

Miami-Dade County Public Schools

Cutler Ridge Elementary School



2016-17 Schoolwide 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 and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	80%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	93%

School Grades History

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

**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 Ridge Elementary 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 Ridge Elementary and Assurant satellite learning center stakeholders are committed to delivering and promoting instruction that is reflective, responsible, research-based and rigorous while nurturing the individual needs and differences of all students to achieve their maximum potential in an ever-changing society.

b. Provide the school's vision statement.

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

2. School Environment

a. 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.

b. 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 main 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 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.

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.

At Cutler Ridge Elementary School (CRE) and Assurant Satellite Learning Center (ASLC) we emphasize model behavior via our Checkbook Math Discipline Program. Staff members, cafeteria monitors, and volunteers use the Bonuses/Penalties system which allow students to gain dollars for positive behavior and appropriate academic performance as well as lose them throughout the school day. Expectations are established with all students at the beginning of the school year during Student

Code of Conduct assemblies. Our students will also be participating in a program called "Caught Being Good" where names are drawn from a jar in each classroom every Friday. These students names will be announced each week so their good choices can be acknowledged. 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 in each class 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 Checkbook Math Discipline 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. We will also be implementing an Ambassadors program for our boys in grades 3 - 5. This program will assist these young boys in acquiring leadership skills and confidence by involving them in community projects throughout the neighborhood.

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.

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.

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.

Students who exceed 3 unexcused absences or 5 tardies are referred to the Attendance Review Committee according to our Attendance Action Plan through the iAttend initiative. Letters will be sent home notifying parents of the nonattendance issues and the Attendance Review Committee will meet with parents as needed. Attendance reports are utilized to identify students and monitor attendance 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). An iAttend report will be generated monthly and shared with the District. A Truancy Packet will be completed for any student who accumulates 15 or more unexcused absences within a 90 day period. Data chats will be conducted with each teacher and 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.

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	1	3	4	2	6	4	0	0	0	0	0	0	0	20
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	6	2	3	5	7	2	0	0	0	0	0	0	0	25
Level 1 on statewide assessment	7	6	16	6	51	36	0	0	0	0	0	0	0	122

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		6	2	6	5	32	20	0	0	0	0	0	0	71

c. 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 and the teacher completes a Request for Assistance. 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.

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?

Yes

1. PIP Link

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

2. 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

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.

Cutler Ridge Elementary was established in 1956 at 20210 Coral Sea Road located in Cutler Bay, Florida. The sixty 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 100 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 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 2016-2017 school year.

In order to utilize and sustain community partnerships, our school invites these partners to special school events. Our community partners play an important role for our STEAM designation initiative. They are included in assisting with STEAM showcases and clubs for our students and their families. 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.

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
Wright-Mullings, Adrienne	Principal
Fraginals, Suzette	Assistant Principal
Lazcano, Isabel	Assistant Principal
Martell, Susan	Teacher, K-12
Cristobal, Elizabeth	Teacher, ESE
Bergouignan, Lucy	Teacher, K-12
Suris-Garcia, Annie	Teacher, K-12
Casado, America	Teacher, K-12
Kelly, Nicole	Teacher, K-12
May-Taylor, Katie	Teacher, K-12
Cortada, Maritza	Teacher, K-12
Novoa-Regalado, Elizabeth	School Counselor
Soterakis, Alexandra	Teacher, K-12
Del SOI, Elke	Teacher, K-12
Viera, Jaqueline	Teacher, ESE
Moolah, Patrice	Teacher, K-12
Lordeus, Derrick	Teacher, K-12
Jamison, Connor	Teacher, ESE
Ryan, Melinda	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.

- 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, attendance, and behavior data and assist in monitoring and responding to the needs of subgroups. Serves as STEAM coordinator.
- Suzette Fraginals, Assistant Principal- Monitor academic and behavior data and assist in monitoring and responding to the needs of subgroups
- Anne Suris-Garcia, 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. Serves as PD liaison.
- Patrice Moolah, Fourth Grade Curriculum Leader- assist in monitoring and responding to the needs of subgroups
- Jacqueline Viera- Third Grade Curriculum Leader - assist in monitoring and responding to the needs of subgroups. SPED Curriculum Leader- assist in monitoring and responding to the needs of

subgroups and special education students

-Derrick Lordeus, 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. Serves as Fairchild Challenge/Youth Fair liaison. Member of the STEAM Committee.

