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## School Board Approval

*A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.*

## SIP Authority

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Section (s.) 1001.42(18)(a), 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, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); 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, F.S., and as calculated under s. 1008.34(3)(b), F.S., 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, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

## SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

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The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

## Purpose and Outline of the SIP

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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.

# I. School Information

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## A. School Mission and Vision

### Provide the school's mission statement

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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

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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.

## B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

### 1. School Leadership Membership

#### School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

#### Leadership Team Member #1

##### Employee's Name

Mr. Jorge Parra

PR6111@dadeschools.net

##### Position Title

Principal

##### Job Duties and Responsibilities

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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.

## Leadership Team Member #2

### Employee's Name

Mrs. Rita Ramirez

ritaramirez@dadeschools.net

### Position Title

Assistant Principal

### Job Duties and Responsibilities

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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.

## Leadership Team Member #3

### Employee's Name

Ms. Tonya Mckay

tmckay@dadeschools.net

### Position Title

Assistant Principal

### Job Duties and Responsibilities

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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.

## Leadership Team Member #4

### Employee's Name

Ms. Regina Terry

205350@dadeschools.net

### Position Title

Reading Coach

### Job Duties and Responsibilities

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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.

## **Leadership Team Member #5**

### **Employee's Name**

Ms. Suzanne Carey

scarey@dadeschools.net

### **Position Title**

Mathematics Department Chair

### **Job Duties and Responsibilities**

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The Mathematics Department Chair 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.

## **Leadership Team Member #6**

### **Employee's Name**

Ms. Jovana Maximilien

jovanamaximilien@dadeschools.net

### **Position Title**

Science Department Chair and Professional Learning Liaison

### **Job Duties and Responsibilities**

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The Science Department Chair 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 Department Chair will create

an engaging and effective science learning environment for students. Furthermore, as the professional learning liaison, they will plan and implement schoolwide professional learning opportunities and assist staff in identifying district-offered professional development that aligns with their deliberate practice growth targets. This role ensures that both individual and collective professional learning needs are met, fostering continuous improvement in teaching practices and overall student outcomes.

## **Leadership Team Member #7**

### **Employee's Name**

Ms. Erika Perez

eperez5@dadeschools.net

### **Position Title**

Exceptional Student Education Chair and Test Chairperson

### **Job Duties and Responsibilities**

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The Exceptional Student Education (ESE) Department Chair, who also serves as the Test Chairperson, is responsible for overseeing the implementation and coordination of exceptional student education programs and ensuring compliance with relevant regulations and standards. This role involves leading the ESE team to develop and refine individualized education plans (IEPs), providing professional development and support to ESE staff, and advocating for the needs of students with disabilities. Additionally, as the Test Chairperson, they coordinate all testing procedures, manage the administration of assessments, and analyze test data to drive instructional improvements. The ESE Department Chair/Test Chairperson ensures effective communication between school staff, students, and families, and works to create an inclusive and supportive learning environment that promotes the academic success of all students.

## **Leadership Team Member #8**

### **Employee's Name**

Ms. Rachel Medrano

r.medrano@dadeschools.net

### **Position Title**

Social Studies Department Chair

### **Job Duties and Responsibilities**

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The Social Studies Department Chair serves as an instructional leader and content-area expert, supporting the alignment of curriculum, instruction, and assessment to state standards and school-wide goals. The chair collaborates with teachers to analyze student data, identify trends in

achievement, and develop targeted strategies to improve student outcomes. This role includes facilitating professional learning communities (PLCs), promoting interdisciplinary connections, and modeling best practices in lesson planning and instructional delivery. The department chair also ensures vertical and horizontal alignment of content and supports the implementation of literacy strategies and critical thinking skills across all grade levels.

## **Leadership Team Member #9**

### **Employee's Name**

Ms. Leonor Rodriguez

leo.rodriguez@dadeschools.net

### **Position Title**

Professional Learning Support Team Lead Mentor

### **Job Duties and Responsibilities**

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The Professional Learning Support Team Lead Mentor plays a crucial role in our school improvement plan by guiding new and early career teachers through a comprehensive support system.

Responsibilities include matching new teachers with veteran mentors, organizing job-embedded training, scheduling job shadowing experiences, facilitating learning walks, and leading monthly New Educator Support Team (NEST) meetings. The Lead Mentor ensures that these initiatives are tailored to address the specific needs of the school, facilitating professional growth and fostering a supportive learning environment. This role requires strong mentoring skills, effective communication, and a commitment to continuous improvement, all aimed at enhancing the overall educational experience and supporting the success of new educators.

