

Miami-Dade County Public Schools

# Cutler Bay Senior High School



2015-16 School Improvement Plan

## Cutler Bay Senior High School

8601 SW 212TH ST, Cutler Bay, FL 33189

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

### School Demographics

**School Type**

High

**2014-15 Title I School**

Yes

**2015-16 Economically Disadvantaged (FRL) Rate**  
 (As Reported on Survey 2)

67%

**Alternative/ESE Center**

No

**Charter School**

No

**2015-16 Minority Rate**  
 (Reported as Non-white on Survey 2)

81%

### School Grades History

**Year**  
**Grade**

**2014-15**  
A\*

**2013-14**  
B

**2012-13**  
C

**2011-12**  
C

*\*Preliminary Informational Baseline School Grade*

**Note:** The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

### School Board Approval

This plan is pending approval by the Dade County School Board.

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	<a href="#">Gayle Sitter</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

Cutler Bay Senior High stakeholders have worked as a team to develop our vision. Cutler Bay Senior High recognizes that all students can strive for success through the development of literacy, character, and leadership. We are committed to creating an environment in which students are inspired to reach their potential, become productive citizens, and embrace life-long learning. This demonstrates an on-going commitment to academic excellence for all students through the continuous improvement process of collaboration with all stakeholders who share accountability for a high-quality education.

##### **Provide the school's vision statement**

Cutler Bay Senior High pledges to provide a learning environment with an engaging, innovative curriculum that exposes students to critical thinking, technology, field studies, projects, competitions, and research. We are committed to providing challenging programs that prepare our students for college and careers in an evolving global community.

#### School Environment

##### **Describe the process by which the school learns about students' cultures and builds relationships between teachers and students**

The process by which our school learns about students' cultures and builds relationships between teachers and students will be seen through the infusion of history of Hispanic and Women's contributions, history of African Americans, as well as, the history of the Holocaust, in the appropriate grade levels. In addition, school community stakeholders will be engaged in assessing the current state of the cultural awareness and student-teacher relationships.

##### **Describe how the school creates an environment where students feel safe and respected before, during and after school**

Faculty across the campus will clarify their expectations for positive interpersonal interaction and create the structures and processes for reporting violations of bullying/harassment/and civil rights policies. Non-instructional staff (cafeteria workers, custodians, office staff, and security monitors) will be included in the process of modeling and teaching interpersonal expectations in non-academic settings and giving them instruction for reporting violations to administration.

##### **Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced**

In order to minimize distractions to keep students engaged during instructional time, the school will ensure differentiation of instruction is taking place to meet the needs of all students. Teachers will convey and review expectations for each learning activity.

##### **Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**



To ensure the social-emotional needs of all students are being met, student services meet weekly to discuss students with barriers to academic and social success. If needed, these students are provided with differentiated delivery of services as applicable.

### Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

#### Describe the school's early warning system and provide a list of the early warning indicators used in the system

The ABC Team will utilize data systems to identify students who have attendance, behavioral or academic concerns. In additions, an action plan is in place to assist the needs of the students and the barriers blocking their success.

EWS Indicators include:

- \*Attendance below 90 percent
- \*One or more suspensions
- \*A Level 1 score on the statewide, standardized assessments in English Language Arts or Mathematics
- \*Failed a Reading Course
- \*Retention
- \*GPA less than 2.0
- \*Failed 2 or more Courses in any Subject
- \*Absent 18 or more days

#### Provide the following data related to the school's early warning system

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

Indicator	Grade Level				Total
	9	10	11	12	
Attendance below 90 percent	0	0	0	0	
One or more suspensions	0	0	0	0	
Course failure in ELA or Math	0	4	1	1	6
Level 1 on statewide assessment	1	0	0	3	4
Level 1 on statewide assessment Mathematics	0	0	1	0	1
Failed a Reading Course	0	0	0	0	
Retention	0	0	0	0	
GPA less than 2.0	0	0	0	0	
Failed 2 or more Courses in any Subject	0	0	0	0	
Absent 18 or more days	0	0	0	0	

*The number of students identified by the system as exhibiting two or more early warning indicators:*

Indicator	Grade Level				Total
	9	10	11	12	
Students exhibiting two or more indicators	1	4	1	3	9

#### Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Intervention strategies included:

- \*Effective multi-disciplinary teams in place to problem solve and create action plans
- \* Achieve 3000
- \*peer tutoring,
- \*utilizing computer programs (Edgenuity, Reading Plus, and Gizmos)
- \*Designated person and counselor contact students who have 3-5 absences.
- \* 6-9 absences, phone call is made to the parent
- \* 10 or more absences, the Designated person or social worker will conduct a home visit.

## Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

### Will the school use its PIP to satisfy this question?

Yes

#### **PIP Link**

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/197023>.

#### **Description**

A PIP has been uploaded for this school or district - see the link above.

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

See 2015-2016 PIP

## Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

### School Leadership Team

#### Membership:

Name	Title
Delatorre, Lucas	Principal
Clarit, Michelle	Assistant Principal
Koren, Justin	Teacher, K-12
McCoy, Christy	Teacher, K-12
Ruffo, Marshall	Teacher, K-12
Thomas, Alphonso	Teacher, K-12
West, LaShanda	Teacher, K-12
Rahouly, Maria	Teacher, K-12

#### Duties

**Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making**

The School-based MTSS/RtI leadership Team is comprised of the Principal, the Assistant Principal in charge of curriculum, the science department chairperson, one social science department chairperson, one english/language arts and mathematics department chairperson, and the computer specialist. The school's Leadership Team will include additional personnel as resources to the team. These members include Special Education personnel, school psychologist, school social worker and school guidance counselor.

Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing MTSS, ensures implementation of intervention support and documentation, and ensures adequate professional development to support MTSS implementation. The Principal is accompanied by the Assistant Principal for curriculum, who seconds the Principal in all initiatives and works actively on the implementation of all strategies.

Social Science and Science department chair: Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Mathematics department chair: Participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as Co-teaching.

English / Language Arts Department Chair: Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/ behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with District personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

One Technology Specialist: Develops or brokers technology necessary to manage and display data; provides technical support to teachers and staff regarding data management and display.

**Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact**

\*Monitor what all students are learning and their progress by using District Assessment data.

\*Gather and analyze data to determine professional development for faculty as indicated by student intervention and achievement needs.

\*Hold regular monthly team meetings.

\*Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.

\*Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.

\*Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.

\*Assist with monitoring and responding to the needs of subgroups within the expectations for adequate yearly progress

The District coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to secondary students. The Assistant Principal and Department Chairs develop, lead, and evaluate school core content standards/ programs; identify and analyze existing

literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with District personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervention services for children to be considered "at risk", assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring.

Other components that are integrated into the school wide program include an extensive Parental Program;

Title I CHES; Supplemental Educational Services; and special support services to special needs populations

such as homeless, migrant, and neglected and delinquent students.

The District uses supplemental funds for improving basic education as follows:

- training to certify qualified mentors for the New Teacher (MINT) Program
- training for add-on endorsement programs, such as Reading, Gifted, ESOL
- training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on

Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.

Title III Services are provided through the District for education materials and ELL District support services such as parent outreach activities, tutorial programs, and reading and supplementary instructional materials to

improve the education of immigrant and English Language Learners.

Cutler Bay Senior High through the Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community. Programs such as the Homeless Children and Youth Program assist schools with the identification, enrollment, attendance, and transportation of homeless students. Training by the Homeless Liaison for registrars on the procedures for enrolling homeless students and for school counselors ensures children are not to be stigmatized or separated, segregated or isolated on their status and are provided with all entitlements.

Nutrition Programs

- 1) CBSH adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- 2) Nutrition education, as per state statute, is taught through physical education.
- 3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the

Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Housing Programs

Career and Technical Education

By promoting Career Pathways and Programs of Study students will become academy program completers

and have a better understanding and appreciation of the postsecondary opportunities available and a plan for

how to acquire the skills necessary to take advantage of those opportunities.

Students will gain an understanding of business and industry workforce requirements by acquiring Ready to

Work and Industry certifications.

