

Miami-Dade County Public Schools

Cutler Ridge Elementary School



2015-16 School Improvement Plan

Cutler Ridge Elementary School

20210 CORAL SEA RD, Cutler Bay, FL 33189

<http://www.cre.dade.k12.fl.us/>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	No	73%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	92%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	C*	C	B	A

**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	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Cutler Ridge Elementary and Assurant Satellite Learning Center along with parents and the community, through collaboration, are committed to providing a passionate environment that will create an enthusiastic love for learning a rigorous curriculum that is reflective and engaging while nurturing students' needs and differences.

Provide the school's vision statement

Cutler Ridge Elementary and Assurant Satellite Learning center joins parents and community to assist all students in discovering, exploring and experiencing lifetime learning.

School Environment

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

Students at Cutler Ridge Elementary School and Assurant Satellite Learning Center work closely with teachers and staff members to reach their highest potential. All students are expected and encouraged to learn through collaboration and team work. Teachers work with students individually and in small groups during differentiated instructional groups in order to build relationships with students both academically and emotionally.

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

Cutler Ridge Elementary School and Assurant Satellite Learning Center is a closed campus building where only students are allowed to enter the school campus. Parents as well as visitors must enter through the office for assistance or to make an appointment with a teacher or staff member. This allows security and school personnel to maintain a school learning environment where all students feel safe during all aspects of the school day. During instructional time, teachers create an environment that encourages students to take risks and to learn from their mistakes. Students are provided various opportunities for self reflection and for collaboration. At Cutler Ridge Elementary School and Assurant Satellite Learning Center our aim is to build effective environments in which positive behavior is more effective than problem behavior. When all stakeholders collaborate to deliver effective instruction and intervention services, we can avoid classroom disruptions and achieve a positive school climate.

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

At Cutler Ridge Elementary School (CRE) and Assurant Satellite Learning Center (ASLC) we emphasize model behavior via our Positive Behavior Panther Paws Program. Staff members, cafeteria monitor, and volunteers use the CRE Panther Bucks and ASLC tickets which allow students to gain points for positive behavior and appropriate academic performance throughout the school day. Expectations are established with all students at the beginning of the school year during Student

Code of Conduct assemblies. During the rest of the school year character values are reinforced through morning announcements, Story time, classroom discussions and activities. These activities are presented and supported by the administrators, guidance counselor, PTA, EESAC and classroom teachers. The student who demonstrates that month's character value will be nominated by their homeroom teacher as Student of the Month and or nominated for "Do The Right Thing." These students will be acknowledged during morning announcements. They will take a group picture and it will be posted on the "Values Matter" display board. These initiatives will acknowledge students for their efforts and special attributes that positively impact morale and performance. Students who are chosen as honorees from District "Do The Right Thing" will be recognized over the announcements and receive a "Do the Right Thing" T-shirt, certificate, and pencil. As part of the CRE Panther Bucks and ASLC tickets Paws initiative, our target is to decrease the number of negative behavior referrals which will increase the amount of instructional time our students receive. Our 5th grade students will be involved in a special leadership program that will be incorporate community involvement and projects that foster good character and individual leadership skills.

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

As part of ensuring that students are on task and ready to learn, students are provided counseling as needed. Group and/or individual counseling is completed with identified students. Counseling assists students in a variety of ways who are not meeting the expectations of the Behavior Incentive Modification Plan. Additionally, counseling assists students in the Response to Intervention Behavior plan. Family crisis intervention is also available to any student experiencing difficulties outside of school. The School's Guidance Counselor and Social Worker collaborate to provide small group counseling that addresses attendance, retained students and other social-emotional needs of students.

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

Students who exceed 3 unexcused or 5 excused absences are referred to attendance/discipline committee. Attendance reports are utilized to identify students and monitored throughout the year. In an effort to reach parents who are not responding, home visits and address verifications are conducted as necessary by Administration, School Social Worker and Guidance Counselor. In order to ensure students are attending school and that the school is supporting the family as needed documentation of the strategies and practices are recorded utilizing the Student Case Management Form (SCAM). Students who are not performing at grade level will be referred to the Student Services Team and provided with additional academic and behavioral interventions and monitoring to ensure academic success.