## **Leadership Team Member #10**

### **Employee's Name**

Ms. Shantavia Symons

Ssymons-miller@dadeschools.net

### **Position Title**

Community Involvement Specialist

### **Job Duties and Responsibilities**

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The Title 1 Community Involvement Specialist is responsible for enhancing family and community engagement to support student success under Title 1 programs. Key duties include developing and executing strategies to involve families and community members in school activities, organizing outreach events, and serving as the main contact for providing information and resources about Title 1 services. The Specialist coordinates Title 1 programs, collaborates with school staff to improve

student achievement, and collects and analyzes data to report on program effectiveness. Additionally, the role involves providing training for staff and families, advocating for students' needs, and addressing barriers to involvement to ensure comprehensive support and engagement.

## Leadership Team Member #11

### Employee's Name

Ms. Zulma Gonzalez

171435@dadeschools.net

### Position Title

School Counselor

### Job Duties and Responsibilities

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The School Counselor supports students' academic, emotional, and social development by providing individual and group counseling to address personal, social, and academic issues. They develop and implement school-wide programs focused on student well-being, conduct assessments to identify needs, and collaborate with teachers, parents, and administrators to create and execute intervention plans. The counselor offers guidance on academic planning, career exploration, and college readiness, while organizing workshops on mental health, conflict resolution, and life skills. Maintaining confidential records, monitoring student progress, and advocating for necessary resources and support services are also key responsibilities, ensuring students have the tools needed for success.

## 2. Stakeholder Involvement

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 (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

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

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At Cutler Bay Middle School, stakeholders play a vital role in our School Improvement Plan (SIP) development. Mr. Jorge Parra, Principal, along with Mrs. Rita Ramirez and Mrs. Tonya McKay, our Assistant Principals, lead our School Leadership Team (SLT), which oversees the process and facilitates communication between all stakeholders. Teachers and staff, including Ms. Erika Perez, our ESE Chair and Test Chair; Ms. Maximilien, the Science Chair and Professional Learning Liaison; Ms. Suzanne Carey, the Math Chair; and Ms. Regina Terry, our Reading Coach, contribute through monthly department meetings. Parents, students, and families provide input through surveys, focus

groups, and conferences. External stakeholders, such as Mr. Javier Giraud, our Community Business Partner from the Law Offices of Javier Giraud, P.A., and Ms. Tiffany DaCruz, PTSA President, are engaged to align our programs with local needs. We fulfill ESSA requirements with a monthly School Advisory Committee (SAC) meeting chaired by Ms. Lillian Harmon. The input gathered from all stakeholders, including Ms. Leonor Rodriguez, our Professional Learning Lead Mentor, shapes our SIP, reflecting our collective vision for continuous improvement.

### 3. 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 academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

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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

### C. Demographic Data

<b>2025-26 STATUS</b> (PER MSID FILE)	<b>ACTIVE</b>
<b>SCHOOL TYPE AND GRADES SERVED</b> (PER MSID FILE)	<b>MIDDLE/JR. HIGH 6-8</b>
<b>PRIMARY SERVICE TYPE</b> (PER MSID FILE)	<b>K-12 GENERAL EDUCATION</b>
<b>2024-25 TITLE I SCHOOL STATUS</b>	<b>YES</b>
<b>2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE</b>	<b>98.6%</b>
<b>CHARTER SCHOOL</b>	<b>NO</b>
<b>RAISE SCHOOL</b>	<b>NO</b>
<b>2024-25 ESSA IDENTIFICATION</b> *UPDATED AS OF 1	<b>N/A</b>
<b>ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)</b>	
<b>2024-25 ESSA SUBGROUPS REPRESENTED</b> (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	<b>STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) ASIAN STUDENTS (ASN) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)</b>
<b>SCHOOL GRADES HISTORY</b> <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	<b>2024-25: A 2023-24: C 2022-23: C 2021-22: C 2020-21:</b>

## D. Early Warning Systems

### 1. Grades K-8

#### Current Year 2025-26

Using 2024-25 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
School Enrollment							341	324	388	1,053
Absent 10% or more school days							21	29	51	101
One or more suspensions							9	21	22	52
Course failure in English Language Arts (ELA)							10	26	28	64
Course failure in Math							19	17	21	57
Level 1 on statewide ELA assessment							62	57	103	222
Level 1 on statewide Math assessment							49	41	63	153
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

#### Current Year 2025-26

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							92	92	147	331

#### Current Year 2025-26

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

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Retained students: current year							3	6	1	10
Students retained two or more times							5	8	8	21

**Prior Year (2024-25) As Last 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 school days							22	37	46	105
One or more suspensions							8	19	21	48
Course failure in English Language Arts (ELA)							9	30	26	65
Course failure in Math							18	16	19	53
Level 1 on statewide ELA assessment							84	88	129	301
Level 1 on statewide Math assessment							73	57	102	232
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

**Prior Year (2024-25) As Last Reported (pre-populated)**

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							104	126	166	396

**Prior Year (2024-25) As Last Reported (pre-populated)**

The number of students retained:

INDICATOR	GRADE LEVEL								TOTAL	
	K	1	2	3	4	5	6	7		8
Retained students: current year							2	9	1	12
Students retained two or more times							3	13	4	20

## 2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

## **II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))**

## A. ESSA School, District, State Comparison

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.

