

Miami-Dade County Public Schools

Cutler Bay Senior High School



2016-17 Schoolwide Improvement Plan

Cutler Bay Senior High School

8601 SW 212TH ST, Cutler Bay, FL 33189

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

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	No	64%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	81%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	A	A*	B	C

**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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Cutler Bay Senior High School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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 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.

b. 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.

2. School Environment

a. 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.

b. 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.

c. 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.

d. 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.

3. Early Warning Systems

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

a. 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

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

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

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	4	1	1	6	6
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	1	0	0	3	4	4
Level 1 on statewide assessment Mathematics	0	0	0	0	0	0	0	0	0	0	0	1	0	1	1
Failed a Reading Course	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Retention	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
GPA less than 2.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Failed 2 or more Courses in any Subject	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Absent 18 or more days	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	1	4	1	3	9	9

c. 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.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

As new 9th grade students are admitted to Cutler Bay Senior High in the Spring, the incoming students and parents are invited to Cutler Bay to meet with the faculty, staff, and administrators to complete their subject selections for the Fall, the opportunity to purchase uniforms, bay gear, and learn more about the booster club and PTSA. Cutler Bay Senior utilizes various modes to communicate with parents; such as, Connect-Ed, the school website, and emails. Throughout the school year, parental meetings are held which include information night, open house, financial aid workshops, college night, and EESAC meetings.

2. 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.

The EESAC committee meets on a monthly basis in order to approve and monitor the Cutler Bay Senior High School Improvement Plan. The EESAC committee stays abreast of the SIP activity by obtaining timely progress reports. Members provide insight and perspective into various facets of the SIP at all phases, from planning to fruition. The EESAC committee serves as the core source for parental feedback in all areas of school operation. Committee members are invaluable in recruitment efforts at all sites through community outreach. Members will provide valuable resources for faculty and student development. The principal keeps the EESAC committee informed of all funds at their disposal. It controls the quantity and distribution of these funds and ensures that both the letter and spirit of their intent are fulfilled for the enhancement of our students' educational experience. The EESAC committee provides specific parameters for spending according to the complexity of any given activity. Once these parameters are approved, the school site exercises a comfortable degree of autonomy in implementing the details.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Delatorre, Lucas	Principal
Clarit, Michelle	Assistant Principal
McCoy, Christy	Teacher, K-12
Ruffo, Marshall	Teacher, K-12
West, LaShanda	Teacher, K-12
Rahouly, Maria	Teacher, K-12
Lawhorne, Kenan	Teacher, K-12

b. Duties

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

The School-based MTSS/Rtl 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.

2. 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

Title I: N/A
Title II: N/A
Title III: N/A

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.

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

Cutler Bay Senior High strictly adheres to the District Policy Against Bullying and Harassment.

Administrators

initiate an investigation of bullying or harassment allegations immediately upon initial report. Bullying and Violence Prevention Curriculum lessons are implemented annually. In addition, staff and parents/volunteers receive training regarding bullying and harassment annually.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Lucas Delatorre	Principal
La-Shanda West	Teacher
Marshall Ruffo	Teacher
Christy McCoy	Teacher
Antonio Prohias	Teacher
Angelina Wright	Education Support Employee
Jayden Forrest	Student
Lindsey Jacqmein	Teacher
Maria Rahouly	Teacher
Yolanda Funes	Parent
John Abreu	Business/Community
Kenan Lawhorne	Teacher
Brooke Thompson	Parent

b. Duties

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

a. Evaluation of last year's school improvement plan

EESAC members are provided with a copy of the SIP after its approval by the District. At each meeting, updates on testing and the SIP are provided with opportunities for questions, comments, and suggestions, with actions taken as appropriate. Prior to the final meeting for the 15-16 school year, EESAC members were provided with the end-of-the-year review documents which included input from the administrators, departments, and academies. The members were asked to review the 15-16 SIP and the input from the various sources, formulating questions or suggestions to bring to the meeting. Questions and suggestions were discussed and duly noted at the meeting with the proviso that should the members have any other questions or suggestions, they could be submitted until the end of May. The suggestions are written into the minutes and become part of the public record.

b. 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. The suggestions from the review of the 15-16 SIP, compiled the prior Spring, along with the Spring test results, are the basis for this year's SIP. The material in the new SIP was reviewed at meetings in September and October, with appropriate opportunities for revision prior to submission to the District.

c. Preparation of the school's annual budget and plan

The school's preliminary budget is based on the projected Full-Time Equivalent (FTE) allocation. The calculations of allocated positions are provided to the school within the CASAS. The determination of the quantity of staff to be hired is based on student enrollment, student course selections, and the maximum teacher allocation provided to the school.

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

The EESAC Committee designated towards awards and recognition for the students.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Delatorre, Lucas	Principal
Clarit, Michelle	Assistant Principal
McCoy, Christy	Teacher, K-12
West, LaShanda	Teacher, K-12
Rahouly, Maria	Teacher, K-12
Diaz, Amelia	School Counselor
Jacqmein, Lindsey	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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.