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
	K	1	2	3	4	5	
Attendance below 90 percent	3	2	9	0	3	14	31
One or more suspensions	0	0	0	0	0	0	
Course failure in ELA or Math	6	4	8	4	1	3	26
Level 1 on statewide assessment	7	8	29	0	14	58	116

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	
Students exhibiting two or more indicators	5	5	15	2	7	29	63

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

Teachers identify students based on data reports and parents are encouraged to attend conference to discuss implementation of interventions that are tailor-made to address the students' individual needs. If the student, after appropriate progress monitoring and interventions, continues to struggle then the Rti process is implemented. These students will be closely monitored by support personnel, teachers, and administrators while receiving classroom and school-wide intervention in area/s of need. Incentive programs are utilized to motivate students academically. Students who achieve school attendance goals and participate in school incentive programs will be rewarded with donations from parents, PTA, and/or community partners.

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?

No

PIP Link

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

Description

Barrier:

Parents have limited knowledge and understanding of available resources and materials, as well as, limited comprehension of available resources and materials due to limited English proficiency.

Action Steps:

- Facilitate the use of parenting materials in English and Spanish through the use of Take Home Tuesday.
- Make these materials available at the Parent Resource Center.
- Utilize the school website to include resources and information for parents
- Invite parents to a technology orientation in order to assist them with portal navigation and registration

Monitored for Fidelity:

- The action step will be monitored for fidelity by School Administration and parent liaison.

Monitor for Effectiveness:

- Review participation logs indicating the number of parents who have visited the parent resource center located in the Main Office.
- Informational Parent Meetings to assist parents in the upcoming School and District information

Monitor Progress:

- Participation Logs and Telephone Logs Barrier:
- Parents have limited knowledge and understanding of school wide programs.

Action Steps:

- Family members, students, and teachers will be invited to participate in workshops to learn how the school uses various programs. Instructional Staff will create classroom websites to increase parent involvement.
- Assist parents with the process of becoming a school volunteer by offering our school labs and have staff members guide them through the process.
- School will offer parents a free app that will provide them with quick and easy access to school information.

Monitored for Fidelity:

- The action step will be monitored for fidelity by School Administration and Reading Curriculum Leader

Monitor for Effectiveness:

- Review sign in sheets/logs to determine the number of parents attending school or community events.

Monitor Progress:

- Sign in Sheets and Participation Logs Barrier:
- Parents are not aware of their children's academic expectations due to lack of communication with their child's teacher.

Action Steps:

- Offer parents a FCAT/FSA Informational Session catered towards each grade level.
- Monitored for Fidelity:
- The action step will be monitored for fidelity by School Administration and Reading Curriculum Leader

Monitor for Effectiveness:

- Review sign in sheets/logs to determine the number of parents attending FCAT/FSA Informational Session.

Monitor Progress:

- Sign in Sheets and Participation Logs Barrier:

Parents are not aware of information and notices sent home due to lack of follow up on assignments.

Action Steps:

- Use of Connect-Ed messaging system and Take Home Tuesday Correspondence to distribute information and notices.
- School Website

Monitored for Fidelity:

- The action step will be monitored for fidelity by School Administration.

Monitor for Effectiveness:

- Review parent telephone logs.