Data for 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	54	64	58	43	61	53	39	56	49
Grade 3 ELA Achievement			27			21			
ELA Learning Gains	58	63	59	51	60	56			
ELA Lowest 25th Percentile	55	55	52	49	51	50			
Math Achievement*	60	67	63	48	64	60	49	60	56
Math Learning Gains	65	64	62	56	63	62			
Math Lowest 25th Percentile	66	60	57	70	62	60			
Science Achievement	55	59	54	47	56	51	46	55	49
Social Studies Achievement*	71	77	73	61	75	70	58	72	68
Graduation Rate									
Middle School Acceleration	90	78	77	63	73	74	69	74	73
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	66	62	53	65	58	49	51	50	40

\*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.

\*\*Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

## B. ESSA School-Level Data Review (pre-populated)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	64%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	640
Total Components for the FPPI	10
Percent Tested	98%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
64%	55%	56%	52%	40%		49%

\* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

\*\* Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

## C. ESSA Subgroup Data Review (pre-populated)

2024-25 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%
Students With Disabilities	57%	No		
English Language Learners	55%	No		
Asian Students	63%	No		
Black/African American Students	62%	No		
Hispanic Students	64%	No		
Multiracial Students	74%	No		
White Students	63%	No		
Economically Disadvantaged Students	63%	No		

### D. 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.

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	54%		58%	55%	60%	65%	66%	55%	71%	90%			66%
Students With Disabilities	45%		50%	55%	48%	60%	64%	40%	61%	85%			64%
English Language Learners	39%		52%	54%	52%	62%	58%	28%	56%	82%			66%
Asian Students	70%		60%		70%	50%							
Black/African American Students	47%		51%	50%	53%	67%	74%	56%	68%	89%			
Hispanic Students	55%		60%	56%	62%	65%	64%	53%	71%	90%			65%
Multiracial Students	80%		60%		73%	82%							
White Students	66%		52%		69%	63%		67%					
Economically Disadvantaged Students	53%		57%	57%	58%	63%	63%	56%	73%	89%			60%

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	43%		51%	49%	48%	56%	70%	47%	61%	63%			65%
Students With Disabilities	17%		40%	52%	26%	45%	59%	18%	26%	45%			
English Language Learners	33%		49%	47%	39%	60%	72%	29%	48%	50%			65%
Black/African American Students	30%		39%	49%	34%	51%	67%	35%	48%	63%			
Hispanic Students	48%		54%	49%	53%	57%	72%	50%	64%	62%			64%
White Students	58%		60%		63%	61%		73%					
Economically Disadvantaged Students	41%		49%	46%	48%	56%	70%	44%	56%	63%			62%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 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%			51%
Students With Disabilities	31%				36%			35%	39%	42%			
English Language Learners	30%				44%			32%	56%	69%			74%
Black/African American Students	33%				37%			42%	44%	72%			
Hispanic Students	41%				55%			46%	63%	67%			74%
Multiracial Students	50%				50%								
White Students	55%				69%			60%	90%				
Economically Disadvantaged Students	38%				47%			46%	55%	66%			65%

## E. 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.

SUBJECT	GRADE	2024-25 SPRING				
		SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	6	47%	62%	-15%	60%	-13%
ELA	7	45%	62%	-17%	57%	-12%
ELA	8	41%	60%	-19%	55%	-14%
Math	6	52%	64%	-12%	60%	-8%
Math	7	48%	54%	-6%	50%	-2%
Math	8	38%	60%	-22%	57%	-19%
Science	8	35%	46%	-11%	49%	-14%
Civics		61%	74%	-13%	71%	-10%
Biology		95%	74%	21%	71%	24%
Algebra		93%	59%	34%	54%	39%
Geometry		89%	58%	31%	54%	35%

### III. Planning for Improvement

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#### A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

##### **Most Improvement**

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

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During the 2024–2025 academic year, the Middle School Acceleration component demonstrated the most significant improvement, rising by 27 points compared to the 2023–2024 school year. This growth is attributed to the implementation of ongoing progress monitoring, targeted interventions, and differentiated instruction tailored to meet the needs of all learners. Additionally, all Algebra 1 students were enrolled in a supplemental Algebra Research class to reinforce core concepts. Students identified as struggling received weekly pull-out intervention sessions, providing them with additional support in a small-group setting to ensure mastery of foundational skills.

##### **Lowest Performance**

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

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The lowest performing data component in the 2024–2025 academic year was English Language Arts (ELA) Achievement, with only 54% of students demonstrating proficiency. This low performance is likely attributed to the need for more consistent implementation of differentiated instruction to meet diverse student needs. Additionally, there is a growing need for increased instructional support and scaffolding for English Language Learners (ELLs), who represent a significant portion of the student population. The trend suggests that while some students are making gains, targeted strategies are needed to close achievement gaps and improve overall literacy outcomes.