D. Public and Collaborative Teaching

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

1. 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.

*Early Release Days are dedicated for departmental meetings and Professisonial Development/Best Practices.

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

*Monthly Curriculum Council meetings for department chairpersons to meet with administrative team.

2. 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.

3. 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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. As well as, ensuring that state-adopted textbooks are used in all courses for which they are available, and that all materials necessary for instruction are available to teachers. Tested subject areas are supported by the infusion of Florida Standards into instruction in all core areas wherever they are appropriate.

Department chairs provide support for their teachers, ensure that they have the materials necessary for classroom success, assist new teachers, and provide leadership.

b. Instructional Strategies

1. 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.

2. 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: 100,000

For three months in the Spring, prior to the administration of Florida Standards Assessments in English Language Arts, Algebra I, Geometry, and Algebra II, End-of-Course (EOC) exams in Biology and U.S. history, Advanced Placement (AP) and Advanced International Certificate of Education(AICE))exams, students are strongly encouraged to attend tutoring/review sessions afterschool from 3:10 pm to 4:10 pm. These intensive review and reinforcement sessions supplement the knowledge and skills acquired in class. In addition, students are exposed to test-taking skills and essay-extended response questions to hone their ability to craft the well-written responses necessary for success on various college-level exams.

Strategy Rationale

The additional time spent in review through the extended learning program has been successful with an increase on the passing of the US History EOC from 84% to 92%, an increase from 50% to 61% on the Algebra 2 EOC, and an increase on the Biology EOC from 79% to 88%.

Strategy Purpose(s)

- Core Academic Instruction

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

All data was collected either from the College Board, Cambridge (AICE) or the Florida accountability testing program at the end of 2015and 2016, as applicable. The Principal, Assistant Principal for Curriculum, and the appropriate department chairs analyzed the data, then shared school-wide with teachers, parents, students, and community members. All data are part of public record.

2. Student Transition and Readiness

a. PreK-12 Transition

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

1. 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.

b. College and Career Readiness

1. 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.

2. 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.

3. 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.

4. 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

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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. If core instruction is increased in all content areas then student achievement will improve.

Strategic Goals Detail

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

G1. If core instruction is increased in all content areas then student achievement will improve. 1a

G088122

Targets Supported 1b

Indicator	Annual Target
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
U.S. History EOC Pass	66.0

Targeted Barriers to Achieving the Goal 3

- Collaboration and instructional planning within and across departments regarding the use of research-based reading, writing, and problem-solving strategies is hindered by no common planning.

Resources Available to Help Reduce or Eliminate the Barriers 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, No Red Ink (Grammar Instruction Support), NEWSELA (Non-Fiction Texts Set aligned to jFSA Standards), CPALMs (Florida Studens.org-Tutorials for Differentiation), Upfront Magazine (Non-fiction Global Current Events) and State and District assessments.

Plan to Monitor Progress Toward G1. 8

The Administrative Team will review scores on the Mid-Year Assessment to determine the progress being made toward meeting our goal.

Person Responsible

Lucas Delatorre

Schedule

Quarterly, from 11/14/2016 to 2/17/2017

Evidence of Completion

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

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. If core instruction is increased in all content areas then student achievement will improve. 1

G088122

G1.B1 Collaboration and instructional planning within and across departments regarding the use of research-based reading, writing, and problem-solving strategies is hindered by no common planning. 2

B234332

G1.B1.S1 Implement collaborative structures for effective planning and instructional delivery through horizontal and vertical teams within and across content areas in order to address objectives outlined in the FLDOE course descriptions, specific course benchmarks and Florida Standards. 4

S247100

Strategy Rationale

Stakeholder-led collaborative conversations as a professional development framework encourage the exchange of ideas and strategies for best practices. Students will experience and master course content and skills as a result of rigorous, purposeful, and engaging instructional activities. Stakeholders will use student data to drive instruction and planning.

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

School-based professional development will focus on school-wide initiatives such as collaboration among and between subject teams, text analysis, data-driven instruction, technology enhanced learning, and higher order thinking strategies.

Person Responsible

Michelle Clarit

Schedule

Monthly, from 9/5/2016 to 6/8/2017

Evidence of Completion

Sign-in sheets, agenda, handouts

Action Step 2 5

Departments will collaboratively utilize pacing guides, and teacher syllabi to facilitate effective planning and instructional delivery. Collaborative lesson planning and the development and sharing of supplemental materials will assist teachers with textbooks(AICE) that are not aligned to the Florida Standards.

Person Responsible

Michelle Clarit

Schedule

Monthly, from 9/1/2016 to 6/8/2017

Evidence of Completion

Sign-in sheets, agendas, student work

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

Monthly, from 9/1/2016 to 6/8/2017

Evidence of Completion

Lesson Plans; administrative walk-through notes

Action Step 4 5

Departments will review the data from district Mid-Year Assessments and alter the focus of professional development meetings to reflect the needs of the students, as necessary.