Monitor Progress:

- Sign in Sheets and Participation Logs

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

Cutler Ridge Elementary was established in 1956 at 20210 Coral Sea Road located in Cutler Bay, Florida. The fifty-nine year old campus was built on 11.88 acres in Miami-Dade County. Two miles away, students of the Assurant Corporation employees attend the Satellite Learning Center. Since 1980, it has continued to serve over 150 students a year who are from middle socio-economic families, who are not necessarily residents of Cutler Bay. Cutler Ridge Elementary and Assurant Satellite Learning Center provide students, parents and the community a safe and stimulating environment full of educational opportunities. Students who are eligible are given the opportunity to participate in a full-time gifted program. Students are exposed to real-life simulations. In addition, with the implementation of an inclusion program, the school has maintained a steady increase in the percentage of special education students who spend their school day in a resource setting and with general education students. Both environments strive for academic excellence and have a great deal of parental involvement and support. Attendance at Cutler Ridge Elementary and Assurant Satellite Learning Center continues to be a priority by providing daily, weekly and quarterly incentives to encourage students to attend school daily and on time that will maintain or exceed the 95 percent average for the 2015-2016 school year.

In order to utilize and sustain community partnerships, our school invites these partners to special school events. We acknowledge their participation and assistance through thank you letters and sponsorship acknowledgement. Our school partners help provide resources and incentives that are used to motivate students and increase achievement.

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
Wright-Mullings, Adrienne	Principal
Fraginals, Suzette	Assistant Principal
Lazcano, Isabel	Assistant Principal
Sandy, Castellon	Teacher, K-12
Martell, Susan	Teacher, K-12
Cristobal, Elizabeth	Teacher, K-12
Bergouignan, Lucy	Teacher, K-12
Suris-Garcia, Annie	Teacher, K-12
Morrow, Jennifer	Teacher, K-12
Casado, America	Teacher, K-12
Handy, Yolanda	Teacher, K-12
Baichoo, Krishna	Teacher, K-12
Kelly, Nicole	Teacher, K-12
May-Taylor, Katie	Teacher, K-12
Moolah, Patrice	Teacher, K-12
Mazin, Michelle	Teacher, K-12
Cortada, Maritza	Teacher, K-12
Rolon, Michelle	Teacher, ESE
Novoa-Regalado, Elizabeth	Guidance Counselor
Naelon, Alexandra	Teacher, K-12
Del SOI, Elke	Teacher, K-12

Duties

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

- Adrienne Wright-Mullings, Principal- Monitor academic and behavior data and assist in monitoring and responding to the needs of subgroups
- Isabel Lazcano, Assistant Principal- Monitor academic and behavior data and assist in monitoring and responding to the needs of subgroups
- Suzette Fraginals, Assistant Principal- Monitor academic and behavior data and assist in monitoring and responding to the needs of subgroups
- Sandra Castellon, Reading Curriculum Liaison- Gather and analyze data to determine PD for faculty, assist in monitoring and responding to the needs of subgroups, and monitor the effectiveness of interventions being implemented
- Susan Martell, Kindergarten Curriculum Leader- and assist in monitoring and responding to the needs of subgroups
- Lucy Bergouignan, First Grade Curriculum Leader- assist in monitoring and responding to the needs of subgroups
- Katie May-Taylor, First Grade Teacher/UTD Steward- assist in monitoring and responding to the needs of subgroups
- Elke Del Sol, Second Grade Curriculum Leader- assist in monitoring and responding to the needs of subgroups
- Yolanda Handy, Third Grade Curriculum Leader- assist in monitoring and responding to the needs of

subgroups

- Michelle Mazin, Third Grade Teacher- assist in monitoring and responding to the needs of subgroups
- Anne Suris-Garcia, Fourth Grade Curriculum Leader- assist in monitoring and responding to the needs of subgroups
- Jennifer Morrow, Fifth Grade Curriculum Leader- assist in monitoring and responding to the needs of subgroups and organize professional development for based on student needs
- Michelle Rolon- SPED Curriculum Leader- assist in monitoring and responding to the needs of subgroups and special education students
- Elizabeth Cristobal- Gifted Curriculum Leader- assist in monitoring and responding to the needs of subgroups and gifted education students
- Krishna Baichoo, Special Area Curriculum Leader- assist in monitoring and responding to the needs of subgroups and special education students
- Alexandra Naelon, Special Area Curriculum Leader- assist in monitoring and responding to the needs of subgroups and special education students
- America Casado, Language Curriculum Leader- assist in monitoring and responding to the needs of subgroups and special education students
- Elizabeth Regalado, Counselor- Monitor behavior data and student attendance
- Maritza Cotada, Math Liaison- Gather and analyze data to determine PD for faculty
- Patrice Moolah, Science Liaison- Gather and analyze data to determine PD for faculty
- Nicole Kelly, Social Science Liaison/SECME representative-Gather and analyze data to determine PD for faculty
- Elke Del Sol, PD Liaison - Provides professional development opportunities for staff to be trained in critical areas
- David Dingley, Micro-Systems Tech Specialist- ensure appropriate software is available for the implementation of technology and on line interventions and resources