##### **Greatest Decline**

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

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In the 2024–2025 school year, the area with the greatest decline was Math Learning Gains among the Lowest Quartile, which dropped by 4 percentage points—from 70% in 2023–2024 to 66% in 2024–2025. This decline is attributed in part to the transition to new instructional staff, which impacted instructional continuity and the consistent implementation of intervention strategies. Additionally, gaps in data-driven instruction and limited small-group remediation for students requiring intensive support further contributed to the decline. Efforts are now being made to strengthen teacher support,

coaching, and targeted interventions for the lowest-performing students.

### **Greatest Gap**

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.

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The data component with the greatest gap when compared to the state average is Grade 8 Science. Our school's raw score was 35%, while the state's raw score was 49%, placing us 14 percentage points below the state average. Several factors contribute to this gap. A significant challenge is that many of our students are struggling readers, and the Grade 8 Science assessment requires students not only to read and comprehend complex grade-level text but also to retain and apply content from a spiral curriculum that spans grades 6 through 8. Students who enter 8th grade with existing reading comprehension difficulties often carry science learning gaps from prior years, which impacts their performance on the assessment. Additionally, our English Language Learner (ELL) population faces unique challenges, as many students are still in the process of language acquisition. This creates an added barrier when interpreting scientific vocabulary, understanding content-rich passages, and applying that knowledge to test questions. Together, these factors have contributed to the performance gap and highlight the need for targeted strategies that support literacy development within science instruction.

### **EWS Areas of Concern**

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

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One potential area of concern reflected in the EWS data is student attendance. Despite having this as a targeted goal in our SIP last year, we were unable to meet the benchmark. Our average attendance rate for last year was 92.4%, which is below the expectation of 95% and significantly under our school's goal of exceeding that threshold. Chronic absenteeism continues to impact student achievement and engagement, and this trend suggests that additional, more targeted strategies and interventions are needed to improve daily attendance and help students build consistent school habits.

### **Highest Priorities**

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

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Our highest priorities for school improvement in the upcoming year begin with increasing proficiency in Reading, as literacy serves as the foundation for student success across all content areas. In addition, we will focus on increasing learning gains in both Reading and Math, with particular attention to capturing gains among our English Language Learners (ELL students), who represent a significant portion of our population. Another priority is improving learning gains in Reading and Math among the lower quartile, as closing achievement gaps for our most struggling students is essential for equity and overall school performance. We will also work to increase proficiency in Grade 8 Science,

ensuring students are better prepared for high school coursework and state accountability requirements. Finally, we will address student attendance, with a goal of raising our average daily attendance to 95% or higher, since consistent attendance is critical to academic growth and achievement in all areas.

## B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

### Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

### Instructional Practice specifically relating to Small-group Instruction

#### Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

The data reveals a 4% decline in L25 Math learning gains, dropping from 70% in the 2023–2024 school year to 66% in 2024–2025. In contrast, L25 Reading showed only a modest 6% improvement, increasing from 49% to 55% over the same period. These outcomes suggest a need to reexamine instructional strategies and intensify support for our L25 learners in both areas.

#### Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

By the end of the 2025–2026 academic year, the percentage of students in the Lowest 25% making learning gains will increase by at least 5 percentage points in Math (from 66% to 71%) and by at least 5 percentage points in Reading (from 55% to 60%), as measured by the third progress monitoring (PM3) of the Florida Statewide Assessment.

#### Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Administrators will engage in collaborative planning sessions and closely observe the delivery of differentiated instruction, including group rotations. Daily walkthroughs will be conducted to ensure high-quality whole-group teaching and to provide timely, targeted feedback to educators.

Administrators will track student performance data and hold monthly data chats with teachers to assess progress on remediated benchmarks. Teachers will apply the gradual release model, which will be documented in lesson plans and verified through walkthroughs. Curriculum leaders will support teachers by analyzing the latest student data and identifying benchmarks in need of remediation.

**Person responsible for monitoring outcome**

Mr. Jorge Parra

**Evidence-based Intervention:**

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

**Description of Intervention #1:**

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.

**Rationale:**

Differentiated Instruction is an evidence-based framework that ensures all students, regardless of ability, have equitable access to rigorous, standards-aligned learning by providing multiple pathways to acquire content, process ideas, and demonstrate mastery. Research shows DI improves engagement and achievement for diverse learners, including students with disabilities and English Language Learners, while supporting Florida's focus on closing achievement gaps. Implementing DI strengthens Tier I instruction within MTSS and promotes overall school performance.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

**Action Step #1**

Create homogeneous groups in the L25 Math and Reading

**Person Monitoring:**

Mrs. Rita Ramirez

**By When/Frequency:**

September 26, 2025

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

To support students in the L25 group, educators will begin by collecting baseline data from assessments and classroom performance to determine current skill levels. Once data is gathered, teachers will analyze skill gaps to identify learning needs and form initial homogeneous groups based on these profiles. Each group will receive targeted instruction tailored to address specific academic challenges, with instructional rotations scheduled into daily routines. Weekly progress monitoring will inform ongoing adjustments to instruction and group composition, ensuring that support remains responsive and effective.