Readiness for post secondary will strengthen with the integration of academic and career technical components and a coherent sequence of courses.

CBSH will involve parents in the planning and implementation of the Title I Program and extend an open invitation to utilize our school's Parent Resource Center in order to:

- inform parents regarding available programs
- their rights under No Child Left Behind and other referral services.
- Increase parental engagement/involvement through developing (with on-going parental input) our

**Title I**

School-Parent Compact (for each student)

- our school’s Title I Parental Involvement Policy
- scheduling the Title I Orientation Meeting (Open House)
- other documents/activities necessary in order to comply with dissemination and reporting requirements
- Conduct informal parent surveys to determine specific needs of our parents
- schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents’

schedule as part of our goal to empower parents and build their capacity for involvement

- Complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 06-08) and

the Title I Parental Involvement Monthly Activities Report (FM-6913 03-07)

- submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118.

Confidential “as-needed services” will be provided to any student in the school in “homeless situations” as

applicable. Additional academic and support services will be provided to students and families of the Migrant

**School Advisory Council (SAC)**

**Membership:**

Name	Stakeholder Group
Lucas Delatorre	Principal
La-Shanda West	Teacher
Marshall Ruffo	Teacher
Christy McCoy	Teacher
Antonio Prohias	Teacher
Angelina Wright	Education Support Employee
Peter Williams	Education Support Employee
Maria Rodriguez	Parent
Jayden Forrest	Student
Maria Delgado	Teacher
Janelle Melchior	Parent

**Duties**

***Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes***

*Evaluation of last year's school improvement plan*

Last year, EESAC was able to purchase the book, Notice & Note, for the faculty to conduct a book study, fund teacher grants, and provide incentives for student achievement.

*Development of this school improvement plan*

The SAC will review the SIP and work with the principal to address the academic needs of the school. They will approve the SIP.

*Preparation of the school's annual budget and plan*

Academic field trip transportation \$400  
 Incentives for technology academic programs \$800  
 Student Activities \$600

***Describe the use of school improvement funds allocated last year, including the amount budgeted for each project***

Academic field trip transportation \$800  
 Incentives for technology academic programs \$1000  
 Student Activities \$1000

***Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC***

Yes

*If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

**Literacy Leadership Team (LLT)**

**Membership:**

Name	Title
Delatorre, Lucas	Principal
Clarit, Michelle	Assistant Principal
Thomas, Alphonso	Teacher, K-12
McCoy, Christy	Teacher, K-12
West, LaShanda	Teacher, K-12
Rahouly, Maria	Teacher, K-12

**Duties**

***Describe how the LLT promotes literacy within the school***

The major initiatives of the LLT this year will be to encourage literacy strategies embedded into instruction, identify further needs for continuing professional development, increase the frequency of classroom observations and understanding the degree of literacy implementation. This will be accomplished through professional development, addressing scheduling concerns, summer literacy plans, and providing instructional and student resources and materials.

**Public and Collaborative Teaching**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

**Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

\*All teachers will attend monthly department meetings to discuss and determine reading needs of their students based on District and school site assessments. The entire staff will be offered training in Differentiated Instruction in order to assist teachers in adapting instruction to meet the needs of all students in reading.

\*Additionally, Professional Development will be provided to teachers. It will focus on bell to bell instruction, effective planning, and use of technology .

\*School wide data chats among students, teachers, school support personnel and administrators.



\*In all content areas, a designee (administrator, department chair, or teacher) will introduce and model a new reading strategy, monthly, which will ensure the effective reading strategies are being implemented in the classroom.

\*The LLT will conduct classroom walkthroughs to assure that all teachers are implementing appropriate reading strategies and instruction.

### **Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school**

\*Utilize the Staff Recruitment Office to provide advice on all hiring and placement procedures.

\*Recruitment of highly qualified instructional personnel by means of strategic internet recruitment, office interviews, and recruitment events

### **Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities**

The Principal will have regular monthly meetings with new teachers and each new teacher will be assigned a mentor from their department.