-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 Cortada, Third Grade teacher/Math Liaison- Gather and analyze data to determine PD for faculty. Member of the STEAM Committee.

- Elizabeth Cristobal, Fifth Grade Curriculum Leader- assist in monitoring and responding to the needs of subgroups and organize professional development for based on student needs. Gifted Curriculum Leader/Science Liaison/SECME- Gather and analyze data to determine PD for faculty. Member of STEAM committee.

-Nicole Kelly, fourth Grade teacher/Dream in Green Liaison-Gather and analyze data to determine PD for faculty. Member of the STEAM Committee.

-Connor Jamison- Third Grade teacher/Gifted Curriculum - Gather and analyze data to determine PD for faculty.

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.

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.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Adrienne L. Wright-Mullings	Principal
Elizabeth Novoa-Regalado	Teacher
Isabel Lazcano	Education Support Employee
Katie May-Taylor	Teacher
Janice Dixon	Teacher
Elke Del Sol	Teacher
Maritza Cortada	Teacher
Michelle Mazin	Teacher
Kimberly Waldrop	Education Support Employee
Omara Garcia	Education Support Employee
Juliette Fulton	Parent
Mabel Morrison	Parent
Lenee Brindle	Business/Community
Angela Hooper	Parent
Toni Fish	Parent
Norma Toledo	Teacher
Derrick Lordeus	Principal
Alma Cuellar-Fife	Parent
Carolina Pacheco	Parent
Jonathan Garcia-Martinez	Parent
Cynthia Saravic	Parent
Janin Echemendia	Parent
Katelyn Vayhn	Student
Arie Beatty	Student

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

The SAC will meet to review the School Improvement Plan from 2015-2016. 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 2015-2016 were met and a discussion will be held on how to improve on the goals for the 2016-2017 school year. The SAC will collect suggestions for school-wide goals after analyzing the schools needs.

b. 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.

c. 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.

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

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

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
Wright-Mullings, Adrienne	Principal
Fraginals, Suzette	Assistant Principal
Lazcano, Isabel	Assistant Principal
Martell, Susan	Teacher, K-12
Suris-Garcia, Annie	Teacher, K-12
Bergouignan, Lucy	Teacher, K-12
Casado, America	Teacher, K-12
Kelly, Nicole	Teacher, K-12
May-Taylor, Katie	Teacher, K-12
Moolah, Patrice	Teacher, K-12
Cortada, Maritza	Teacher, K-12
Cristobal, Elizabeth	Teacher, ESE
Novoa-Regalado, Elizabeth	School Counselor
Soterakis, Alexandra	Teacher, K-12
Del SOI, Elke	Teacher, K-12
Viera, Jaqueline	Teacher, ESE
Lordeus, Derrick	Teacher, K-12
Jamison, Connor	Teacher, ESE
Ryan, Melinda	Teacher, K-12

b. Duties

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

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
- Create a school-wide action plan for the use of technology programs like MyONReader and iReady.
- Provide STEAM inquiries that are integrated through all subjects.

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.

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 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.

2. 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 theme - Keep Calm "B" Inspired

3. 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.

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.

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.

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.

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 and 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.

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: 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 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. Data chats are conducted in order to determine that each students' needs are being addressed. 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.

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.

Kindergarten orientation was held in May of 2016 before the ending of the prior school year. On August 19, 2016 an additional orientation was held for those students enrolling after May, 2016. 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.

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.

N/A

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

N/A

3. 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

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.

N/A

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.**
- G2.** 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”), 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. **1a**

 G088220

Targets Supported **1b**

Indicator

Annual Target

Targeted Barriers to Achieving the Goal **3**

Resources Available to Help Reduce or Eliminate the Barriers **2**

G2. To increase Student Achievement by improving core instruction in all content areas 1a

G088221

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	57.0
FSA Mathematics Achievement	86.0
Attendance rate	95.0

Targeted Barriers to Achieving the Goal 3

- Mathematics: Limited use of Differentiated Instruction to meet the various needs of students
- Science: Limited evidence of in-depth standards-based planning in the grades K-5

Resources Available to Help Reduce or Eliminate the Barriers 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/lem/InstructionalResources/default.html> Supplemental: Supplemental Resources in Pacing Guides, Discovery Education (K-5), Gizmos (3-5), PowerMyLearning, ScienceSaurus, Science Fair Handbook, Promethean Board

Plan to Monitor Progress Toward G2. 8

Baselines/Pretest Assessments and iReady reports.