**Action Step #2**

Implement and monitor DI groups for the L25

**Person Monitoring:**

Mrs. Rita Ramirez

**By When/Frequency:**

September 26, 2025/Ongoing

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

To accelerate growth for students in the L25 cohort, educators will first identify these students using assessment data and classroom insights. Teachers will then analyze their specific learning needs to pinpoint academic gaps and group them homogeneously for differentiated instruction. Tailored lesson plans will be designed to address each group's skill deficits, with ongoing adjustments made based on progress monitoring and formative assessments. Monthly data chats between administrators and teachers will ensure consistent reflection, strategy refinement, and accountability for student improvement.

**Action Step #3**

Collaborative Planning by Content Area

**Person Monitoring:**

Mrs. Rita Ramirez

**By When/Frequency:**

September 26, 2025-May 1, 2026 -Ongoing/  
Weekly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

To implement collaborative planning effectively, staff will actively participate in scheduled planning sessions, bringing student performance data, instructional strategies, and benchmark goals to the table. They'll work together to align lesson plans across grade levels, share best practices, and co-develop targeted interventions for students in need. Staff will also take ownership of assigned roles—such as data analyst, instructional lead, or resource coordinator—to ensure accountability and follow-through. Throughout the process, they'll maintain open communication, document decisions, and reflect on outcomes to refine future planning cycles

**Area of Focus #2**

Address the school's highest priorities based on any/all relevant data sources.

**Instructional Practice specifically relating to Benchmark-aligned instruction****Area of Focus Description and Rationale**

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

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The data shows mixed results in overall learning gains, with ELA decreasing slightly from 59% in the 2023–2024 academic year to 58% in the 2024–2025 academic year, while Math improved from 62% to 65% over the same period. These outcomes highlight the need to strengthen teacher knowledge of standards and benchmarks to ensure more consistent growth across content areas. Building this foundation will support educators in planning aligned lessons, implementing effective grouping, and using formative data to drive measurable gains for all learners.

**Measurable Outcome**

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

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By the end of the 2025–2026 academic year, the percentage of students making learning gains will increase by at least 5 percentage points in Math (from 65% to 70%) and in English Language Arts (from 58% to 63%), as measured by the third progress monitoring (PM3) of the Florida Statewide Assessment.

**Monitoring**

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

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To monitor increased teacher knowledge of standards and benchmarks, administrators will use a combination of structured observation and data review practices. Walkthroughs will be conducted weekly to observe instructional delivery and verify alignment between lesson objectives and grade-level standards. During these visits, administrators will look for evidence such as posted learning targets, benchmark references in instruction, and student tasks that reflect standard-based rigor. Lesson plans will be reviewed biweekly to ensure standards are clearly embedded and instructional strategies are aligned. Additionally, administrators will hold monthly coaching conversations or data chats with teachers to discuss instructional decisions, reflect on feedback, and identify areas for growth. This cycle of observation, documentation, and dialogue ensures that teacher development is both visible and measurable.

**Person responsible for monitoring outcome**

Mr. Jorge Parra

**Evidence-based Intervention:**

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

**Description of Intervention #1:**

Data-Driven Instruction is an educational approach that relies on the teacher's use of student performance data to inform instructional planning and delivery. This systematic approach of instruction uses assessment, analysis, and actions to meet students needs. Data-Driven Instruction may include developing Instructional Focus Calendars (IFC) to inform teachers on specific standards to target during instruction throughout the year, based on data outcomes.

**Rationale:**

Data-Driven Instruction (DDI) is a strategic educational approach that empowers teachers to make informed decisions based on student performance data. By systematically analyzing assessment

results, educators can identify learning gaps, monitor progress, and tailor instruction to meet the diverse needs of their students. This method ensures that teaching is both responsive and targeted, maximizing instructional effectiveness. A key component of DDI is the development of Instructional Focus Calendars (IFCs), which guide educators in prioritizing specific standards throughout the academic year. These calendars are informed by data trends and help maintain alignment between instruction and student learning goals. Through ongoing cycles of assessment, analysis, and action, DDI fosters a culture of continuous improvement and accountability, ultimately leading to higher student achievement and more equitable learning outcomes.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

**Action Step #1**

Participation in Content Focused Professional Development

**Person Monitoring:**

Ms. Jovana Maximilien

**By When/Frequency:**

September 26, 2025-May 1, 2026/Quarterly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Teachers will participate in quarterly professional development sessions focused on unpacking grade-level standards and benchmarks. Following each session, they will collaboratively revise lesson plans to ensure instructional alignment, with administrators conducting biweekly walkthroughs to observe and document evidence of standard-based instruction in at least 90% of classrooms.