## **Ambitious Instruction and Learning**

### **Instructional Programs and Strategies**

#### **Instructional Programs**

##### ***Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

The school ensures its core instructional programs and materials are aligned to Florida's standards by using the pacing guide for the core instructional programs. In addition, the administration provides opportunities for teachers to unwrap the Florida Standards and to plan and discuss reading and writing curriculum that aligns to the standards. This type of communication allows for misunderstandings to be dismissed and encourage opportunities for expansion in instructional practice, curriculum, and the standards.

#### **Instructional Strategies**

##### ***Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments***

The school ensures that data is used to provide and differentiate instruction to meet the diverse needs of students by holding meetings on a regular basis to make decisions about literacy instruction in the school, utilizing a balanced literacy approach that includes whole group, small group and one-on-one instruction based on students needs, and administering assessments which measure instructed standards.

##### ***Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:***

**Strategy: After School Program**

**Minutes added to school year: 8,100**

After school enrichment program will be implemented which will focus on core academic subjects.

**Strategy Rationale**

**Strategy Purpose(s)**

- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Clarit, Michelle, clarit7@dadeschools.net

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

FAIR Data will be used to progress monitor students in extended learning programs. We will use the data from progress monitoring to determine additional interventions for those students not increasing their percentage points. Extra focus will be on decreasing those students falling in the Low Probability category and increasing the number of students in the Moderate to High Probability categories.

**Student Transition and Readiness**

**PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

**Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another**

All faculty participate in collaborative learning communities that meet both informally and formally on a regular schedule. Collaboration occurs across content areas and grade levels. During this time, faculty are able to improve results in instructional practice and student performance.

**College and Career Readiness**

**Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations**

The students at Cutler Bay Senior High have the opportunity to select and apply to an academy when entering their 9th grade year. Currently, the school offers three academy choices:

- COAST
- iPrep
- Liberal Arts

The COAST Academy focuses on the advancement of marine and environmental conservation through scientific research, literacy and mathematics education, leading to responsible stewardship and the sustainability of our natural marine resources. The iPrep academy will provide students with an opportunity to participate in a rigorous curriculum that is technologically enriched. These students will participate in various college preparatory and college level courses. The academy will prepare students to be well-rounded intellectually and become leaders in our community. The Liberal Arts Academy prepares students to be knowledgeable citizens and meet the challenges of a rapidly changing world. All academies participate in college preparatory courses through the Cambridge Program.



**Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs**

Each student will have the opportunity to actively participate in designing an individual academic plan conducive to his/her needs. Subject selection forms will be provided to students in the spring of each academic year. Additionally, CBSH will assist in registering students for course acceleration through Florida Virtual School, an accredited public 'e-learning' school, during the academic year and/or over the summer.

**Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement**

CBSH will track all of the 10th graders who scored a Level 3 or higher on the FCAT Reading or Mathematics and encourage them to take the SAT and/or ACT, in an effort to determine their "readiness" for postsecondary academia. CBSH encourages students to take Advance Placement by encouraging more teacher discussion on these courses and having each student speak with a guidance counselor regarding their postsecondary plans. Counselors will review data tracking graduation requirements and intervene if necessary.

**Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes**

No report available

## Needs Assessment

### Problem Identification

#### Data to Support Problem Identification

##### Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

##### Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

.

#### Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

### Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** We will increase student achievement by improving core instruction in all content areas.
- G2.** Improve attendance, behavior, and achievement of students as indicated by the Early Warning System (EWS).
- G3.** Utilize the resources provided by the District to increase participation and performance in STEM/CTE initiatives.
- G4.** See Title I PIP

## Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

**G1. We will increase student achievement by improving core instruction in all content areas. 1a**

G070802

**Targets Supported 1b**

Indicator	Annual Target
AMO Math - All Students	54.0
Algebra I EOC Pass Rate	89.0
Geometry EOC Pass Rate	95.0
AMO Reading - All Students	57.0
CELLA Listening/Speaking Proficiency	61.0
CELLA Reading Proficiency	51.0
Bio I EOC Pass	94.0
CELLA Writing Proficiency	53.0

**Resources Available to Support the Goal 2**

- Computer lab- Media Center, teacher classrooms, and laptop cart; pacing guides,CELLA, Achieve 3000, Vocabulary for Success, FAIR, State and District assessment, Houghton Mifflin Harcourt Collections, Edgenuity, gizmos, Discovery Education, instructional tablets, NBC Learn, and State and District assessments.

