

Miami-Dade County Public Schools

Cutler Bay Middle School



2023-24

Schoolwide Improvement Plan (SIP)

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Cutler Bay Middle

19400 GULFSTREAM RD, Cutler Bay, FL 33157

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

School Board Approval

This plan was approved by the Dade County School Board on 10/11/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Rodriguez, Ignacio	Principal	The principal is responsible for providing a clear vision and goals, planning and administering all school activities, and ensuring an efficient and safe learning environment. They focus on maximizing opportunities for student growth and development through effective teaching practices, data analysis, stakeholder engagement, resource allocation, and monitoring progress while supporting professional development opportunities for staff.
Ramirez, Rita	Assistant Principal	The assistant principal supports the principal in providing a clear vision and goals for the school's improvement plan. They assist in planning and administering various school activities and functions, ensuring an efficient and safe learning environment. The assistant principal collaborates with the principal in implementing effective teaching practices, analyzing data, engaging stakeholders, allocating resources, monitoring progress, and supporting professional development opportunities for staff.
Mckay, Tonya	Assistant Principal	The assistant principal supports the principal in providing a clear vision and goals for the school's improvement plan. The assistant principal collaborates with the principal to ensure effective instruction in the following content areas English Language Arts, Reading, Civics, and Special Education. They ensure instructional delivery is aligned to standards, and data-driven and that teachers are receiving adequate support to implement research-based strategies.
Terry, Regina	Reading Coach	The English Language Arts/Reading coach plays a critical role in supporting the school's improvement plan by providing specialized guidance and support to teachers in the English Language Arts/Reading subject area. They collaborate closely with teachers to enhance curriculum, instructional strategies, and literacy practices. The coach analyzes student data, provides targeted professional development, models effective teaching techniques, and assists teachers in implementing research-based instructional approaches to improve students' English Language Arts and reading skills. Their efforts are aimed at achieving the goals of the school improvement plan and promoting student success in English Language Arts/Reading.
Carey, Suzanne	Math Coach	The Math coach plays a crucial role in supporting the school's improvement plan by providing specialized guidance and support to teachers in the Math subject area. They collaborate closely with teachers to enhance curriculum, instructional strategies, and mathematical practices. The coach analyzes student data, provides targeted professional development, models effective teaching techniques, and assists teachers in implementing research-based instructional approaches to improve students' math skills. Their efforts are aimed at achieving the goals of the school improvement plan and promoting student success in mathematics.
Escudero, Darlene	Instructional Technology	The instructional technology coach plays a key role in supporting the school's improvement plan by providing expertise and guidance in

Name	Position Title	Job Duties and Responsibilities
		integrating technology into instructional practices. They collaborate closely with teachers to enhance their technological skills and pedagogical approaches. The coach analyzes technology needs, provides professional development on educational tools and resources, models effective technology integration, and supports teachers in implementing innovative and engaging instructional practices using technology. Their efforts are aimed at achieving the goals of the school improvement plan and promoting effective use of instructional technology to enhance student learning outcomes.
Maximilien, Jovana	Science Coach	The Science Coach at our middle school will collaborate with science teachers to enhance instructional abilities. They will develop tailored training modules, provide ongoing support, and monitor the implementation of hands-on instruction, as well as interactive notebooks, to improve science education. Through mentorship and collaboration, the Science Coach will create an engaging and effective science learning environment for students.
Medrano, Rachel	Curriculum Resource Teacher	The Curriculum Resource Teacher will directly report to the Assistant Principal of Curriculum and, with guidance, take on the task of planning, developing, and executing specialized educational support services. These services aim to improve teachers' instructional capabilities for their students. Based on their expertise in specific curricular areas or assigned programs, the Curriculum Resource Teacher will assess requirements, create training modules, conduct in-service education sessions, facilitate committee work, design instructional materials, and may even perform demonstration teaching.
Breske, Kirsten	School Counselor	The school counselor plays a crucial role in supporting the school's improvement plan by providing guidance and counseling services. They work with students, parents, and staff to address social, emotional, and academic needs, contributing to a positive and inclusive learning environment. The school counselor collaborates with the school community, analyzes student data, provides individual and group counseling, assists with career exploration, and promotes student well-being and success within the framework of the school improvement plan.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

At Cutler Bay Middle School, stakeholders play a vital role in our School Improvement Plan (SIP) development. We have a School Leadership Team (SLT) that oversees the process and facilitates communication between all stakeholders. Teachers and staff contribute through monthly department

meetings, while parents, students, and families provide input through surveys, focus groups, and conferences. External stakeholders, including business and community leaders, are engaged to align our programs with local needs. We fulfill ESSA requirements with a monthly School Advisory Committee (SAC) meeting. The input gathered from all stakeholders shapes our SIP, reflecting our collective vision for continuous improvement.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

Monitoring and evaluating the School Improvement Plan (SIP) is crucial to ensure effective implementation and measure its impact on increasing student achievement, especially for students with the greatest achievement gap.