**Action Step #2**

Unpacking of Standards during Common Planning

**Person Monitoring:**

Ms. Regina Terry

**By When/Frequency:**

September 26, 2025-May 1, 2026- Ongoing/  
Weekly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

During weekly common planning sessions, grade-level teams will collaboratively unpack upcoming standards by identifying key verbs, nouns, and cognitive demands. Each team will create student-friendly learning targets and success criteria aligned to the standards, which will be documented in shared planning templates. Administrators will review these templates biweekly and conduct walkthroughs to ensure instructional alignment and consistent implementation across classrooms.

**Action Step #3**

Modeling Unpacking Standards and Benchmarks

**Person Monitoring:**

Ms. Regina Terry

**By When/Frequency:**

September 26, 2025-May 1, 2026/Ongoing

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Instructional coaches and lead teachers will model the unpacking of standards and benchmarks

during monthly mini professional development sessions (Warrior Wednesday) and weekly common planning meetings. This modeling will include identifying key verbs and nouns, determining cognitive rigor, and creating student-friendly learning targets and success criteria. Teams will then practice the process collaboratively using shared planning templates, with administrators observing implementation during walkthroughs and providing feedback to ensure consistency and instructional alignment.

#### **Action Step #4**

Standards Aligned Grading

#### **Person Monitoring:**

Mrs. Rita Ramirez

#### **By When/Frequency:**

September 26, 2025 - May 29, 2026 - Ongoing/  
Weekly

#### **Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

All core teachers will evaluate student progress on a weekly basis and record a standards-aligned grade in the electronic gradebook to monitor mastery of content and growth toward proficiency. These grades will serve both as documentation of student performance and as a means to provide students with timely, standards-based feedback. School administrators will systematically review the grades documented in the electronic gradebook and compare them with other progress monitoring measures, including district topic assessments, mini-assessments, iReady, and FAST PM data. This multi-source review will allow the school to determine the extent to which classroom grades align with external measures of achievement and to identify students in need of intervention or enrichment. Findings from the review will be discussed during Professional Learning Communities (PLCs) and structured data chats, where teachers and administrators will collaborate to analyze trends and make instructional adjustments. Through this structured process, the school will ensure that instructional decisions are data-driven, interventions are provided in a timely and targeted manner, and student progress toward proficiency is consistently monitored and supported.

### **Area of Focus #3**

Address the school's highest priorities based on any/all relevant data sources.

#### **Instructional Practice specifically relating to Science**

##### **Area of Focus Description and Rationale**

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

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The data shows that, in the 2024-2025 academic year, 8th grade science proficiency—excluding Biology—rose slightly from 33% to 35%, reflecting only a 2% increase. While this indicates some progress, the minimal gain suggests a need to strengthen instructional strategies, reinforce benchmark alignment, and provide targeted support to boost overall science achievement at this grade level.

##### **Measurable Outcome**

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

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By the conclusion of the 2025–2026 academic year, 8th grade science proficiency—excluding Biology—will increase by at least 3 percentage points, rising from 35% proficiency on the Spring 2025 administration of the 8th grade statewide science assessment to 38%, as measured by the Florida Statewide Science Assessment.

### **Monitoring**

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

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To ensure collective monitoring of the projected 3% increase in 8th grade science proficiency (excluding Biology) during the 2025–2026 academic year, all stakeholders will play an active role in tracking progress and supporting instructional effectiveness. Teachers will regularly assess students through unit assessments and benchmark tests, using data to adjust instruction and groupings. Administrators will conduct walkthroughs to observe standards-aligned instruction and verify the use of targeted strategies. Instructional coaches will lead data discussions and collaborate with teachers to refine lesson plans based on performance trends. Parents will be kept informed through quarterly progress reports and school communications, encouraging engagement and support at home. Students will set academic goals and reflect on their performance to foster personal accountability. At the district level, leaders will monitor school-wide data and provide resources or guidance to ensure proficiency targets are being met. This collaborative and transparent approach will ensure consistent progress toward mastery of grade-level science standards.

### **Person responsible for monitoring outcome**

Mr. Jorge Parra

### **Evidence-based Intervention:**

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

#### **Description of Intervention #1:**

When teachers use explicit instruction to teach structured response strategies like CUTES and RACES, they break down each step—such as stating a claim, citing evidence, and explaining reasoning—in a clear and intentional way that makes learning accessible to all students. They incorporate visual aids like anchor charts, provide sentence stems to guide thinking, and share

exemplars that set expectations for quality responses. By modeling the process and scaffolding practice opportunities, teachers help students internalize academic writing structures and improve their ability to think critically and express ideas clearly. Ongoing feedback throughout instruction further supports student growth by allowing for revisions and deeper understanding.