Person Responsible

Michelle Clarit

Schedule

Biweekly, from 11/14/2016 to 2/17/2017

Evidence of Completion

Department meetings, sign-in sheets, agenda, student work

Action Step 5 5

The Administrative Team will monitor and observe evidence of implementation of school-wide initiatives through all content areas as well as provide support as needed.

Person Responsible

Lucas Delatorre

Schedule

Monthly, from 9/1/2016 to 6/8/2017

Evidence of Completion

Lesson Plans; administrative walk-throughs; debriefing of teachers

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

The Administrative Team will monitor and observe evidence of implementation of school-wide initiatives through all content areas as well as provide support as needed.

Person Responsible

Michelle Clarit

Schedule

Monthly, from 9/1/2016 to 6/8/2017

Evidence of Completion

Lesson Plans; administrative walk-throughs; debriefing of teachers.

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

The Administrative Team will review samples of student work in all content areas located in student folders, monitor team meetings where best practices and student samples are shared, and review scores on the Mid-Year Assessment to determine the effectiveness of the strategy and action steps.

Person Responsible

Michelle Clarit

Schedule

Monthly, from 9/1/2016 to 6/8/2017

Evidence of Completion

Student work, scores on the Mid-Year Assessment, data chats, teacher-made assessments, and quizzes.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.MA1 M334623	The Administrative Team will review scores on the Mid-Year Assessment to determine the progress...	Delatorre, Lucas	11/14/2016	Results from: Mid-Year Assessments,the FSA ELA and EOCs.	2/17/2017 quarterly
G1.B1.S1.A4 A321487	Departments will review the data from district Mid-Year Assessments and alter the focus of...	Clarit, Michelle	11/14/2016	Department meetings, sign-in sheets, agenda, student work	2/17/2017 biweekly
G1.B1.S1.MA1 M334621	The Administrative Team will review samples of student work in all content areas located in student...	Clarit, Michelle	9/1/2016	Student work, scores on the Mid-Year Assessment, data chats, teacher-made assessments, and quizzes.	6/8/2017 monthly
G1.B1.S1.MA1 M334622	The Administrative Team will monitor and observe evidence of implementation of school-wide...	Clarit, Michelle	9/1/2016	Lesson Plans; administrative walk-throughs; debriefing of teachers.	6/8/2017 monthly
G1.B1.S1.A1 A321484	School-based professional development will focus on school-wide initiatives such as collaboration...	Clarit, Michelle	9/5/2016	Sign-in sheets, agenda, handouts	6/8/2017 monthly
G1.B1.S1.A2 A321485	Departments will collaboratively utilize pacing guides, and teacher syllabi to facilitate...	Clarit, Michelle	9/1/2016	Sign-in sheets, agendas, student work	6/8/2017 monthly
G1.B1.S1.A3 A321486	Provide additional support (assistance from department chairs) for the effective implementation of...	Clarit, Michelle	9/1/2016	Lesson Plans; administrative walk-through notes	6/8/2017 monthly
G1.B1.S1.A5 A321488	The Administrative Team will monitor and observe evidence of implementation of school-wide...	Delatorre, Lucas	9/1/2016	Lesson Plans; administrative walk-throughs; debriefing of teachers	6/8/2017 monthly

V. Professional Development Opportunities

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

G1. If core instruction is increased in all content areas then student achievement will improve.

G1.B1 Collaboration and instructional planning within and across departments regarding the use of research-based reading, writing, and problem-solving strategies is hindered by no common planning.

G1.B1.S1 Implement collaborative structures for effective planning and instructional delivery through horizontal and vertical teams within and across content areas in order to address objectives outlined in the FLDOE course descriptions, specific course benchmarks and Florida Standards.

PD Opportunity 1

School-based professional development will focus on school-wide initiatives such as collaboration among and between subject teams, text analysis, data-driven instruction, technology enhanced learning, and higher order thinking strategies.

Facilitator

Ashley Soderholm

Participants

Faculty

Schedule

Monthly, from 9/5/2016 to 6/8/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	School-based professional development will focus on school-wide initiatives such as collaboration among and between subject teams, text analysis, data-driven instruction, technology enhanced learning, and higher order thinking strategies.				\$0.00
2	G1.B1.S1.A2	Departments will collaboratively utilize pacing guides, and teacher syllabi to facilitate effective planning and instructional delivery. Collaborative lesson planning and the development and sharing of supplemental materials will assist teachers with textbooks(AICE) that are not aligned to the Florida Standards.				\$0.00
3	G1.B1.S1.A3	Provide additional support (assistance from department chairs) for the effective implementation of the close reading strategies.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			6081 - Cutler Bay Senior High School	Other		\$0.00
			<i>Notes: Funds are from EESAC</i>			
4	G1.B1.S1.A4	Departments will review the data from district Mid-Year Assessments and alter the focus of professional development meetings to reflect the needs of the students, as necessary.				\$0.00
5	G1.B1.S1.A5	The Administrative Team will monitor and observe evidence of implementation of school-wide initiatives through all content areas as well as provide support as needed.				\$0.00
					Total:	\$0.00