Cutler Bay Middle School will establish a comprehensive monitoring framework with key components including:

1. Data Collection: Collecting various data points such as assessments (F.A.S.T. PM1, PM2 and PM3, iREADY AP1, AP2, and AP3, District provided Mini Assessments and Mid Year Assessment in Civics, District provided Baseline, Mid Year and Unit Assessments in Science, and End of Course Assessments in Algebra, Geometry, Civics, and Biology) , student performance as measured by teacher grades, attendance, and discipline records to identify trends and areas for improvement, especially for students with the greatest achievement gap.
2. Regular Data Analysis: Analyzing collected data to identify patterns, strengths, weaknesses, and areas for improvement, informing SIP revisions.
3. Progress Monitoring: Using established benchmarks and milestones to assess progress toward SIP goals and taking prompt action to address deviations or challenges.
4. Feedback and Reflection: Engaging stakeholders through surveys, focus groups, and meetings to gather insights into the plan's effectiveness and make necessary revisions.

To measure the SIP's impact, the school will use quantitative and qualitative measures including:

1. Academic Performance Indicators: Analyzing student performance against state academic standards, including standardized test scores and subject-specific assessments.
2. Achievement Gap Analysis: Focusing on students with the greatest achievement gap, comparing their performance over time to evaluate the effectiveness of targeted interventions.
3. Classroom Observations: Regular observations by administrators and instructional coaches to assess instructional practices and student engagement.
4. Stakeholder Feedback: Gathering perceptions from teachers, parents, and students through surveys, focus groups, and meetings.

Based on monitoring and evaluation results, the school will revise the SIP by:

1. Analyzing Data: Reviewing monitoring data, impact assessment results, and stakeholder feedback to identify areas for improvement within the SIP.
2. Identifying Strategies: Collaborating with stakeholders to develop targeted strategies addressing areas of improvement, including instructional practices, professional development, and student support services.
3. Modifying Goals and Actions: Aligning SIP goals, objectives, and actions with identified strategies and updated student needs.
4. Implementing Revisions: Communicating the revised SIP to stakeholders and taking necessary steps

to effectively implement the updated plan, establishing clear timelines and responsibilities.

5. Ongoing Evaluation: Continuously monitoring and evaluating the revised plan using the established framework, informing subsequent revisions for continuous improvement.

In conclusion, Cutler Bay Middle School's SIP will be regularly monitored through data collection, analysis, progress monitoring, and stakeholder feedback. Various indicators will be used to measure its impact on student achievement, particularly for students with the greatest achievement gap. The plan will be revised based on monitoring results, incorporating targeted strategies and modifications to ensure continuous improvement and compliance with ESSA 1114(b)(3) requirements.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	97%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C 2018-19: C 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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		
Absent 10% or more days	0	0	0	0	0	0	92	118	159	369	
One or more suspensions	0	0	0	0	0	0	4	2	6	12	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	85	76	55	216	
Course failure in Math	0	0	0	0	0	0	102	46	97	245	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	256	253	344	853	
Level 1 on statewide Math assessment	0	0	0	0	0	0	168	185	220	573	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	550	619	638	1807	
	0	0	0	0	0	0	0	0	0		

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Students with two or more indicators	0	0	0	0	0	0	227	215	274	716	

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Retained Students: Current Year	0	0	0	0	0	0	0	0	0		
Students retained two or more times	0	0	0	0	0	0	10	7	25	42	

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	124	157	134	415	
One or more suspensions	0	0	0	0	0	0	138	144	108	390	
Course failure in ELA	0	0	0	0	0	0	32	81	77	190	
Course failure in Math	0	0	0	0	0	0	33	38	70	141	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	126	181	149	456	
Level 1 on statewide Math assessment	0	0	0	0	0	0	144	183	164	491	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	171	205	162	538	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Students with two or more indicators	0	0	0	0	0	0	179	248	183	610	

The number of students identified retained:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Retained Students: Current Year	0	0	0	0	0	0	0	2	0	2	
Students retained two or more times	0	0	0	0	0	0	11	30	3	44	

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	124	157	134	415	
One or more suspensions	0	0	0	0	0	0	138	144	108	390	
Course failure in ELA	0	0	0	0	0	0	32	81	77	190	
Course failure in Math	0	0	0	0	0	0	33	38	70	141	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	126	181	149	456	
Level 1 on statewide Math assessment	0	0	0	0	0	0	144	183	164	491	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	171	205	162	538	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Students with two or more indicators	0	0	0	0	0	0	179	248	183	610	