**Rationale:**

Explicit instruction is a powerful approach for teaching structured response strategies like CUTES and RACES because it makes academic writing accessible and achievable for all learners. By breaking down each step—such as stating a claim, citing evidence, and explaining reasoning—teachers provide clarity and reduce cognitive load. Visual supports, sentence stems, and exemplars help students internalize expectations and organize their thinking. Through modeling and guided practice, students build confidence and skill, while ongoing feedback ensures continuous growth and deeper understanding. This intentional method fosters critical thinking and improves the quality of written responses across content areas.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

**Action Step #1**

Strengthening Science Instruction Through Targeted Reading Strategies

**Person Monitoring:**

Ms. Regina Terry

**By When/Frequency:**

September 26, 2025-May 10, 2026/Monthly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

In science classrooms, teachers will use targeted reading strategies to enhance vocabulary acquisition and deepen comprehension of complex concepts. Tools like Quizlet will support the development of academic vocabulary through interactive practice and repetition. To strengthen written responses, students will apply structured formats such as CUTES and RACES when answering test-like questions, ensuring clarity, evidence-based reasoning, and alignment with grade-level expectations. For lab-based learning, teachers will guide students in using the CER (Claim, Evidence, Reasoning) framework to formulate conclusions and write lab reports that demonstrate higher-order thinking and scientific literacy. These strategies will be embedded into daily instruction to promote rigor, engagement, and measurable growth.

**Action Step #2**

Cross Curriculum Planning with Reading

**Person Monitoring:**

Ms. Regina Terry

**By When/Frequency:**

September 26, 2025-May 10, 2026/Quarterly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Teachers will engage in monthly cross-curricular planning sessions focused specifically on integrating reading strategies into science instruction. During these sessions, science and reading teachers will collaboratively select grade-level science texts aligned to both content and literacy standards.

Lessons will emphasize vocabulary development, nonfiction text structure, and evidence-based writing using formats like CUTES and RACES. Instructional plans will be documented in shared templates and monitored by administrators through walkthroughs and lesson reviews to ensure consistent implementation and interdisciplinary alignment between reading and science.

### **Action Step #3**

Implement Labs and Hands-on Activities

#### **Person Monitoring:**

Mrs. Jovana Maximilien

#### **By When/Frequency:**

September 26, 2025-June 5, 2025/weekly

#### **Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Teachers will implement both hands-on labs and virtual simulations using platforms like Gizmo as part of weekly science instruction to deepen conceptual understanding and promote inquiry-based learning. These activities will be aligned to grade-level standards and designed to foster observation, experimentation, and critical thinking. During planning, teachers will prepare materials, safety protocols, and digital access to ensure smooth execution. Students will engage in collaborative investigations, record data, and reflect on outcomes through structured discussions, lab journals, or Gizmo-based analysis tools. Administrators will monitor implementation through walkthroughs and lesson reviews to ensure consistency, rigor, and student engagement across classrooms.

### **Action Step #4**

Enhancing Science Assessment Accessibility with Text-to-Speech Accommodations

#### **Person Monitoring:**

Mrs. Erika Perez

#### **By When/Frequency:**

September 26, 2025- June 5, 2025/monthly

#### **Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Science teachers will implement accommodations such as text-to-speech tools to support students with reading challenges during science assessments. During planning, teachers will identify students who require this support based on IEPs, 504 plans, or formative data, and ensure that digital platforms used for testing are configured to enable text-to-speech functionality. Prior to assessments, students will receive guided practice using these tools to build familiarity and confidence. Administrators will monitor usage through test session reports and walkthroughs to ensure accommodations are applied consistently and effectively to promote equitable access and improved performance.

## **IV. Positive Learning Environment**

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### **Area of Focus #1**

Student Attendance

#### **Area of Focus Description and Rationale**

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

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The area of focus is to improve student attendance across grades 6-8, where the current attendance

rate is 92.45%, as measured by the end-of-year attendance report. Low attendance rates adversely affect student learning by limiting classroom engagement and reducing opportunities for academic growth. Improving attendance is essential for ensuring students remain connected with the curriculum, participate fully in instructional activities, and achieve better academic outcomes. This focus was identified as crucial from prior year data, which highlighted the need to address the belowtarget attendance rate to enhance overall student engagement and performance. By increasing attendance, we aim to provide students with more consistent educational opportunities and support their academic success.

### **Measurable Outcome**

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

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We expect to see a 2% increase as compared to the 2024-2025 academic year, which was 92.45% in student attendance as measured by the end of year attendance report.

### **Monitoring**

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

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To monitor the area of focus on increasing student attendance, a comprehensive strategy will be implemented. Attendance data will be tracked daily to identify patterns and address absences promptly. Monthly reviews of attendance reports will be conducted to assess progress and identify students who require additional support. Administrators and attendance coordinators will engage in regular follow-up with students and families to address barriers to attendance and implement targeted interventions. Additionally, attendance improvement initiatives, such as incentives for good attendance and outreach programs, will be evaluated for effectiveness. Ongoing monitoring will impact student achievement outcomes by ensuring that students are present in class, which enhances their engagement with the curriculum, supports continuous learning, and ultimately improves academic performance.

