Cutler Bay Senior High School

2022-23 Schoolwide Improvement Plan

Table of Contents

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: 7/14/2015

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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	59%
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 White Students Economically Disadvantaged Students
School Grades History	2021-22: A (80%) 2018-19: A (79%) 2017-18: A (75%)
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.](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)	**2021-22 Title I School**	**2021-22 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	85%

School Grades History

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

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 school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

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 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
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
De La Torre, 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.
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.
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 ELA data to determine the remediation needs of the curriculum standards.
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.
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	Magnet Coordinator	Ms. Rahouly is the Math Deparment 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

Tuesday 7/14/2015, Lucas De La Torre J

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.*

19

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.*

7

Total number of teacher positions allocated to the school

28

Total number of students enrolled at the school

580

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

2

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

3

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	0	0	0	145	155	150	126	576
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	5	4	3	4	16
One or more suspensions	0	0	0	0	0	0	0	0	0	0	4	4	0	8
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	6	1	0	7
Course failure in Math	0	0	0	0	0	0	0	0	0	1	0	0	2	3
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	11	3	5	0	19
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	13	10	12	0	35
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	14	9	6	0	29

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	0	0	0	9	2	4	0	15

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	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Thursday 9/8/2022

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	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	
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	

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	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	
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	

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	82%	54%	51%				88%	59%	56%
ELA Learning Gains	66%						67%	54%	51%
ELA Lowest 25th Percentile	70%						72%	48%	42%
Math Achievement	73%	42%	38%				82%	54%	51%
Math Learning Gains	76%						56%	52%	48%
Math Lowest 25th Percentile	70%						53%	51%	45%
Science Achievement	75%	41%	40%				94%	68%	68%
Social Studies Achievement	100%	56%	48%				98%	76%	73%

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

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
2022					
2019	93%	68%	25%	67%	26%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	98%	71%	27%	70%	28%
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	80%	54%	26%	57%	23%

Subgroup Data Review

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	67	67		40							
ELL	54	56	53	64	81		57			100	100
BLK	73	64								100	90
HSP	81	67	69	71	78	70	75	100		100	88
WHT	89	63		83	75		75	100		100	83
FRL	81	69	71	75	74	71	75	100		100	89

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
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

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	80
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	800
Total Components for the Federal Index	10
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	58
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	71
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	82
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	80
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	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	

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	84
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	81
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?

In a school data comparison between 2021 and 2022, there was a decrease of 9% in the proficiency in the 10th grade ELA Reading data. There was a 6% increase in the ELA learning gains for grades 9 and 10 combined. There was also a 2% increase in the leaning gains of the students in the lowest 25 percentile on the ELA Reading exam.

In a school data comparison between 2021 and 2022, there was a 10% increase in Math achievement. There was also a 49% increase in the Math learning gains. The students in the lowest 25 percentile of Mathematics achieved a 31% increase in learning gains.

In a school data comparison between 2021 and 2022, there was a 3% decrease in the proficiency of the Biology End of Course Exam.

In a school data comparison between 2021 and 2022, there was a 6% increase in the proficiency on the United States History End of Year Exam.

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

There was a 9% decrease in the proficiency for the 10th grade students on the ELA Reading exam. This is the greatest need as demonstrated by the state assessments.

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

The contributing factors for this need for improvement are the result of a lack of intensive intervention available for students who are not meeting the required standards. We will be providing extended

learning opportunities earlier in the school year to address the student needs. (Tutoring, Saturday Academy, Reading Plus, and Khan Academy SAT Prep.)

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

There was a 10% increase in Math achievement. There was also a 49% increase in the Math learning gains. The students in the lowest 25 percentile of Mathematics achieved a 31% increase in learning gains. The learning gains in Math showed the greatest improvement according to the 2022 state assessments.

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

The contributing factors to this improvement was the differentiation of instruction (IXL Platform) and the extended learning opportunities through after-school tutoring and Saturday Math Academy.

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

The strategies that need to be implemented in order to accelerate learning are Extended Learning Opportunities, Differentiation of Instruction, Data Driven Instruction, Effective Curriculum and Resources Utilization, and 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 professional development activities that will be provided at school to support teachers and leaders are Reading Plus Professional Development Recording (On Demand), Aligning Resources to Small Group Instruction (Post Mid-Year Reading Exam), and B.E.S.T./ SAVVAS ELA Training (As provided by the district-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 ELA Camp.