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	2	0	2
Students retained two or more times	0	0	0	0	0	0	11	30	3	44

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	39	56	49	38	55	50	36		
ELA Learning Gains				49			37		
ELA Lowest 25th Percentile				38			30		
Math Achievement*	49	60	56	39	43	36	30		
Math Learning Gains				57			29		
Math Lowest 25th Percentile				62			39		
Science Achievement*	46	55	49	44	54	53	41		
Social Studies Achievement*	58	72	68	47	64	58	52		
Middle School Acceleration	69	74	73	73	56	49	75		
Graduation Rate					51	49			
College and Career Acceleration					73	70			
ELP Progress	74	50	40	71	77	76	33		

** In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.*

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	56
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	335
Total Components for the Federal Index	6

2021-22 ESSA Federal Index	
Percent Tested	98
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	52
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	518
Total Components for the Federal Index	10
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	37	Yes	1	
ELL	51			
AMI				
ASN				
BLK	46			
HSP	58			
MUL	50			
PAC				
WHT	69			
FRL	53			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	41			
ELL	49			
AMI				
ASN				
BLK	44			
HSP	55			
MUL	49			
PAC				
WHT	60			
FRL	51			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	39			49			46	58	69			74
SWD	31			36			35	39	42		5	
ELL	30			44			32	56	69		6	74
AMI												
ASN												
BLK	33			37			42	44	72		5	
HSP	41			55			46	63	67		6	74
MUL	50			50							2	
PAC												
WHT	55			69			60	90			4	
FRL	38			47			46	55	66		6	65

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	38	49	38	39	57	62	44	47	73			71
SWD	31	45	33	36	59	60	38	29				
ELL	30	45	36	35	58	71	28	39	76			71
AMI												
ASN												
BLK	28	45	37	30	56	56	41	35	67			
HSP	43	50	37	44	59	70	46	55	72			70
MUL	45	50		47	53							
PAC												
WHT	56	47		58	48		62	50	100			
FRL	36	48	38	37	57	60	41	45	73			71

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	36	37	30	30	29	39	41	52	75			33
SWD	36	42	28	36	42	39	41	45				
ELL	32	37	40	27	26	37	26	59				33
AMI												
ASN												
BLK	26	28	19	25	31	35	34	43	63			
HSP	41	41	38	33	29	40	44	58	75			33
MUL	22	20		12	13							
PAC												
WHT	48	55		40	36		47	62	88			
FRL	34	35	30	29	29	39	39	51	75			30

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2023 - Spring	28%	50%	-22%	47%	-19%
08	2023 - Spring	25%	51%	-26%	47%	-22%
06	2023 - Spring	30%	50%	-20%	47%	-17%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	39%	58%	-19%	54%	-15%
07	2023 - Spring	39%	48%	-9%	48%	-9%
08	2023 - Spring	37%	59%	-22%	55%	-18%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	29%	40%	-11%	44%	-15%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	80%	56%	24%	50%	30%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	100%	52%	48%	48%	52%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	94%	65%	29%	63%	31%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	48%	68%	-20%	66%	-18%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Our English Language Arts overall proficiency had a minimal increase of 1% from 38% during the 2021-2022 academic year to 39% during the 2022-2023 academic year. Specifically, our sixth-grade ELA students only increased by 3% from PM1 (27%) to PM3 (30%). The factors that led to low performance within this area are a novice 6th-grade ELA team with 0-4 years of experience, inconsistent instruction in our 6th-grade intensive reading class due to high teacher turnover, and teacher opening during the later part of the year. Additionally, ELA interventions were negatively impacted due to high student absences, the frequency of coaching support received by teachers decreased as our reading coach shifted to provide instruction for students enrolled in intensive reading.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Cutler Bay Middle School did not decline in any of the assessed areas however, there was a minimal increase of one percentage point in English Language Arts proficiency as measured by F.A.S.T PM3. The factors that contributed to this outcome were a lack of fidelity when implementing our ELA interventions and our ELA department consisted of novice teachers with 0-4 years of experience.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

All of our acceleration courses outperformed the State [Geometry 52% above the state average, Algebra 1 30% above the state average, and Biology 1 31% above the state average]. Our 8th grade ELA was 23% points below the state average which was due to student absences, an inconsistent intervention plan as well as lack of timely constructive feedback to students.

Which data component showed the most improvement? What new actions did your school take in this area?