### **Person responsible for monitoring outcome**

Mr. Jorge Parra

### **Evidence-based Intervention:**

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

#### **Description of Intervention #1:**

Response to Early Warning Systems (EWS) involves establishing a system based on student data to identify students who exhibit behavior or academic performance that puts them at risk of dropping out

of school. Response to EWS utilizes predictive data, identifies off-track or at-risk students, targets interventions, and reveals patterns and root causes.

**Rationale:**

Using early warning systems (EWS) to identify and rectify attendance issues is essential because consistent attendance is crucial for academic success. EWS allows schools to detect patterns early, intervening promptly to prevent chronic absenteeism and support students facing challenges. By addressing attendance issues proactively, schools promote accountability and engagement, ensuring students remain connected to learning opportunities and their peers, ultimately enhancing overall educational outcomes.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

**Action Step #1**

Implement an Attendance Monitoring System

**Person Monitoring:**

Ms. Tonya Mckay

**By When/Frequency:**

September 26, 2025 - Ongoing/Daily

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Develop and integrate an Early Warning System (EWS) to track student attendance and identify at-risk students through predictive data. Ensure the system is connected with the school's student information system for real-time updates. Train teachers, attendance coordinators, and administrators on effectively using the EWS and interpreting data to proactively address attendance issues. Conduct daily reviews of attendance data and monthly evaluations to assess progress and the impact of interventions.

**Action Step #2**

Engage in Targeted Outreach and Support

**Person Monitoring:**

Ms. Shantavia Symons

**By When/Frequency:**

September 26, 2025-Ongoing/Weekly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Create a comprehensive outreach plan involving regular communication with families through phone calls, home visits, and meetings to address attendance barriers. Assign specific staff members as attendance coordinators to follow up with families of students exhibiting absenteeism patterns, identifying and addressing root causes. Establish accessible support services, such as counseling and tutoring, tailored to meet the individual needs of at-risk students.

**Action Step #3**

Introduce Incentives and Recognition Programs

**Person Monitoring:**

Ms. Zulma Gonzalez

**By When/Frequency:**

September 26, 2025-Ongoing/Weekly

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Develop and implement incentive programs to reward good attendance, such as certificates, special events, or other recognition methods. Launch a school-wide campaign to promote the importance of attendance using posters, announcements, and social media, while celebrating students with exemplary attendance records. Regularly assess the impact of these incentives and promotional efforts on attendance rates, gathering feedback from students and families to refine and enhance the programs.

## V. Title I Requirements (optional)

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### A. Schoolwide Program Plan (SWP)

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 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

#### Dissemination Methods

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 (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

List the school's webpage where the SIP is made publicly available.

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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 and digitally on our school's website, [www.cutlerbaymiddle.org](http://www.cutlerbaymiddle.org). 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.

#### Positive Relationships With Parents, Families and other Community Stakeholders

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 Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

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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. 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 and to review our school's Family Engagement Plan which is available digitally on our school's website, [www.cutlerbaymiddle.net](http://www.cutlerbaymiddle.net).

### **Plans to Strengthen the Academic Program**

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 II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

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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 Dept. Chair will be providing additional push in and pull-out support in Language Arts, Reading, and Mathematics. 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.

### **How Plan is Developed**

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 this Act, 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) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

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

## **B. Component(s) of the Schoolwide Program Plan**

### **Components of the Schoolwide Program Plan, as applicable**

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

#### **Improving Student's Skills Outside the Academic Subject Areas**

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

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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 school student orientations so that they can become familiar with our student services personnel and be aware of the procedures for seeking assistance.

#### **Preparing for Postsecondary Opportunities and the Workforce**

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

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Our curriculum encompasses career and technical education, featuring specialized courses in computer science, coding, and robotics. Additionally, through the implementation of the Cambridge curriculum, we are dedicated to enhancing postsecondary readiness for low-income students by providing access to rigorous academic resources that prepare them for success in higher education. The Cambridge framework further strengthens our technology innovation initiatives, equipping students with the critical thinking and global competencies essential for thriving in college and career pathways.

#### **Addressing Problem Behavior and Early Intervening Services**

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. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

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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.

### **Professional Learning and Other Activities**

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

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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.

### **Strategies to Assist Preschool Children**

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

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N/A

## **VI. ATSI, TSI and CSI Resource Review**

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This section must be completed if the school is identified as ATSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6)).

### **Process to Review the Use of Resources**

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

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No Answer Entered

### **Specifics to Address the Need**

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

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No Answer Entered

## VII. Budget to Support Areas of Focus

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Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.

**No**

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00