**Targeted Barriers to Achieving the Goal 3**

- Effective planning utilizing rigorous and high-level thinking activities as it relates to content areas.

**Plan to Monitor Progress Toward G1. 8**

The following data will be collected and reviewed throughout the year to determine progress toward the goal: data disaggregation, Mid-Year Assessments, the FSA ELA and EOCs.

**Person Responsible**

Lucas Delatorre

**Schedule**

Quarterly, from 10/10/2015 to 6/10/2016

**Evidence of Completion**

Results from: Mid-Year Assessments, the FSA ELA and EOCs.

**G2. Improve attendance, behavior, and achievement of students as indicated by the Early Warning System (EWS).** 1a

G070803

**Targets Supported** 1b

Indicator	Annual Target
Attendance rate	97.0
Students exhibiting two or more EWS indicators (Total)	2.0
4-Year Grad Rate (Standard Diploma)	95.0

**Resources Available to Support the Goal** 2

- Attendance Bulletin, Counselor, School Resource Officer, Community Involvement Specialist, Social Worker, Incentives, Attendance Dashboard

**Targeted Barriers to Achieving the Goal** 3

- Students not exhibiting consistent attendance. Average daily rate is 95%

**Plan to Monitor Progress Toward G2.** 8

The monitoring of attendance will be conducted and intervention adjusted as needed.

**Person Responsible**

Lucas Delatorre

**Schedule**

Quarterly, from 9/30/2015 to 6/9/2016

**Evidence of Completion**

District generated reports will be used to monitor absences. Intervention plans such as conferencing and attendance contracts will be issued and monitored by student services.

**G3. Utilize the resources provided by the District to increase participation and performance in STEM/CTE initiatives.** 1a

G070804

**Targets Supported** 1b

Indicator	Annual Target
College Readiness Reading	40.0

**Resources Available to Support the Goal** 2

- Science courses offered, Fairchild Challenge, Science Fairs

**Targeted Barriers to Achieving the Goal** 3

- In order for students to be successful in accelerated STEM courses, students need to be exposed to rigorous curriculum and enrichment opportunities throughout the curriculum.

**Plan to Monitor Progress Toward G3.** 8

Assure that students are making progress utilizing the strategies and resources that have been provided for them.

**Person Responsible**

Lucas Delatorre

**Schedule**

Quarterly, from 8/24/2015 to 6/10/2016

**Evidence of Completion**

Mini Assessments Quarterly Exams

**G4. See Title I PIP** 1a

G070805

**Targets Supported** 1b

Indicator	Annual Target
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**Resources Available to Support the Goal** 2

**Targeted Barriers to Achieving the Goal** 3

## Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key

**G** = Goal                      **B** =  
Barrier                      **S** = Strategy

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** We will increase student achievement by improving core instruction in all content areas. **1**

 G070802

**G1.B1** Effective planning utilizing rigorous and high-level thinking activities as it relates to content areas. **2**

 B184520

**G1.B1.S1** Plan for and deliver instruction that is based on standards and/or specific course benchmarks. Students will experience and master course content and skills, as a result of rigorous, engaging, and high-level thinking through the use of close reading activities. Stakeholders will use student data to ascertain strengths and weaknesses to identify clear and accessible future instructional paths. **4**

 S196028

### Strategy Rationale

Close reading activities will support student achievement in developing the skills necessary to examine text-dependent questions, rigor, and text complexity.

### Action Step 1 **5**

The faculty and staff will be introduced to the instructional goal by way of faculty meeting.

#### Person Responsible

Lucas Delatorre

#### Schedule

Monthly, from 8/20/2015 to 6/10/2016

#### Evidence of Completion

Sign-in sheets and agenda

### Action Step 2 5

Conduct PD as it relates to close reading strategies.