Person Responsible

Suzette Fragnals

Schedule

Monthly, from 8/22/2016 to 6/8/2017

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

G2. To increase Student Achievement by improving core instruction in all content areas **1**

 G088221

G2.B3 Mathematics: Limited use of Differentiated Instruction to meet the various needs of students **2**

 B234591

G2.B3.S1 Data Guided Instruction: Use data to set goals, determine sound instructional practices based on research and differentiated instruction to meet the various needs of students. Participation in STEAM Designation. **4**

 S247308

Strategy Rationale

By using data driven instruction and increasing student participation in STEAM lessons, the students will increase student achievement.

Action Step 1 **5**

Support teachers with desegregation of data from chapter tests, benchmark assessments and District Fall Interim Assessment. Discuss results in order to adjust instruction, targeting students that fall in the lowest percentile.

Person Responsible

Adrienne Wright-Mullings

Schedule

Weekly, from 8/22/2016 to 6/8/2017

Evidence of Completion

Conduct data chats with teachers, walk-throughs, common planning, intervention groups.

Action Step 2 5

Provide weekly job-embedded professional development during collaborative grade level (K-5) common planning time to unpack the Mathematics Florida Standards (MAFS) utilizing the item specifications for grades (3-5) in order to increase rigor and higher order questioning while addressing various needs of students, use the mathematics problem solving process, and include technology enhanced resources (e.g. iReady, Think Central Intervention Resources) for reinforcement of concepts learned. Using STEAM MEAs to provide project-based learning opportunities.

Person Responsible

Adrienne Wright-Mullings

Schedule

Weekly, from 8/22/2016 to 6/8/2017

Evidence of Completion

Go Math TE, Item Specs (3-5), pacing guides, agendas, lesson plan documents, classroom / student data, DI group forms, Promethium Boards, activities from technology resources, STEAM MEAs.

Action Step 3 5

Conduct classroom walk-throughs and support selected teachers on a weekly basis with effective modeling of rigor, higher order thinking questions, and differentiated instruction.

Person Responsible

Adrienne Wright-Mullings

Schedule

Daily, from 8/22/2016 to 6/8/2017

Evidence of Completion

Walkthrough Checklist, lesson Plan, Student generated work and activities, student work folders.

Action Step 4 5

Utilize, on a bi-weekly schedule, the coaching assistance to model the effective infusion of rigor and higher order questioning strategies during instructional delivery while addressing various needs of students, for selected teachers.

Person Responsible

Adrienne Wright-Mullings

Schedule

On 11/28/2014

Evidence of Completion

Coach Logs, Lesson Plans, student generated work, folders, activities, classroom data DI group forms

Action Step 5 5

Attend Monthly Leadership Meetings with Administrative Teams

Person Responsible

Adrienne Wright-Mullings

Schedule

Monthly, from 8/22/2016 to 6/8/2017

Evidence of Completion

In-Service Activities Roster, Refelections

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Administrators will conduct classroom walkthroughs, review lesson plans and student generated work and activity folders to ensure that the strategy is being implemented with fidelity

Person Responsible

Adrienne Wright-Mullings

Schedule

Daily, from 8/22/2016 to 6/8/2017

Evidence of Completion

Lesson Plans, Student Generated Work and Learning Targets

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

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

Person Responsible

Adrienne Wright-Mullings

Schedule

Quarterly, from 8/22/2016 to 6/8/2017

Evidence of Completion

Assessment Data

G2.B4 Science: Limited evidence of in-depth standards-based planning in the grades K-5 **2**

 B234592

G2.B4.S1 Implement Collaborative structures to routinely plan through (horizontal) same subject area, and (vertical) different grade levels, in order to address the course descriptions **4**

 S247309

Strategy Rationale

Action Step 1 **5**

Provide professional development on effective collaborative planning for the use of the Gradual Release Model using pacing guides, Instructional resources, hands on activities, higher order questioning and interactive science notebook for (K-5) teachers

Person Responsible

Suzette Fraginals

Schedule

Monthly, from 9/18/2014 to 11/28/2014

Evidence of Completion

Lesson plans, instructional activities that include technology, student interactive notebooks, student generated work

Action Step 2 **5**

Plan collaboratively using the use of the Gradual Release Model and District Pacing Guides to implement a routine of inquiry based, hands on activities, that make real-world connections and allow students to develop higher order thinking