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

The MTSS Leadership team will:

- Monitor and adjust the school's academic and behavioral goals through data gathering analysis
- Monitor the fidelity of the delivery of rigorous instruction and intervention
- Provide levels of support and interventions to students and teachers based on data

Title II

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

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:

- tutorial programs (K-12)
- parent outreach activities (K-12) through the Bilingual Parent Outreach Program (The Parent Academy)
- professional development on best practices for ESOL and content area teachers
- coaching and mentoring for ESOL and content area teachers(K-12)

The above services will be provided should funds become available for the 2015-2016 school year and should the FLDOE approve the application(s).

Title X- Homeless

- Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
- The Homeless Education Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- The Homeless Education Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- Project Upstart and The Homeless Trust, a community organization, provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by The Homeless Trust-a community organization.
- Project Upstart provides tutoring and counseling to selected homeless shelters in the community.
- The District Homeless Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.

Our school counselor will serve as the school-based School Homeless Liaison to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

Nutrition Programs

- 1) The school 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.
- 4) Alliance for a Healthier Generation - 2014 National Recognition Award through the Alliance for A Healthier Generation's Healthy Schools Program.
- 5) Common Threads Small Bites After School Program is implemented through our principal-operated program.

Other

- Teams at designated school sites are staffed by a School Social Worker/School Psychologist (shared between schools), a Nurse (shared between schools) and a full-time Health Aide.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Adrienne L. Wright-Mullings	Principal
Elizabeth Novoa-Regalado	Teacher
Isabel Lazcano	Education Support Employee
Katie May-Taylor	Teacher
Janice Dixon	Teacher
Anne Suris-Garcia	Teacher
Elke Del Sol	Teacher
Maritza Cortada	Teacher
Patrice M. Moolah	Teacher
Michelle Mazin	Teacher
Kimberly Waldrop	Education Support Employee
Omara Garcia	Education Support Employee
Juliette Fulton	Parent
Mabel Morrison	Parent
Lenee Brindle	Business/Community
Cynthia Klimekoski	Parent
Nataly Cabezas	Parent
Mari-Lourdes Garcia	Parent
Pepesina Tavita	Parent
Angela Hooper	Parent
Theresa Hooper	Parent
Toni Fish	Parent
Krizia Young	Student
Nevaeh Kipka	Student

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

The SAC will meet to review the School Improvement Plan from 2014-2015. During the review of the School Improvement Plan the team analyzed if the school targets were met. The team identified that the schools goals for the 2014-2015 were met and a discussion will be held on how to improve on the goals for the 2015-2016 school year. The SAC will collect suggestions for school-wide goals after analyzing the schools needs.

Development of this school improvement plan

The School Advisory Council meets monthly to evaluate data and student progress, as well as, develop and monitor the implementation of the School Improvement Plan. The SAC also determines the instructional needs of the student body and faculty. Community involvement is promoted by including members of the community as stakeholders.

Preparation of the school's annual budget and plan

The SAC committee will meet and principal will review the school's annual budget and share how moneys are allocated to provide teacher positions based on student enrollment and Full-Time Equivalent (FTE) to be used to assist the students at Cutler Ridge Elementary and Assurant Satellite Learning Center. Financial resources have been allocated for hourly security and teachers.