**Person Responsible**

Michelle Clarit

**Schedule**

Monthly, from 10/8/2015 to 6/10/2016

***Evidence of Completion***

Sign-in sheets and agenda; power point;

### Action Step 3 5

Provide additional support (assistance from department chairs) for the effective implementation of the close reading strategies.

**Person Responsible**

Michelle Clarit

**Schedule**

Quarterly, from 10/9/2015 to 6/10/2016

***Evidence of Completion***

Lesson Plans; administrative walk-through notes

### Action Step 4 5

Monitor implementation of the close reading strategies.

**Person Responsible**

Lucas Delatorre

**Schedule**

Biweekly, from 10/31/2015 to 6/10/2016

***Evidence of Completion***

Lesson Plans; administrative walk-through notes; teacher feedback

### Action Step 5 5

Engage in ongoing feedback/support and follow up.

**Person Responsible**

Michelle Clarit

**Schedule**

Biweekly, from 10/10/2015 to 6/10/2016

***Evidence of Completion***

Lesson Plans; administrative walk-through notes; teacher feedback

### Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Continuous engagement with ongoing feedback, support, and follow up with teachers.

**Person Responsible**

Michelle Clarit

**Schedule**

Monthly, from 10/10/2015 to 6/10/2016

***Evidence of Completion***

Lesson Plans; administrative walk-through notes; teacher feedback

### Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Monitor implementation of the rigorous, purposeful, and engaging instructional activities.

**Person Responsible**

Michelle Clarit

**Schedule**

Monthly, from 10/10/2015 to 6/10/2016

***Evidence of Completion***

Student work, data chats, teacher-made assessments, and quizzes.



**G2.** Improve attendance, behavior, and achievement of students as indicated by the Early Warning System (EWS). 1

G070803

**G2.B1** Students not exhibiting consistent attendance. Average daily rate is 95% 2

B184523

**G2.B1.S1** Administration and Student Services will identify students who may be developing a pattern of non-attendance. These students will be referred to the Truancy Team. 4

S196029

### Strategy Rationale

Decrease percent of students with excessive absences.

### Action Step 1 5

Will identify students who are at risk of developing patterns of non attendance. Celebrate students with perfect attendance each quarter.

#### Person Responsible

Alphonso Thomas

#### Schedule

On 9/30/2015

#### Evidence of Completion

Signature of parents and students

### Action Step 2 5

The Attendance Team will review the attendance data to determine who will be targeted for intervention. Student Services will contact students with three absences.

#### Person Responsible

Ameila Diaz

#### Schedule

Quarterly, from 9/1/2015 to 6/9/2016

#### Evidence of Completion

District generated reports will be used.

**Action Step 3** 5

Students with five-fourteen absences will conference with Attendance Team and parent. Attendance contract will be prepared outlining the responsibilities of the school, parent, and student.

**Person Responsible**

Michelle Clarit

**Schedule**

Quarterly, from 9/30/2015 to 6/9/2016

***Evidence of Completion***

Attendance contracts and parent conference logs

**Plan to Monitor Fidelity of Implementation of G2.B1.S1** 6

Quarterly data reports will be reviewed by Attendance Team and intervention will be adjusted as needed.

**Person Responsible**

Michelle Clarit

**Schedule**

Quarterly, from 9/30/2015 to 6/9/2016

***Evidence of Completion***

District generated reports will be used to monitor the number of suspensions.

**Plan to Monitor Effectiveness of Implementation of G2.B1.S1** 7

Quarterly data reports will be reviewed by Attendance Team and intervention will be adjusted as needed

**Person Responsible**

Michelle Clarit

**Schedule**

Monthly, from 9/30/2015 to 6/9/2016

***Evidence of Completion***

District generated reports will be used to monitor absences. Intervention plans such as conferencing and attendance contracts will be issued and monitored by student services.