Person Responsible

Suzette Fraginals

Schedule

Monthly, from 9/18/2014 to 11/28/2014

Evidence of Completion

Lesson Plans, Instructional Activities that include Technology, Student Interactive Notebooks, Student generated work and activities

Action Step 3 5

Implement and monitor the use of core and supplemental technology resources such as instructional resources at science.dadeschools.net, Discovery Education, NBC Learn and Gizmos

Person Responsible

Suzette Friginals

Schedule

Monthly, from 9/18/2014 to 11/28/2014

Evidence of Completion

Lesson plans, instructional activities that include technology, student interactive notebooks, student generated work, walkthrough notes

Action Step 4 5

Attend monthly administrative professional development sessions for science content and strategies. Present these resources and strategies to K-5 Science teachers

Person Responsible

Suzette Friginals

Schedule

Monthly, from 9/18/2014 to 11/28/2014

Evidence of Completion

PD Registration, Follow-Up Assignment

Action Step 5 5

Attend content and pacing professional development for K-5 teachers on the Professional Development Work Day, November 4, 2014 and on October 24, 2014 for grade 5 teachers only. Share best practices with grade-level teachers

Person Responsible

Suzette Friginals

Schedule

Monthly, from 9/18/2014 to 11/28/2014

Evidence of Completion

PD Registration, Follow Up Assignment

Action Step 6 5

Desegregate and analyze student data both formal and informal (observations, probes, teacher-made, Interim Quarterly Science Benchmark Assessments, to drive planning and instruction including data chats between administration, teachers and students

Person Responsible

Suzette Fragnals

Schedule

Monthly, from 9/18/2014 to 11/28/2014

Evidence of Completion

Student Assessment Data, Data Binders, Student Data Chat Sheets

Action Step 7 5

Conduct weekly routine walkthroughs to monitor and insure implementation of effective instruction using the 5 E's/ Gradual Release Model aligned with the Pacing Guide and NGSSS (hands on inquiry, instructional technology, Use of Interactive journal with corrective feedback

Person Responsible

Suzette Fragnals

Schedule

Weekly, from 9/18/2014 to 11/28/2014

Evidence of Completion

Walkthrough Notes

Plan to Monitor Fidelity of Implementation of G2.B4.S1 6

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

Person Responsible

Adrienne Wright-Mullings

Schedule

On 11/28/2014

Evidence of Completion

Lesson Plans, Student generated work, activities and learning targets

Plan to Monitor Effectiveness of Implementation of G2.B4.S1 7

Conduct data chats to analyze student performance which will determine the effectiveness of classroom instruction