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

\$1000 - Xerox paper
\$2000 - ink cartridges

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
Wright-Mullings, Adrienne	Principal
Fraginals, Suzette	Assistant Principal
Lazcano, Isabel	Assistant Principal
Martell, Susan	Teacher, K-12
Sandy, Castellon	Teacher, K-12
Suris-Garcia, Annie	Teacher, K-12
Bergouignan, Lucy	Teacher, K-12
Morrow, Jennifer	Teacher, K-12
Casado, America	Teacher, K-12
Handy, Yolanda	Teacher, K-12
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Mazin, Michelle	Teacher, K-12
Cortada, Maritza	Teacher, K-12
Rolon, Michelle	Teacher, ESE
Cristobal, Elizabeth	Teacher, K-12
Novoa-Regalado, Elizabeth	Guidance Counselor
Naelon, Alexandra	Teacher, K-12
Del SOI, Elke	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The purpose of the Literacy Leadership Team is to increase capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. The principal, reading liaison, mentor reading teachers, content area teachers, and other principal appointees should serve on this team which should meet at least once a month. The principal will promote the Literacy Leadership Team as an integral part of the school literacy process to build a culture of reading throughout the school. The principal selects team members for the Literacy Leadership Team (LLT) based on a cross section of the faculty and administrative team that represents highly qualified professionals who are interested in serving to improve literacy instruction across the curriculum. The (LLT) collaboratively will then:

- Establish an effective LLT (Literacy Leadership Team).
- Develop and implement a school-wide literacy plan.
- Create a positive atmosphere and high expectations for literacy learning across all content areas.
- Ensure a scientific, research-based reading intervention for the lowest 25%, including appropriate personnel, professional development, materials, technology, and time.
- Provide enrichment literacy based activities to maintain and increase academic achievement
- Provide STEM inquiries that are integrated through all subjects.

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

Teachers are provided with weekly opportunities for collaborative planning for each content area through common planning times. During collaborative planning teachers work together to develop the instructional framework following the District pacing guides. The new Florida Standards are unwrapped, analyzed and used to backward plan to ensure all concepts are taught in an explicit manner. During collaborative planning, instructional focus calendars will be developed and implemented within the classroom instruction.

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

1. Provide Professional Development to teachers in identified areas of need and include time for teachers to implement what they have learned. (Professional Development Liaison)
2. Implement Professional Learning Communities in which teachers share best practices, interpret results of assessments, accommodate diverse students' learning needs, and address problems. (Professional Development Liaison)
3. Implement collaborative planning whereupon teachers plan lessons and teacher-made assessments; examine student work; conduct lesson studies; examine teacher work; and plan, use, and evaluate instructional best practices. (Curriculum Leaders)
4. Teachers Training Teachers preparation programs, to provide more training in areas in which teachers feel weak; conducted by their peers and best practices. (Principal / Assistant Principal)
5. Incentives for teachers, who arrive early, maintain good attendance and/or participate in extra-curricular activities (donations, luncheons, free gift certificates donated by Flannigan's and Subway restaurants). (Principal / Assistant Principal / PTA/Community Partners)
6. Observational Buddy System amongst newly hired teachers and veteran teachers. (Principal / Assistant Principal, Peer Teachers, Instructional Support Team Members)
7. Establish an Instructional Support Team
8. School-Wide motivational Boot Camp Theme - "Be All You Can Be at CRE/ASLC"

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

At Cutler Ridge Elementary School and Assurant Satellite Learning Center, both the mentor and mentee benefit from relationships that encourage reflection on the practice of teaching. This comprehensive mentoring program involves both beginning teachers and experienced teachers who are new to the school or grade level and/or identified as being in need of improvement.

This program provides resources, especially time for mentoring teams to meet, observe each other's techniques, model best practices, and discuss improvements to classroom and instructional practices. Some key activities include: support in lesson planning, lesson studies, technology use, instructional delivery, professional development and classroom management.

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

Cutler Ridge Elementary School and Assurant Satellite Learning Center uses the District-wide curriculum and pacing guides with the guidance of the Education Transformation Office. All instructional materials are aligned to the new Florida Standards and must be approved by administration for use in the classrooms.