Civics showed a significant improvement from 47% during the 2021-2022 academic year to 59% during the 2022-2023 academic year. The actions taken to increase our civics proficiency included the use of the interactive notebook, checks for understanding before, during, and after lessons, strategic placement of teachers, interventions after the MYA, a boot camp right before testing, new teacher support following a co-teach model for a period, amazing support and collaboration from ETO staff.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

61% percent of our students have a substantial reading deficiency as measured by the 2023 spring administration of the F.A.S.T. PM3 ELA Assessment. Furthermore, around 40% of our student body was in attendance less than 90% of the time.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

The highest priority for school improvement for the upcoming school year will be to support our teachers with instructional coaching and mentoring. Secondly, we will need to address student attendance at school and interventions. We will need to put action steps into place to address our student reading

deficiencies, reduce the number of behavior referrals, and appropriately place students in the most beneficial learning environment (accelerated courses, inclusion, smaller class sizes).

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority 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 crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The data indicates that our overall ELA proficiency had a minimal increase of 1% when comparing the 2021-2022 (38%) and 2022-2023 (39%) academic years. A deeper dive into the performance of each grade level indicates that our sixth-grade ELA students only increased by 3% from PM1 (27%) to PM3 (30%). The factors that led to low performance within this area are a novice 6th-grade ELA team with 0-4 years of experience, inconsistent instruction in our 6th-grade intensive reading class due to high teacher turnover, and a teacher opening during the latter part of the year. Additionally, ELA interventions were negatively impacted due to high student absences, the frequency of coaching support received by teachers decreased as our reading coach shifted to provide instruction for students enrolled in 6th grade intensive reading. By prioritizing ELA, we aim to bridge the achievement gap, equip students with essential literacy skills, and improve overall academic success.

Measurable Outcome:

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

Due to the implementation of differentiated instruction, we expect to observe a 3% increase in proficiency levels in ELA. This progress will be measured by the Florida Assessment of Student Thinking (F.A.S.T.) PM3 for ELA.

Monitoring:

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

Administrators will actively participate in collaborative planning sessions and observe coaching cycles to ensure that a culture of continuous improvement and enhanced teaching and learning practices is cultivated. Administrators will conduct daily walkthroughs to ensure the quality of both whole-group instruction and differentiated instruction. Following all walkthroughs, administrators will provide ongoing and timely feedback to teachers via email. Additionally, administrators will monitor data and conduct monthly data chats with teachers to ensure that students are demonstrating growth on remediated benchmarks. In collaboration with administrators, Transformation Coaches will assist teachers by reviewing their most recent data and determining the benchmarks that require remediation. They will work closely with teachers to provide guidance and support in addressing these benchmarks effectively.

Person responsible for monitoring outcome:

Tonya Mckay (tmckay@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Differentiated Instruction is an evidence-based strategy that can effectively address the consistently low performance in English Language Arts (ELA) as measured by the Florida Assessment of Student Thinking (FAST). By implementing differentiated Instruction we are able to provide strategic support to students based on their learning needs, abilities, and interest. This strategy will allow us to tailor instruction in a timely manner ensuring that students receive targeted support and challenging tasks at their appropriate levels. Through this evidence-based approach, we will be able to nurture students' literacy skills, improve the overall academic success in ELA, and reduce the achievement gap.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Differentiated Instruction is a framework or philosophy for effective teaching that involves providing different students with different avenues to learning (often in the same classroom) in terms of: acquiring

content, processing, constructing, or making sense of ideas, and developing teaching materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences in ability. Research demonstrates this method benefits a wide range of students.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Provide professional development opportunities for staff members to enhance their instructional practices and strategies for addressing students' basic academic skill gaps via differentiated instruction. These professional developments will include hands-on training and curriculum leader led break out sessions to help educators understand how to implement differentiation effectively.

Person Responsible: Jovana Maximilien (jovanamaximilien@dadeschools.net)

By When: September 29, 2023

During collaborative planning, teachers will receive continuous assistance from curriculum leaders to ensure data is being analyzed to prepare for effective differentiated instruction (DI) days. Teachers will be equipped with data trackers that highlight benchmarks requiring additional attention for remediation and those where students have already shown proficiency. This support will be provided on a weekly basis and will be clearly reflected in the coaches' calendars. Teachers will use this data in order to create their differentiated instruction (DI) groups.

Person Responsible: Regina Terry (205350@dadeschools.net)

By When: September 29, 2023 - Ongoing

The Transformation Coaches and Curriculum Leaders will model differentiated instruction for teachers. This modeling will take place during collaborative planning sessions and during classroom instruction via coaching cycles. Teachers will actively participate by sharing student data and making necessary adjustments to their lessons based on the information provided.