Person Responsible

Adrienne Wright-Mullings


















Schedule

Monthly, from 9/18/2014 to 11/28/2014

Evidence of Completion

Assessment Data

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					
G2.B3.S1.A4  A321991	Utilize, on a bi-weekly schedule, the coaching assistance to model the effective infusion of rigor...	Wright-Mullings, Adrienne	9/18/2014	Coach Logs, Lesson Plans, student generated work, folders, activities, classroom data DI group forms	11/28/2014 one-time
G2.B4.S1.MA1  M335115	Conduct data chats to analyze student performance which will determine the effectiveness of...	Wright-Mullings, Adrienne	9/18/2014	Assessment Data	11/28/2014 monthly
G2.B4.S1.MA1  M335116	Administrators will conduct classroom walk-throughs, review lesson plans and student work folders...	Wright-Mullings, Adrienne	9/18/2014	Lesson Plans, Student generated work, activities and learning targets	11/28/2014 one-time
G2.B4.S1.A1  A321993	Provide professional development on effective collaborative planning for the use of the Gradual...	Fraginals, Suzette	9/18/2014	Lesson plans, instructional activities that include technology, student interactive notebooks, student generated work	11/28/2014 monthly
G2.B4.S1.A2  A321994	Plan collaboratively using the use of the Gradual Release Model and District Pacing Guides to...	Fraginals, Suzette	9/18/2014	Lesson Plans, Instructional Activities that include Technology, Student Interactive Notebooks, Student generated work and activities	11/28/2014 monthly
G2.B4.S1.A3  A321995	Implement and monitor the use of core and supplemental technology resources such as instructional...	Fraginals, Suzette	9/18/2014	Lesson plans, instructional activities that include technology, student interactive notebooks, student generated work, walkthrough notes	11/28/2014 monthly
G2.B4.S1.A4  A321996	Attend monthly administrative professional development sessions for science content and strategies...	Fraginals, Suzette	9/18/2014	PD Registration, Follow-Up Assignment	11/28/2014 monthly
G2.B4.S1.A5  A321997	Attend content and pacing professional development for K-5 teachers on the Professional Development...	Fraginals, Suzette	9/18/2014	PD Registration, Follow Up Assignment	11/28/2014 monthly
G2.B4.S1.A6  A321998	Desegregate and analyze student data both formal and informal (observations, probes, teacher-made,...	Fraginals, Suzette	9/18/2014	Student Assessment Data, Data Binders, Student Data Chat Sheets	11/28/2014 monthly
G2.B4.S1.A7  A321999	Conduct weekly routine walkthroughs to monitor and insure implementation of effective instruction...	Fraginals, Suzette	9/18/2014	Walkthrough Notes	11/28/2014 weekly
G2.MA1  M335117	Baselines/Pretest Assessments and iReady reports.	Fraginals, Suzette	8/22/2016	Student Assessment Data	6/8/2017 monthly
G2.B3.S1.MA1  M335113	Conduct data chats to analyze student performance which will determine effectiveness of classroom...	Wright-Mullings, Adrienne	8/22/2016	Assessment Data	6/8/2017 quarterly
G2.B3.S1.MA1  M335114	Administrators will conduct classroom walk-throughs, review lesson plans and student generated work...	Wright-Mullings, Adrienne	8/22/2016	Lesson Plans, Student Generated Work and Learning Targets	6/8/2017 daily
G2.B3.S1.A1  A321988	Support teachers with desegregation of data from chapter tests, benchmark assessments and District...	Wright-Mullings, Adrienne	8/22/2016	Conduct data chats with teachers, walk-throughs, common planning, intervention groups.	6/8/2017 weekly
G2.B3.S1.A2  A321989	Provide weekly job-embedded professional development during collaborative grade level (K-5) common...	Wright-Mullings, Adrienne	8/22/2016	Go Math TE, Item Specs (3-5), pacing guides, agendas, lesson plan documents, classroom / student data, DI group forms, Promethium Boards, activities from technology resources, STEAM MEAs.	6/8/2017 weekly
G2.B3.S1.A3  A321990	Conduct classroom walk-throughs and support selected teachers on a weekly basis with effective...	Wright-Mullings, Adrienne	8/22/2016	Walkthrough Checklist, lesson Plan, Student generated work and activities, student work folders.	6/8/2017 daily
G2.B3.S1.A5  A321992	Attend Monthly Leadership Meetings with Administrative Teams	Wright-Mullings, Adrienne	8/22/2016	In-Service Activities Roster, Reflections	6/8/2017 monthly

V. Professional Development Opportunities

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

G2. To increase Student Achievement by improving core instruction in all content areas

G2.B3 Mathematics: Limited use of Differentiated Instruction to meet the various needs of students

G2.B3.S1 Data Guided Instruction: Use data to set goals, determine sound instructional practices based on research and differentiated instruction to meet the various needs of students. Participation in STEAM Designation.

PD Opportunity 1

Support teachers with desegregation of data from chapter tests, benchmark assessments and District Fall Interim Assessment. Discuss results in order to adjust instruction, targeting students that fall in the lowest percentile.

Facilitator

Elke Del Sol

Participants

Teachers

Schedule

Weekly, from 8/22/2016 to 6/8/2017

PD Opportunity 2

Provide weekly job-embedded professional development during collaborative grade level (K-5) common planning time to unpack the Mathematics Florida Standards (MAFS) utilizing the item specifications for grades (3-5) in order to increase rigor and higher order questioning while addressing various needs of students, use the mathematics problem solving process, and include technology enhanced resources (e.g. iReady, Think Central Intervention Resources) for reinforcement of concepts learned. Using STEAM MEAs to provide project-based learning opportunities.

Facilitator

Elke Del Sol

Participants

Teachers

Schedule

Weekly, from 8/22/2016 to 6/8/2017

PD Opportunity 3

Utilize, on a bi-weekly schedule, the coaching assistance to model the effective infusion of rigor and higher order questioning strategies during instructional delivery while addressing various needs of students, for selected teachers.