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

Cutler Ridge Elementary School and Assurant Satellite Learning Center uses iReady, MyOn Reading, Go Math, Reflex Math, and school/District Pre-Tests/Baseline Assessments to determine the students instructional reading level. Students are grouped according to their level and provided with daily teacher led instruction on standards during the small group center. The same process is used to determine students' instructional level in mathematics. Students are remediated during the teacher led center in order to attain proficiency. Interactive Notebooks (IANs) are utilized to enhance instructional practices across subject areas.

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: 900

The implementation of iReady will be offered to those “bubble students” who do not receive interventions throughout the school day. The technology based program serves as an intervention and an enrichment program. The iReady program meets the individual needs of each student as identified in the Diagnostic component of the program.

Strategy Rationale

Students need additional support with the New Florida Standards including how to respond to text with analytic writing citing evidence from the text to support answers. As a result of the rigor of new standards students need additional support in the areas of Mathematics and Literacy.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Wright-Mullings, Adrienne, pr1241@dadeschools.net

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

Data is collected by the teachers on a continuous basis and reviewed to ensure progress is being demonstrated by each student. Acceptable student progress is demonstrated as students show gains from their initial placement level at the start of the program to reach their grade level targets.

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

Kindergarten orientation is held in May of 2015 before the ending of the prior school year. On August 21, 2015 an additional orientation was held for those students enrolling after May, 2015. Students and parents are encouraged to attend the orientation where they attain essential information as it pertains to their new school and the Kindergarten curriculum. Parents/Guardians and students are then given the opportunity to meet the Kindergarten teacher and visit their new classroom. Additionally, parents are encouraged to become approved M-DCPS volunteers and PTA members to support the many school-wide initiatives that take place throughout the school year. This will assist with providing young children with a variety of meaningful learning experiences in an environment that provide them opportunities to create knowledge through initiatives.

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

N/A

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

N/A

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

N/A

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

N/A

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:

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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. To increase Student Achievement by improving core instruction in all content areas

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. To increase Student Achievement by improving core instruction in all content areas 1a

G070532

Targets Supported 1b

Indicator	Annual Target
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Resources Available to Support the Goal 2

- Reading: CORE: McGraw Hill Reading Wonders Reading/Wonderworks, Maravillas, ELA/ESOL Pacing Guides Supplemental: Florida Language Arts Standards, Item Specifications, ELL Matrix, Waterford, Image Learning, MyOn Reader and I-Ready, Promethean Board
- Writing CORE: McGraw Hill Reading Wonders Reading/Wonderworks, Maravillas, ELA/ESOL Pacing Guides Supplemental: Florida Language Arts Standards, Interactive Notebooks Item Specifications, ELL Matrix, Waterford, Image Learning, MyOn Reader and I-Ready, Promethean Board
- Math CORE: GoMath Teachers Edition: Go Math (Online) - GoMath (paper-Based) - Reteach Book Supplement: MobyMax, Gizmos (Grades 3-5), I-ready, Common Core Workbooks, Reflex Math, Promethean Board
- Science: CORE: Scott Foresman Grades K-5 (2006), Leveled Readers, Pearson Successnet, Elementary Science Instructional <http://science.dadeschools.net/elem/InstructionalResources/default.html> Supplemental: Supplemental Resources in Pacing Guides, Discovery Education (K-5), Gizmos (3-5), PowerMyLearning, ScienceSaurus, Science Fair Handbook, Promethean Board

Targeted Barriers to Achieving the Goal 3

- Limited evidence in the rigor and consistency of deep planning aligned to Florida Language Arts Standards across all grade-levels

Plan to Monitor Progress Toward G1. 8

Baselines/Pretest Assessments and iReady reports.