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 ELA	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	According to the 2022 FSA proficiency data, there was a 9% decrease on the 10th grade state assessment reading exam. Reading proficiency is a necessary component for academic success in all the curriculum areas and is a graduation requirement. Extended learning opportunities that provide additional support with reading skills is an effective tool to increase reading proficiency.
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 of instruction, there will be a 5% increase in the proficiency of the tenth-grade students on the 2023 state assessment for Reading.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The School Leadership Team will conduct data chats with the ELA teachers after the baseline and midyear reading exams to identify deficiencies in the B.E.S.T. benchmarks. Teachers will conduct data chats with their students to create reading goals for remediation. Parents will be notified of the outcome of the progress monitoring assessments for their child.
Person responsible for monitoring outcome:	Michelle Clarit (clarit7@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Our school will focus on providing differentiation of instruction for students who do not demonstrate proficiency on the progress monitoring reading midyear exam. Differentiation will assist in accelerating the learning gains of our students who have not met proficiency as it is a targeted method of addressing individual academic needs of the student. The effectiveness of this strategy will be monitored through teacher assessments and state progress monitoring reports.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Differentiation will ensure that teachers are using targeted data that is relevant, current, and aligned with student needs. Teachers will adjust their instruction plans and delivery as new data becomes available.

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.

9/10 The teacher will review the baseline data and will identify remediation needs for students and will conduct data chats with the students to create academic goals.

Person Responsible Michelle Clarit (clarit7@dadeschools.net)

9/17 The teacher will create lesson plans weekly that incorporates the differentiation of instruction based on the baseline data.

Person Responsible Michelle Clarit (clarit7@dadeschools.net)

09/27 The parents of students who score a level 1 or 2 on the first progress monitoring assessment for reading will be notified of the extended learning opportunity of after school tutoring that will begin on Tuesday 10/04/22. This extended learning opportunity will continue weekly until the final progress monitoring assessment.

Person Responsible Michelle Clarit (clarit7@dadeschools.net)

10/04 Additional instruction that is differentiated for student needs will be provided through the extended learning opportunity of after school tutoring on Tuesdays.

Person Responsible Michelle Clarit (clarit7@dadeschools.net)

10/31-12/16 Continue additional instruction that is differentiated for student needs will be provided through the extended learning opportunity of after school tutoring on Tuesdays.

Person Responsible Michelle Clarit (clarit7@dadeschools.net)

10/31-12/16 Teacher will continue to adjust their DI groups to address the weakest benchmarks as evidenced by the Progress Monitoring data.

Person Responsible Michelle Clarit (clarit7@dadeschools.net)

#2. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	According to the 2022 EOC proficiency data, there was a 1% decrease with the students who achieved proficiency on the Biology EOC.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	With the implementation of the differentiation of instruction strategy, there will be a 5% increase in the proficiency of students on the 2023 for Biology End of Course Exam.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	The teacher will conduct data chats with the Biology students after the pretest exam to create academic goals to remediate deficient benchmarks.
Person responsible for monitoring outcome:	Michelle Clarit (clarit7@dadeschools.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Our school will focus on providing differentiation of instruction for students who do not demonstrate proficiency on the Biology Baseline Exam. Differentiation will assist in accelerating the learning gains of our students who have not met proficiency as it is a targeted method of addressing individual academic needs of the student. The effectiveness of this strategy will be monitored through teacher, district, and state assessments.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Differentiation will ensure that teachers are using targeted data that is relevant, current, and aligned with student needs. Teachers will adjust their instruction plans and delivery as new data becomes available.

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.

9/10 The teacher will review the pretest data and will conduct data chats with her students regarding their progress towards proficiency of the Biology benchmarks..

Person Responsible   Michelle Clarit (clarit7@dadeschools.net)

10/14 The teacher will incorpoate two hands-on lab activities that reinforces the identified benchmarks for instruction during the first nine weeks.

Person Responsible   Michelle Clarit (clarit7@dadeschools.net)

10/14 The teacher will complete bimonthly chapter tests and will idenitify students who do not meet proficiency to remediate the bechmark in a DI group.

Person Responsible   Michelle Clarit (clarit7@dadeschools.net)

10/14 The teacher will assign gizmo online lab activities once a month to reinforce the benchmark being instructed in the classroom.

Person Responsible   Michelle Clarit (clarit7@dadeschools.net)

10/31-12/16 The teacher will continue to complete bimonthly chapter tests and will idenitify students who do not meet proficiency to remediate the bechmark in a DI group.

Person Responsible   Michelle Clarit (clarit7@dadeschools.net)

10/31-12/16 The teacher will continue to assign gizmo online lab activities once a month to reinforce the benchmark being instructed in the classroom.