Person Responsible: Regina Terry (205350@dadeschools.net)

By When: September 29, 2023 - Ongoing

Administrative staff will offer continuous and prompt feedback to teachers through email. Upon completion of the monthly assessment, teachers will engage in data chats with students, using the data obtained to enhance and revisit their lesson planning as well as instructional delivery. Establish a feedback mechanism for teachers to communicate successes and challenges with differentiation, and use this feedback to make continuous improvements.

Person Responsible: Rita Ramirez (ritaramirez@dadeschools.net)

By When: September 29, 2023 - Ongoing

#2. Instructional Practice specifically relating to Student Engagement

Area of Focus Description and Rationale:

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

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Trends in our statewide assessment data indicate no consistent pattern of achievement in any of the assessed areas. Core content areas have made a minimal increase or fluctuated in proficiency over the last three years. ELA proficiency has had a minimal increase with 36% in 2021, 38% in 2022, and 39% in 2023. Science proficiency has also had a minimal increase with proficiencies of 41% in 2021, 44% in 2022, and 46% in 2023. Math proficiency has significantly increased over the three-year period with 30% in 2021, 39% in 2022, and 49% in 2023. Civics has fluctuated over the three-year period with 52% in 2021, 47% in 2022, and 59% in 2023 however, made significant gains with the last year. Reflecting on the feedback from our instructional reviews and administrative walkthroughs it is also evident that there is a need to shift from the traditional mode of learning that highlights a passive approach to learning to an interactive and student-centered approach. Factors that might have led to low student engagement include inconsistent use of questioning strategies, an effective school-wide note-taking system, as well as inconsistent use of manipulatives, labs, and gamified instruction.

Measurable Outcome:

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

By the end of the academic year, students will show a 5% improvement in their performance as measured by the following progress monitoring assessments.

For ELA and Math: The Florida Assessment of Student Thinking (F.A.S.T.) PM1 will serve as the baseline assessment, and F.A.S.T. PM3 will be the final assessment.

For Civics: The district-provided mini assessments will be used, along with the district-provided Mid-Year Assessment (MYA) will provide progress monitoring data, and the CIVICS End of Course Exam will be the final assessment.

For 8th-grade Science: The district-provided baseline assessment along with the district-provided Mid-Year Assessment (MYA) will provide progress monitoring data and the 8th-grade Statewide Science exam will be the final assessment.

This measurable outcome focuses on student improvement in multiple subject areas as assessed by the above mentioned assessments. The target improvement is set at 5% points.

Monitoring:

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

The school site administration and instructional coaches will conduct regular classroom observations to assess the integration of active learning strategies, review lesson plans and materials for alignment with state benchmarks, facilitate feedback and discussions with teachers, organize regular meetings and check-ins with instructional coaches for support and guidance, and collecting data on student engagement indicators such as participation rates through use of technology, completion of collaborative tasks, student work samples contained in work folders, and student feedback surveys. These monitoring activities will guide ongoing improvements and adjustments to ensure the effectiveness of the strategies.

Person responsible for monitoring outcome:

Ignacio Rodriguez (ignaciorodriguez@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Implementing interactive notebooks in all core classes is justified by several key factors. Firstly, interactive notebooks enhance student engagement, as they encourage active participation and focus during the learning process. Additionally, they foster critical thinking skills, as students analyze, synthesize, and reflect on information, promoting higher-order cognitive abilities essential for ELA proficiency. Moreover, interactive notebooks support the development of organizational skills by requiring students to structure their notes and resources, resulting in improved study habits and easy access to information. Furthermore, these notebooks facilitate personalized learning experiences, allowing students to establish meaningful connections with the content and deepen their understanding. The continuous review and reflection facilitated by interactive notebooks reinforce learning and aid in identifying areas that require further attention. Lastly, interactive notebooks accommodate diverse learning styles, providing a multi-modal approach to ELA instruction that ensures equitable access to the content for all students.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Interactive Notebooks teach students to organize their notes/learning and synthesize their thoughts. These notebooks can be developed and utilized in all content areas. Additionally, the students can take these meaningful resources home for home learning and study guide support.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Conduct a professional development geared towards increasing and maintaining student engagement. The focus of this professional development will be the use of interactive notebooks in core classes to maintain student engagement.

Person Responsible: Jovana Maximilien (jovanamaximilien@dadeschools.net)

By When: August 15, 2023

Collaborative planning session by core departments (English Language Arts, Math, Science, and Social Studies) to plan for the implementation of the interactive notebook.

Person Responsible: Rita Ramirez (ritaramirez@dadeschools.net)

By When: August 15, 2023

Coaches and Curriculum Leaders will model how to set up interactive notebooks and deliver the "I Do" portion of the lesson to include interactive notebooks as the note-taking system. Teachers who need additional guidance will receive coaching cycles. Administrators will be present to observe the coaching cycles and provide teachers, coaches, and instructional leaders with timely feedback.