Person Responsible

Suzette Fragnals

Schedule

Monthly, from 8/24/2015 to 6/2/2016

Evidence of Completion

Student Assessment Data

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. To increase Student Achievement by improving core instruction in all content areas **1**

 G070532

G1.B1 Limited evidence in the rigor and consistency of deep planning aligned to Florida Language Arts Standards across all grade-levels **2**

 B183761

G1.B1.S1 Plan for and deliver instruction that is based on standards and/or specific course benchmarks.

4

 S195395

Strategy Rationale

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 ascertain strengths and weaknesses to identify clear and accessible future instructional paths

Action Step 1 **5**

Provide weekly in depth planning sessions to unpack standards utilizing the K-5 Florida Standards and the item Specifications (grades 3-5) to create lesson plans and subject focus calendars. This planning process will be implemented in order to develop effective instructional strategies inclusive of technology (i.e MyOn, iReady, Reflex Math) that scaffold instruction to attain the end goal or responding to "Open Response" question(s).

Person Responsible

Isabel Lazcano

Schedule

Weekly, from 8/24/2015 to 6/2/2016

Evidence of Completion

Lesson plans, subject focus calendars, and evidence in walk-throughs.

Action Step 2 5

Plan for, deliver, and monitor data driven differentiated instruction to guide small groups with a focus on the alignment of resources and follow-up activities for grades K-5

Person Responsible

Isabel Lazcano

Schedule

Weekly, from 8/24/2015 to 6/2/2016

Evidence of Completion

Lesson plans, subject focus calendars, and evidence in walk-throughs.

Action Step 3 5

Conduct weekly elements of the coaching cycle with identified teachers in grades K-2 and 3-5 to ensure effective use and delivery of standard-based lessons during whole group and small group differentiated instruction.

Person Responsible

Suzette Friginals

Schedule

Weekly, from 8/24/2015 to 6/2/2016

Evidence of Completion

Lesson plans, subject focus calendars, and evidence in walk-throughs.

Action Step 4 5

Utilize data, plan for, deliver and monitor intervention/enrichment through the use of the Wonder Works program to ensure students receive targeted instruction. In addition, assist teachers in analyzing ongoing progress monitoring data to regroup students every six weeks.

Person Responsible

Suzette Friginals

Schedule

Monthly, from 8/24/2015 to 6/2/2016

Evidence of Completion

School and District data, evidence of Rti process, intervention groups, and evidence of small group instruction in walk-throughs.

Action Step 5 5

Conduct weekly walk-throughs to ensure the effective use and delivery of standard-based lessons and small group targeted differentiated instruction.

Person Responsible

Adrienne Wright-Mullings

Schedule

Weekly, from 8/24/2015 to 6/2/2016

Evidence of Completion

Walk-through schedule and notes.

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

Administrator will conduct classroom walk-throughs, review lesson plans, review focus calendars, and student work folders to ensure that the strategy is being implemented with fidelity.

Person Responsible

Adrienne Wright-Mullings

Schedule

Monthly, from 8/24/2015 to 6/2/2016

Evidence of Completion

Lesson plans, student work samples, focus calendars, work folders and learning targets

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

Conduct data chats to analyze student performance and will determine effectiveness of classroom instruction.

Person Responsible

Adrienne Wright-Mullings

Schedule

Every 6 Weeks, from 8/24/2015 to 6/2/2016

Evidence of Completion

Assessment data results and iReady reports.