Person Responsible   Michelle Clarit (clarit7@dadeschools.net)

#3. Transformational Leadership specifically relating to Instructional Leadership Team	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	According to the results of the 2021-2022 climate survey that was completed by staff at the school site, there was a 47% increase in the number of staff who agreed with the statement, "I frequently feel overwhelmed and overloaded at my job." Finding ways to support the balance of classroom expectations with personal wellbeing is critical in the effectiveness and longevity of classroom instruction.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	If we successfully implement the targeted element of instructional leadership team, our teachers will be provided support to help manage feelings of being overloaded and overwhelmed. Support will be provided through Mindfulness practices, mentorship for new teachers or new curriculum, and meaningful professional development opportunities. As a result, there will be a 5% decrease in the number of staff who report feeling overwhelmed and overloaded.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	To monitor the faculty's feeling of being overwhelmed and overloaded, we will monitor their feedback through quarterly surverys and activites. With our efforts to decrease the feeling of being overwhelmed and overloaded, we will implement our action steps, monitor sign-in sheets, and assess our progress.
Person responsible for monitoring outcome:	Michelle Clarit (clarit7@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Within the targeted element of Instructional Leadership Team, we will focus on the evidence-based strategy of using resources effectively to support staff. Aligning resources and professional development opportunities to meet teacher needs will assist in decreasing feelings of being overwhelmed.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	We decided to focus on using resources effectively to address the critical needs within our school. The data reveals that 73% of the staff feels that they are overloaded and overwhelmed. To decrease this percentage, we selected using resources effectively as it will provide support for teacher needs.

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-ongoing- Incorporate mindfulness activities into the faculty meetings to help decrease stress levels.

Person Responsible   Michelle Clarit (clarit7@dadeschools.net)

8/22-ongoing- Identify teachers who are new to a curriculum and provide professional development and mentorship opportunities.

Person Responsible   Michelle Clarit (clarit7@dadeschools.net)

8/22-ongoing- Teachers will share best practices in their respective department meetings to address teacher needs or concerns in the classroom.

Person Responsible   Michelle Clarit (clarit7@dadeschools.net)

10/14- A survey will be sent to the staff to assess feelings of being overloaded and overwhelmed. The outcome of the survey will be reviewed by the Instructional Leadership Team to evaluate the effectiveness of the evidence-based strategy.

Person Responsible   Michelle Clarit (clarit7@dadeschools.net)

10/31-12/16 Teachers will continue to share best practices in their respective department meetings to address teacher needs or concerns in the classroom.

Person Responsible   Michelle Clarit (clarit7@dadeschools.net)

10/31-12/16 We will continue to incorporate mindfulness activities into the faculty meetings to help decrease stress levels.

Person Responsible   Michelle Clarit (clarit7@dadeschools.net)

#4. Positive Culture and Environment specifically relating to Attendance	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	According to the 2021-2022 attendance data, there was a 12% increase in students who were absent from school 11-15 days. There is a correlation between academic achievement and school attendance. Many of the students who do not attend school regularly are also the students who are not meeting expectations for proficiency in content areas.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	If we successfully implement the targeted element of student attendance our students will receive quality instruction that will contribute to student outcomes. By the end of the 2022-2023 school year, we should see a 2% decrease in student absences in the 11–15-day range of the data chart. In addition, consistent student incentives will be implemented to achieve an improvement in school attendance.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The attendance committee will work to connect with families who struggle with attendance to identify the root cause for absence and to create a plan of action to ensure students are able to be present daily. The committee will plan consistent incentives to promote 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: Describe the evidence-based strategy being implemented for this Area of Focus.	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 student. Absences will be monitored on a daily/ weekly basis to prevent a pattern of excessive absences.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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
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.

8/17 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 school attendance expectations.

Person Responsible	Michelle Clarit (clarit7@dadeschools.net)

8/31 The administration will review the attendance expectations at the grade level orientations. As a result, the students will become aware of the attendance expectations of the school and how it is tied to academic success.

| **Person Responsible** | Michelle Clarit (clarit7@dadeschools.net) |

8/22-10/14 Students will return their signed attendance contracts to be kept on file in the attendance office. The daily attendance bulletin will be used to track the improvement of the students' attendance. As a result, attendance needs will be identified for early intervention.

| **Person Responsible** | Michelle Clarit (clarit7@dadeschools.net) |

8/22-10/14 The attendance committee will conduct conferences for those students with five or more absences. As a result, absences from school will decrease.

| **Person Responsible** | Michelle Clarit (clarit7@dadeschools.net) |

10/31-12/16 The attendance committee will continue to conduct conferences for those students with five or more absences.

| **Person Responsible** | Michelle Clarit (clarit7@dadeschools.net) |

10/31-12/16 Students who have accrued more than ten abscences will receive an attendance probation letter and parent conferences will be held.

| **Person Responsible** | Michelle Clarit (clarit7@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.

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. In addition, students will be provided with opportunities to become engaged in the school. through BeHip, extracurricular activities, field trips, internships, and presentations.

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

The stakeholders 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.