Person Responsible: Rachel Medrano (r.medrano@dadeschools.net)

By When: August 17, 2023 - September 29, 2023

Administration will conduct walkthroughs to monitor the implementation of the interactive notebooks and review student notebooks to evaluate their participation in completing the tasks included in the note-taking system. During walkthroughs, administrators will also observe if teachers are holding students to the

expectation of using notebooks as a reference tool. After each walkthrough, teachers will receive timely feedback via email highlighting areas of strength and areas of deficiency.

Person Responsible: Rita Ramirez (ritaramirez@dadeschools.net)

By When: August 17, 2023 - June 1, 2024 (Ongoing)

#3. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:

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

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

In the 22-23 academic year, 34% of students accumulated 16 or more absences from school. 11% of those students have accumulated 31 or more absences. Furthermore, the 2022-2023 Miami Dade Public Schools Staff Climate Survey, revealed that 72% of staff members felt that students are deficient in basic academic skills. The Curriculum Team Leaders expressed to the administration that the teacher's perception of students' abilities was skewed and was not adequately reflected in schoolwide academic data. Contributing factors that led to low student attendance include transportation and parental support. Factors that led to our teachers developing the mindset that our students are deficient in basic academic skills include an increase in our ELL population and teachers not being equipped with the necessary strategies to support our students. It was decided that if emphasis was placed on recognizing student achievement in a more public and consistent manner then we could create a culture that celebrates consistent student attendance and students meeting behavior and academic expectations. As our faculty will play an integral role in rewarding students for attendance and meeting behavior and academic expectations we believe that this will allow them to highlight the positives of our students and ultimately result in a shift in mindset. The implementation of a PBIS framework and the fostering of a positive and supportive learning environment should lead to an overall decrease in Early Warning Indicators (EWI) as student absenteeism and administrative referrals will decrease.

Measurable Outcome:

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

By the end of the 2023-2024 academic year, Cutler Bay Middle School will increase positive staff perception of student proficiency in basic academic skills by 5%, as measured by the Miami Dade County Public Schools Staff Climate Survey and students with 16 or more absences will decrease by 5% as indicated by data from our Early Warning Systems.

Monitoring:

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

Administrators will review last year's attendance data for students who are currently in our 7th and 8th grade cohort. During this review, the administrators will identify students who fell into the 34% that had 16 or more absences. A support system will be put in place to ensure the parents and students have clear attendance goals. The attendance committee will also review weekly attendance reports to monitor students who are consistently truant. Administrators will ensure that the team is following district protocol of conducting home visits, completing truancy packets, and communicating with parents. Administrators will oversee faculty and staff receiving professional development on the implementation of a PBIS system. The Administration will meet with the PBIS committee monthly to ensure that all staff members are consistently reinforcing positive behaviors and providing recognition as evidenced by the number of monthly student recognitions per faculty member. Administrators will conduct weekly walkthroughs to the effective implementation of the PBIS within the classroom.

Person responsible for monitoring outcome:

Ignacio Rodriguez (ignaciorodriguez@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

An evidence-based strategy geared towards celebrating successes is the implementation of a school-wide Positive Behavioral Interventions and Supports (PBIS) framework with a focus on recognition and

rewards. PBIS is a proactive approach that promotes positive behavior by establishing clear expectations, teaching and reinforcing desired behaviors, and providing recognition for students' achievements.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

By implementing a PBIS framework with a focus on recognition and rewards, Cutler Bay Middle School can create a positive and motivating environment that celebrates student achievements and fosters a culture of success. This evidence-based strategy promotes a sense of pride, encourages continued effort, and strengthens the overall morale and engagement of students and staff.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Establish two separate committees to support this initiative. One committee will oversee student attendance and the other will focus on the implementation of a school-wide PBIS system. Our committees will comprise of staff members, administrators, and other relevant stakeholders.

Person Responsible: Ignacio Rodriguez (ignaciorodriguez@dadeschools.net)

By When: September 25, 2023

Provide professional development opportunities for staff members to enhance their instructional practices and strategies for addressing students' basic academic skill gaps and attendance through the implementation of a PBIS system. The professional development will include an overview of the Positive Behavioral Interventions and Supports (PBIS) framework, an overview of the 23-24 academic year attendance action plan, and breakout sessions to address how both the PBIS framework and the 23-24 academic year attendance action plan will be monitored and implemented by department area.