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	Provide weekly in depth planning sessions to unpack standards utilizing the K-5 Florida Standards and the item Specifications (grades 3-5) to create lesson plans and subject focus calendars. This planning process will be implemented in order to develop effective instructional strategies inclusive of technology (i.e MyOn, iReady, Reflex Math) that scaffold instruction to attain the end goal or responding to "Open Response" question(s).	Lazcano, Isabel	8/24/2015	Lesson plans, subject focus calendars, and evidence in walk-throughs.	6/2/2016 weekly
G1.B1.S1.A2	Plan for, deliver, and monitor data driven differentiated instruction to guide small groups with a focus on the alignment of resources and follow-up activities for grades K-5	Lazcano, Isabel	8/24/2015	Lesson plans, subject focus calendars, and evidence in walk-throughs.	6/2/2016 weekly
G1.B1.S1.A3	Conduct weekly elements of the coaching cycle with identified teachers in grades K-2 and 3-5 to ensure effective use and delivery of standard-based lessons during whole group and small group differentiated instruction.	Fraginals, Suzette	8/24/2015	Lesson plans, subject focus calendars, and evidence in walk-throughs.	6/2/2016 weekly
G1.B1.S1.A4	Utilize data, plan for, deliver and monitor intervention/enrichment through the use of the Wonder Works program to ensure students receive targeted instruction. In addition, assist teachers in analyzing ongoing progress monitoring data to regroup students every six weeks.	Fraginals, Suzette	8/24/2015	School and District data, evidence of Rti process, intervention groups, and evidence of small group instruction in walk-throughs.	6/2/2016 monthly
G1.B1.S1.A5	Conduct weekly walk-throughs to ensure the effective use and delivery of standard-based lessons and small group targeted differentiated instruction.	Wright-Mullings, Adrienne	8/24/2015	Walk-through schedule and notes.	6/2/2016 weekly
G1.MA1	Baselines/Pretest Assessments and iReady reports.	Fraginals, Suzette	8/24/2015	Student Assessment Data	6/2/2016 monthly
G1.B1.S1.MA1	Conduct data chats to analyze student performance and will determine effectiveness of classroom instruction.	Wright-Mullings, Adrienne	8/24/2015	Assessment data results and iReady reports.	6/2/2016 every-6-weeks
G1.B1.S1.MA1	Administrator will conduct classroom walk-throughs, review lesson plans, review focus calendars, and student work folders to ensure that the strategy is being implemented with fidelity.	Wright-Mullings, Adrienne	8/24/2015	Lesson plans, student work samples, focus calendars, work folders and learning targets	6/2/2016 monthly

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. To increase Student Achievement by improving core instruction in all content areas

G1.B1 Limited evidence in the rigor and consistency of deep planning aligned to Florida Language Arts Standards across all grade-levels

G1.B1.S1 Plan for and deliver instruction that is based on standards and/or specific course benchmarks.

PD Opportunity 1

Provide weekly in depth planning sessions to unpack standards utilizing the K-5 Florida Standards and the item Specifications (grades 3-5) to create lesson plans and subject focus calendars. This planning process will be implemented in order to develop effective instructional strategies inclusive of technology (i.e MyOn, iReady, Reflex Math) that scaffold instruction to attain the end goal or responding to "Open Response" question(s).

Facilitator

Elke Del SOI

Participants

Teachers

Schedule

Weekly, from 8/24/2015 to 6/2/2016

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	Provide weekly in depth planning sessions to unpack standards utilizing the K-5 Florida Standards and the item Specifications (grades 3-5) to create lesson plans and subject focus calendars. This planning process will be implemented in order to develop effective instructional strategies inclusive of technology (i.e MyOn, iReady, Reflex Math) that scaffold instruction to attain the end goal or responding to "Open Response" question(s).	\$0.00
2	G1.B1.S1.A2	Plan for, deliver, and monitor data driven differentiated instruction to guide small groups with a focus on the alignment of resources and follow-up activities for grades K-5	\$0.00
3	G1.B1.S1.A3	Conduct weekly elements of the coaching cycle with identified teachers in grades K-2 and 3-5 to ensure effective use and delivery of standard-based lessons during whole group and small group differentiated instruction.	\$0.00
4	G1.B1.S1.A4	Utilize data, plan for, deliver and monitor intervention/enrichment through the use of the Wonder Works program to ensure students receive targeted instruction. In addition, assist teachers in analyzing ongoing progress monitoring data to regroup students every six weeks.	\$0.00
5	G1.B1.S1.A5	Conduct weekly walk-throughs to ensure the effective use and delivery of standard-based lessons and small group targeted differentiated instruction.	\$0.00
Total:			\$0.00