschools.net)

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

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed. Based on the data review, Cutler Bay will implement positive behavior intervention and supports as an area of focus. Through our data review, 62% 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: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

If we successfully implement celebrating accomplishments and collaboration, 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 22-23 School Climate Survey.

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.

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: Describe the evidence-based strategy being implemented for this Area of Focus.

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: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

(8/22/22- 10/14/22) 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)

(8/22/22- 10/14/22) 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)

(8/22/22- 10/14/22)-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)

(9/22/22- 5/26/2023)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 Kirsten Breske (kpatterson@dadeschools.net)

(8/22/22- 10/14/22) Discipline Committee will meet regularly to discuss celebrating successes and next steps. Evidenced by sign in sheets and agendas.

Person Responsible Gladys Pico (gladypico@dadeschools.net)

(8/22/22- 10/14/22) 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 (gladypico@dadeschools.net)

10/31- 12/16 Discipline Committee will continue to meet regularly to discuss celebrating successes and next steps as it relates to Positive Behavior Intervention and Behavior Supports. Evidenced by sign in sheets and agendas

Person Responsible Ignacio Rodriguez (ignaciorodriguez@dadeschools.net)

10/31- 12/16 School-wide incentives will continue to 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 Gladys Pico (gladypico@dadeschools.net)

#4. Transformational Leadership specifically relating to Specific Teacher Feedback/Walkthroughs

<p>Area of Focus</p> <p>Description and Rationale:</p> <p>Include a rationale that explains how it was identified as a critical need from the data reviewed.</p>	<p>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.</p>
<p>Measurable Outcome:</p> <p>State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.</p>	<p>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 22-23 SIP survey.</p>
<p>Monitoring:</p> <p>Describe how this Area of Focus will be monitored for the desired outcome.</p>	<p>The Leadership Team will successfully provide specific Activity Monitoring feedback upon completing 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.</p>
<p>Person responsible for monitoring outcome:</p>	<p>Ignacio Rodriguez (ignaciorodriguez@dadeschools.net)</p>
<p>Evidence-based Strategy:</p> <p>Describe the evidence-based strategy being implemented for this Area of Focus.</p>	<p>Within the targeted Elements of Specific Teacher Feedback our school will focus on the evidenced-based strategy of consistent specific feedback. To ensure implementation, the leadership team will discuss feedback provided to teachers on a weekly basis during the leadership team meeting.</p>
<p>Rationale for Evidence-based Strategy:</p> <p>Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.</p>	<p>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.</p>

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

(8/22/22- 10/14/22))-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)

(8/22/22- 10/14/22) 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 Gladys Pico (gladypico@dadeschools.net)

(9/22/22- 5/26/2023)-During faculty meetings and via e-mails, administrators will communicate monthly walkthrough 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)

(8/22/22- 10/14/22)(Ongoing) 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 (gladypico@dadeschools.net)

(8/22/22- 10/14/22) 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)

10/31- 12/16 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 (gladypico@dadeschools.net)

10/31- 12/16 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)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

At Cutler Bay Middle School we generate clear, open communication with the parents of our students helping to avoid misunderstandings and remove feelings of mistrust or hostility. Involving parents in our school culture, give them a platform for feedback on classroom activities or school programs. The school conducts surveys asking about what their hopes or concerns regarding their children's education are. The

school perseveres in going beyond parent-teacher meetings and organize workshops where teachers and parents can discuss homework, study skills, and tests.

We believe that all students and staff can achieve and demonstrate these positive expectations. For example, greet each student by name each morning, establish a class meeting or social circle to give students time to share celebrations and concerns. The school generates positive reinforcement for students and staff to compliment each member. We encourage teachers to give specific compliments that highlight what each individual student has done.

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

The school administrators' role is to recognize what are the beliefs you share with your school and work on fostering those beliefs actively. The Leaders show students and staff they care about their work, needs, and well-being, implements the practice of shared leadership, sets an example, gets to know the school community well and engages in it, works to bring positive changes and encourages self-reflection in all members of the school. Parents and teachers reinforce these beliefs and practices with students consistently throughout the school year.

Relations with all stakeholders are continually changing particularly after a pandemic. A constant in this change is the need to feel valued now more than ever. Just like we need to meet the needs of the whole child, we strive to meet the components of the whole community: healthy, safe, engaged, supported, and challenged.