Person Responsible: Rita Ramirez (ritaramirez@dadeschools.net)

By When: October 31, 2023

Develop a set of clear and positive behavioral and attendance expectations that are easy to understand and implement across all grade levels. Involve students in the process to enhance their buy-in and ownership of the expectations. Develop a plan to share all expectations with students across grade levels.

Person Responsible: Kirsten Breske (kpatterson@dadeschools.net)

By When: September 25, 2023

Design a tiered reward system that offers recognition for various levels of positive behavior. Determine the types of rewards, such as verbal praise, certificates, privileges, or small incentives, that will be given for meeting behavioral expectations. Set up a system to track and record students' positive behaviors and their progress toward meeting the established expectations. Use data to identify trends, areas of improvement, and to evaluate the effectiveness of the PBIS framework.

Person Responsible: Kirsten Breske (kpatterson@dadeschools.net)

By When: September 25, 2023

Administrators will conduct walkthroughs to ensure that the PBIS framework and attendance action plan are consistently implemented throughout the school environment. Encourage all staff members to consistently reinforce positive behaviors and provide recognition.

Person Responsible: Rita Ramirez (ritaramirez@dadeschools.net)

By When: August 17, 2023 - April 30, 2023 (Ongoing)

Identify students who may need additional support in meeting behavioral and attendance expectations and provide appropriate interventions. Offer targeted interventions and counseling services to students facing behavioral challenges. Conduct home visits, parent conferences, and truancy packets for the students that are consistently absent.

Person Responsible: Kirsten Breske (kpatterson@dadeschools.net)

By When: August 17, 2023 - April 30, 2023 (Ongoing)

#4. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment**Area of Focus Description and Rationale:**

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

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

At the end of the 2022-2023 school year, 17 instructional staff members decided to transfer out of our school. The contributing factors that led to this were: novice teachers feeling overwhelmed, teachers perceiving coaching cycles as a negative support tool, and the need to improve the culture around continuous development so that teachers recognize that the feedback process is not punitive. To improve teacher retention during the 2023-2024 school year, we will focus on providing strong mentorship and induction programs for new teachers, tailored professional development opportunities, and fostering a collaborative and supportive environment.

Measurable Outcome:

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

By the end of the 2023-2024 school year, achieve a 10% reduction in teacher attrition compared to the 2022-2023 school year through the successful implementation of the structured mentoring program with coaching cycles as measured by our Position Control List (PCL).

Monitoring:

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

Administrators will conduct periodic surveys and coaching cycle observations to gather feedback from both new teachers and mentors regarding their experiences in the structured mentoring program. Administrators will use this feedback to assess the quality and effectiveness of the support provided to new teachers, identify areas of improvement, and address any challenges or concerns that may arise. By employing these monitoring strategies, educators and administrators can stay informed about the progress of the mentoring program and its impact on teacher retention throughout the school year. The continuous assessment will enable timely interventions and improvements to achieve the goal of reducing teacher attrition by 10%.

Person responsible for monitoring outcome:

Rita Ramirez (ritaramirez@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Implement a structured mentoring program that pairs new teachers with experienced educators who will provide instructional support through coaching cycles. This program will foster a professional learning community, encouraging collaboration among teachers and enabling the sharing of effective teaching practices. Regular evaluations will be conducted to assess the program's impact on teacher retention and inform improvements for continued success.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The administrative team met with curriculum leaders to review the teacher attrition data. It was decided that the strategy of implementing a structured mentoring program with coaching cycles aims to support new teachers, improve teaching practices, foster a collaborative culture, and ultimately increase teacher retention and job satisfaction would be the most prudent course of action as it recognizes the importance of providing ongoing support and development to educators, especially during their critical early years in the profession.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Form a committee or task force to design and plan the structured teacher mentoring program. Define program goals, objectives, and desired outcomes, ensuring they align with the focus on instructional support through coaching cycles, building a professional learning community, and enhancing teacher retention.

Person Responsible: Rita Ramirez (ritaramirez@dadeschools.net)

By When: August 17, 2023 - September 22, 2023

Identify experienced educators who are willing to serve as mentors for new teachers. Provide comprehensive training to mentors, equipping them with coaching skills, effective communication strategies, and the ability to provide meaningful feedback.

Person Responsible: Rita Ramirez (ritaramirez@dadeschools.net)

By When: August 17, 2023

Communicate the benefits and details of the mentoring program to all teachers and stakeholders. Highlight how the program fosters a collaborative culture and supports teacher growth and development.

Person Responsible: Rita Ramirez (ritaramirez@dadeschools.net)

By When: August 23, 2023

Establish a schedule for coaching cycles, specifying how often mentors will observe and provide feedback to their mentees. Ensure that the coaching process is supportive, constructive, and focuses on the specific needs of each new teacher.