**G3.** Utilize the resources provided by the District to increase participation and performance in STEM/CTE initiatives. **1**

G070804

**G3.B3** In order for students to be successful in accelerated STEM courses, students need to be exposed to rigorous curriculum and enrichment opportunities throughout the curriculum. **2**

B184528

**G3.B3.S1** A wide variety of AP science and math courses will be offered. •Multiple enrichment opportunities, such as those described above, will be offered to students. •Data from classroom and interim assessments will be monitored and analyzed to review student progress and to monitor fidelity. •Instructors will conduct data chats with students to review their progress and to monitor participation cross curriculum projects. •Teachers will attend AP workshops in their content areas. **4**

S196034

### Strategy Rationale

To increase Rigor

### Action Step 1 **5**

Will provide multiple enrichment opportunities to students. Instructors will conduct data chats with students to review their progress and to monitor participation.

#### Person Responsible

Michelle Clarit

#### Schedule

Biweekly, from 8/24/2015 to 6/10/2016

#### Evidence of Completion

Mini Assessments Quarterly Exams

### Plan to Monitor Fidelity of Implementation of G3.B3.S1 **6**

Review that teachers and students are complying with stated strategies and utilizing the resources that have been provided for them.

#### Person Responsible

Michelle Clarit

#### Schedule

Biweekly, from 8/24/2015 to 6/10/2016

#### Evidence of Completion

Mini Assessments Quarterly Exams

**Plan to Monitor Effectiveness of Implementation of G3.B3.S1 7**

Assure that students are making progress utilizing the strategies and resources that have been provided for them.

**Person Responsible**

Michelle Clarit

**Schedule**

Quarterly, from 8/24/2015 to 6/10/2016

**Evidence of Completion**

Mini Assessments Quarterly Exams

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	The faculty and staff will be introduced to the instructional goal by way of faculty meeting.	Delatorre, Lucas	8/20/2015	Sign-in sheets and agenda	6/10/2016 monthly
G2.B1.S1.A1	Will identify students who are at risk of developing patterns of non attendance. Celebrate students with perfect attendance each quarter.	Thomas, Alphonso	8/24/2015	Signature of parents and students	9/30/2015 one-time
G3.B3.S1.A1	Will provide multiple enrichment opportunities to students. Instructors will conduct data chats with students to review their progress and to monitor participation.	Clarit, Michelle	8/24/2015	Mini Assessments Quarterly Exams	6/10/2016 biweekly
G1.B1.S1.A2	Conduct PD as it relates to close reading strategies.	Clarit, Michelle	10/8/2015	Sign-in sheets and agenda; power point;	6/10/2016 monthly
G2.B1.S1.A2	The Attendance Team will review the attendance data to determine who will be targeted for intervention. Student Services will contact students wit three absences.	Diaz, Ameila	9/1/2015	District generated reports will be used.	6/9/2016 quarterly
G1.B1.S1.A3	Provide additional support (assistance from department chairs) for the effective implementation of the close reading strategies.	Clarit, Michelle	10/9/2015	Lesson Plans; administrative walk-through notes	6/10/2016 quarterly
G2.B1.S1.A3	Students with five-fourteen absences will conference with Attendance Team and parent. Attendance contract will be prepared outlining the responsibilities of the school, parent, and student.	Clarit, Michelle	9/30/2015	Attendance contracts and parent conference logs	6/9/2016 quarterly
G1.B1.S1.A4	Monitor implementation of the close reading strategies.	Delatorre, Lucas	10/31/2015	Lesson Plans; administrative walk-through notes; teacher feedback	6/10/2016 biweekly
G1.B1.S1.A5	Engage in ongoing feedback/support and follow up.	Clarit, Michelle	10/10/2015	Lesson Plans; administrative walk-through notes; teacher feedback	6/10/2016 biweekly
G1.MA1	The following data will be collected and reviewed throughout the year to determine progress toward the goal:	Delatorre, Lucas	10/10/2015	Results from: Mid-Year Assessments,the FSA ELA and EOCs.	6/10/2016 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	data disaggregation, Mid-Year Assessments, the FSA ELA and EOCs.				
G1.B1.S1.MA1	Monitor implementation of the rigorous, purposeful, and engaging instructional activities.	Clarit, Michelle	10/10/2015	Student work, data chats, teacher-made assessments, and quizzes.	6/10/2016 monthly
G1.B1.S1.MA1	Continuous engagement with ongoing feedback, support, and follow up with teachers.	Clarit, Michelle	10/10/2015	Lesson Plans; administrative walk-through notes; teacher feedback	6/10/2016 monthly
G2.MA1	The monitoring of attendance will be conducted and intervention adjusted as needed.	Delatorre, Lucas	9/30/2015	District generated reports will be used to monitor absences. Intervention plans such as conferencing and attendance contracts will be issued and monitored by student services.	6/9/2016 quarterly
G2.B1.S1.MA1	Quarterly data reports will be reviewed by Attendance Team and intervention will be adjusted as needed	Clarit, Michelle	9/30/2015	District generated reports will be used to monitor absences. Intervention plans such as conferencing and attendance contracts will be issued and monitored by student services.	6/9/2016 monthly
G2.B1.S1.MA1	Quarterly data reports will be reviewed by Attendance Team and intervention will be adjusted as needed.	Clarit, Michelle	9/30/2015	District generated reports will be used to monitor the number of suspensions.	6/9/2016 quarterly
G3.MA1	Assure that students are making progress utilizing the strategies and resources that have been provided for them.	Delatorre, Lucas	8/24/2015	Mini Assessments Quarterly Exams	6/10/2016 quarterly
G3.B3.S1.MA1	Assure that students are making progress utilizing the strategies and resources that have been provided for them.	Clarit, Michelle	8/24/2015	Mini Assessments Quarterly Exams	6/10/2016 quarterly
G3.B3.S1.MA1	Review that teachers and students are complying with stated strategies and utilizing the resources that have been provided for them.	Clarit, Michelle	8/24/2015	Mini Assessments Quarterly Exams	6/10/2016 biweekly