Facilitator

Maritza Cortada

Participants

Teachers

Schedule

On 11/28/2014

G2.B4 Science: Limited evidence of in-depth standards-based planning in the grades K-5

G2.B4.S1 Implement Collaborative structures to routinely plan through (horizontal) same subject area, and (vertical) different grade levels, in order to address the course descriptions

PD Opportunity 1

Provide professional development on effective collaborative planning for the use of the Gradual Release Model using pacing guides, Instructional resources, hands on activities, higher order questioning and interactive science notebook for (K-5) teachers

Facilitator

Elke Del Sol

Participants

Teachers

Schedule

Monthly, from 9/18/2014 to 11/28/2014

VI. Technical Assistance Items

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

G2. To increase Student Achievement by improving core instruction in all content areas

G2.B3 Mathematics: Limited use of Differentiated Instruction to meet the various needs of students

G2.B3.S1 Data Guided Instruction: Use data to set goals, determine sound instructional practices based on research and differentiated instruction to meet the various needs of students. Participation in STEAM Designation.

TA Opportunity 1

Conduct classroom walk-throughs and support selected teachers on a weekly basis with effective modeling of rigor, higher order thinking questions, and differentiated instruction.

Facilitator

Isabel Lazcano, Suzette Friginals

Participants

Teachers

Schedule

Daily, from 8/22/2016 to 6/8/2017

TA Opportunity 2

Attend Monthly Leadership Meetings with Administrative Teams

Facilitator

Isabel Lazcano, Suzette Friginals

Participants

Teachers

Schedule

Monthly, from 8/22/2016 to 6/8/2017

VII. Budget

1	G2.B3.S1.A1	Support teachers with desegregation of data from chapter tests, benchmark assessments and District Fall Interim Assessment. Discuss results in order to adjust instruction, targeting students that fall in the lowest percentile.	\$0.00
2	G2.B3.S1.A2	Provide weekly job-embedded professional development during collaborative grade level (K-5) common planning time to unpack the Mathematics Florida Standards (MAFS) utilizing the item specifications for grades (3-5) in order to increase rigor and higher order	\$0.00

		questioning while addressing various needs of students, use the mathematics problem solving process, and include technology enhanced resources (e.g. iReady, Think Central Intervention Resources) for reinforcement of concepts learned. Using STEAM MEAs to provide project-based learning opportunities.	
3	G2.B3.S1.A3	Conduct classroom walk-throughs and support selected teachers on a weekly basis with effective modeling of rigor, higher order thinking questions, and differentiated instruction.	\$0.00
4	G2.B3.S1.A4	Utilize, on a bi-weekly schedule, the coaching assistance to model the effective infusion of rigor and higher order questioning strategies during instructional delivery while addressing various needs of students, for selected teachers.	\$0.00
5	G2.B3.S1.A5	Attend Monthly Leadership Meetings with Administrative Teams	\$0.00
6	G2.B4.S1.A1	Provide professional development on effective collaborative planning for the use of the Gradual Release Model using pacing guides, Instructional resources, hands on activities, higher order questioning and interactive science notebook for (K-5) teachers	\$0.00
7	G2.B4.S1.A2	Plan collaboratively using the use of the Gradual Release Model and District Pacing Guides to implement a routine of inquiry based, hands on activities, that make real-world connections and allow students to develop higher order thinking	\$0.00
8	G2.B4.S1.A3	Implement and monitor the use of core and supplemental technology resources such as instructional resources at science.dadeschools.net, Discovery Education, NBC Learn and Gizmos	\$0.00
9	G2.B4.S1.A4	Attend monthly administrative professional development sessions for science content and strategies. Present these resources and strategies to K-5 Science teachers	\$0.00
10	G2.B4.S1.A5	Attend content and pacing professional development for K-5 teachers on the Professional Development Work Day, November 4, 2014 and on October 24, 2014 for grade 5 teachers only. Share best practices with grade-level teachers	\$0.00
11	G2.B4.S1.A6	Desegregate and analyze student data both formal and informal (observations, probes, teacher-made, Interim Quarterly Science Benchmark Assessments, to drive planning and instruction including data chats between administration, teachers and students	\$0.00
12	G2.B4.S1.A7	Conduct weekly routine walkthroughs to monitor and insure implementation of effective instruction using the 5 E's/ Gradual Release Model aligned with the Pacing Guide and NGSSS (hands on inquiry, instructional technology, Use of Interactive journal with corrective feedback	\$0.00
Total:			\$0.00