Person Responsible: Suzanne Carey (254118@dadeschools.net)

By When: October 31, 2023 - June 1, 2024 (Ongoing)

Implement a feedback mechanism to collect input from both mentors and mentees regarding their experiences in the program. Use surveys, focus groups, or individual interviews to gather valuable insights for program improvement. Based on feedback and evaluation results, make necessary adjustments and improvements to the mentoring program. Continuously refine the program to better meet the needs of new teachers and enhance its overall effectiveness.

Person Responsible: Rita Ramirez (ritaramirez@dadeschools.net)

By When: October 31, 2023 - June 1, 2024 (Ongoing)

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

In order to share the School Improvement Plan (SIP) with stakeholders, copies of the SIP are available in English, Spanish, and Haitian-Creole in our Parent Resources Center. Additionally, the SIP is discussed at every faculty meeting, Parent Teacher Student Association (PTSA) meeting, and Educational Excellence School Advisory Council (EESAC) meeting, and school leadership meeting where input is solicited and progress is reviewed.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

In order to fulfill our school's mission and to support families and community stakeholders we have established partnerships with a variety of organizations. We are a Verizon Innovative Learning School (VILs) which allows us to provide each of our students with an iPad and mobile data plan to ensure that all of our students have access to a mobile device and internet access. Miami Dade College (MDC) provides our students with college and career readiness programs via the Gear Up grant. Village Church provides our students with access to a food pantry once a week as well as assisting us with providing our students with school supplies. Furthermore, our Community Involvement Specialist (CIS) provides training to parents on how to utilize the parent portal to access student academic information. Moreover, workshops and academic nights are also held throughout the year at various times of the day. This assists in keeping parents informed about student academic progress and how to best support their child. We plan to continue to foster a positive relationship with all of our partnerships by providing them with opportunities to engage in the planning process for schoolwide events: orientations, open houses, and awards assemblies. Furthermore, we encourage all our stakeholders to attend our EESAC and PTSA meetings so that they can stay informed of current school events as well as provide input during the decision-making process.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

In order to strengthen our academic programs we have increased our acceleration offerings to adding more sections of Algebra 1 and Physical Science. To increase the quality of learning we are hiring 2 academic interventionists. Our Reading Coach and Math Coach will be providing additional push in and pull out support in Language Arts, Reading, and Mathematics. Moreover, we also have a Home Language Assistance Paraprofessional (HLAP) that is dedicated to assisting our English Language Learner (ELL) students. Lastly, we offer extending learning opportunities in core academic areas during our STREAMing into Action afterschool care program, Saturday School, Spring Break Academy, and Winter Break Academy all of which are provided free of cost to participants.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

This plan is developed in coordination with our Project-Up Start Liaison to support our families in transitional housing situations.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Our comprehensively staffed Student Services Department is comprised of two grade-level counselors, a TRUST counselor, a mental health counselor, a school psychologist, and connections to a community health program (Community Health of South Florida, Inc). Our faculty and staff are informed of the student services team's referral process, enabling timely identification and provision of counseling services for students in need. Furthermore, students are introduced to their grade level counselors via opening of schools student orientations so that they can become familiar with our student services personnel and be aware of the procedures for seeking assistance.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

Our curriculum encompasses career and technical education, featuring specialized courses in computer science, coding, and robotics. Additionally, through a collaboration with Miami Dade College via the Gaining Early Awareness and Readiness for Undergraduate Programs (Gear Up) grant, we strive to bolster postsecondary readiness for low-income students, furnishing them with the resources to excel in higher education. This partnership not only facilitates the dissemination of college and career information to stakeholders but also offers complimentary STEAM-focused summer camps. Moreover, the grant supports our technology innovation endeavors, equipping our students with the essential skills for college and careers.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Operated by our MTSS Coordinator and school psychologist, a comprehensive tiered framework is in place across our school. This collaborative team is dedicated to implementing timely interventions and preemptive strategies targeting worrisome behaviors. This structured approach empowers teachers to monitor students, tracing both academic and behavioral trends, all while offering targeted interventions and closely monitoring advancements.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Within our framework, we integrate on-site professional development sessions tailored to our environment, fostering skill enrichment. Dynamic teacher interactions guided by data insights are employed, along with systematic coaching cycles, and dedicated mentorships for emerging instructors. This holistic approach is meticulously designed to elevate the caliber of instruction, consequently optimizing student progress and accomplishments.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

N/A

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Instructional Practice: ELA	\$0.00
2	III.B.	Area of Focus: Instructional Practice: Student Engagement	\$0.00
3	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	\$0.00
4	III.B.	Area of Focus: Positive Culture and Environment: Teacher Retention and Recruitment	\$0.00
Total:			\$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No