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

*Professional development opportunities identified in the SIP as action steps to achieve the school's goals.*

**G1.** We will increase student achievement by improving core instruction in all content areas.

**G1.B1** Effective planning utilizing rigorous and high-level thinking activities as it relates to content areas.

**G1.B1.S1** Plan for and deliver instruction that is based on standards and/or specific course benchmarks. Students will experience and master course content and skills, as a result of rigorous, engaging, and high-level thinking through the use of close reading activities. Stakeholders will use student data to ascertain strengths and weaknesses to identify clear and accessible future instructional paths.

### **PD Opportunity 1**

Conduct PD as it relates to close reading strategies.

#### **Facilitator**

Ashley Soderholm

#### **Participants**

Faculty

#### **Schedule**

Monthly, from 10/8/2015 to 6/10/2016

## Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

### Budget

#### Budget Data

1	G1.B1.S1.A1	The faculty and staff will be introduced to the instructional goal by way of faculty meeting.				\$0.00
2	G1.B1.S1.A2	Conduct PD as it relates to close reading strategies.				\$0.00
3	G1.B1.S1.A3	Provide additional support (assistance from department chairs) for the effective implementation of the close reading strategies.				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			6081 - Cutler Bay Senior High School	Other		\$1,000.00
			<i>Notes: Funds are from EESAC</i>			
4	G1.B1.S1.A4	Monitor implementation of the close reading strategies.				\$0.00
5	G1.B1.S1.A5	Engage in ongoing feedback/support and follow up.				\$0.00
6	G2.B1.S1.A1	Will identify students who are at risk of developing patterns of non attendance. Celebrate students with perfect attendance each quarter.				\$600.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			6081 - Cutler Bay Senior High School	School Improvement Funds		\$600.00
			<i>Notes: Funds will be used to assist with the celebration of students with perfect attendance each quarter.</i>			
7	G2.B1.S1.A2	The Attendance Team will review the attendance data to determine who will be targeted for intervention. Student Services will contact students with three absences.				\$0.00
8	G2.B1.S1.A3	Students with five-fourteen absences will conference with Attendance Team and parent. Attendance contract will be prepared outlining the responsibilities of the school, parent, and student.				\$0.00
9	G3.B3.S1.A1	Will provide multiple enrichment opportunities to students. Instructors will conduct data chats with students to review their progress and to monitor participation.				\$0.00
					<b>Total:</b>	<b>\$1,600.00</b>