

Miami-Dade County Public Schools

Cutler Ridge Elementary School



2017-18 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)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	86%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	94%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	B	C*	C

**Informational Baseline School Grade*

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

School Board Approval

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

SIP Authority and Template

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

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Cutler Ridge Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- 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. Our student Safety Patrols are posted throughout the school before and after school to assist with safety. They monitor hallways and assist with the arrival and dismissal of all students. 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. During 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 the "Values Matter" 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. 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 who are not meeting the expectations of the Behavior Incentive Modification Plan in a variety of ways. 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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, 5 excused absences, or 5 tardies are referred by the teacher using a Student Case Management Form (SCAM) 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	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	6	3	4	4	4	5	0	0	0	0	0	0	0	26
Level 1 on statewide assessment	5	4	11	10	20	31	0	0	0	0	0	0	0	81

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	4	4	9	5	23	31	0	0	0	0	0	0	0	76

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 student data chats. Parents are encouraged to attend conferences 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP 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 parental involvement.
- Assist parents with the process of becoming a school volunteer by utilizing our school labs for hands-on science 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 FSA/Science 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 FSA/Science FCAT 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-one 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 and 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 2017-2018 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

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
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
Suris-Garcia, Annie	Teacher, K-12
Dixon, Janice	Teacher, K-12
Montealto, Melissa	Teacher, PreK
Forrest, Samantha	Teacher, ESE

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 attendance, academic, and behavior data and assist in monitoring and responding to the needs of subgroups. Serves as STEAM coordinator.
- Suzette Fraginals, Assistant Principal - Monitor attendance, academic and behavior data and assist in monitoring and responding to the needs of subgroups. Serves as testing chairperson.
- Anne Suris-Garcia, Reading Curriculum Leader - assist in monitoring and responding to the needs of subgroups and organize professional development for based on student needs. 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. Serves as Gradebook manager and Social Science liaison - Gather and analyze data to determine PD for faculty.
- Elke Del Sol, Second Grade Curriculum Leader- assist in monitoring and responding to the needs of subgroups. Serves as PD liaison. Member of STEAM Committee.
- Patrice Moolah, Fourth Grade Curriculum Leader- assist in monitoring and responding to the needs of subgroups. Member of STEAM Committee.
- 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.
- 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. Member of the Professional Learning Support Team
- 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, Second - Fifth Grade Math teacher/Math Liaison- Gather and analyze data to determine PD for faculty. Member of the STEAM Committee.
- Elizabeth Cristobal, Fifth Grade/Gifted Curriculum Leader/SECME/Science Liaison - Gather and analyze data to determine PD for faculty. Member of STEAM committee.
- Nicole Kelly-Chhatwal, Fourth Grade teacher/Dream in Green Liaison -Gather and analyze data to determine PD for faculty. Member of the STEAM Committee. Oratorical and School Newspaper coordinator.
- Samantha Forrest, SPED teacher - assist in monitoring and responding to the needs of subgroups and special education students.
- Melissa Duarte, PreK teacher - assist in monitoring and responding to the needs of subgroups and special education students. Member of STEAM committee.
- Janice Dixon, Second Grade teacher - Oratorical coordinator and member of STEAM Committee.

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 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 2017-2018 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
Katie May-Taylor	Teacher
Janice Dixon	Teacher
Elke Del Sol	Teacher
Kimberly Waldrop	Education Support Employee
Omara Garcia	Education Support Employee
Lenee Brindle	Business/Community
Toni Fish	Parent
Norma Toledo	Teacher
Alma Cuellar-Fife	Parent
Janin Echemendia	Parent
Elizabeth Cristobal	Teacher
Barbara Alvarez	Teacher
Candida Rivas	Teacher
Theresa Hooper	Parent
Ileana Garcia	Parent
Richard Cristobal	Student
Aliyah Delsol	Student
Mabel Morrison	Parent
Miosoti Mondejar	Parent
Jonathan Garcia-Martinez	Parent
Janin Echemendia	Parent
Juliette Fulton	Parent

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

The SAC will meet to review the School Improvement Plan from 2016-2017. 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 2016-2017 were met and a discussion will be held on how to improve on the goals for the 2017-2018 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
\$1000 - ink cartridges
\$600 - background bulletin board paper

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
Forrest, Samantha	Teacher, ESE
Montealto, Melissa	Teacher, PreK
Dixon, Janice	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.
- Provide PD opportunities through Wonder Works to teachers.
- 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 responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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. Conduct Teachers Training Teachers preparation in-services that provides more support in identified areas based on needs assessment and student data. (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 - "Planting Seeds of Success"

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, Wonder Works, 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. 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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 2017 before the ending of the prior school year. On August 18, 2017 an additional orientation was held for those students enrolling after May, 2017. Students and parents were encouraged to attend the orientation where they attained essential information as it pertains to their new school and the Kindergarten curriculum. Parents/Guardians and students were then given the opportunity to meet the Kindergarten teacher and visit their new classroom. Additionally, parents were 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 provides 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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

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

Strategic Goals Detail

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

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

G096952

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

- Limited use of Differentiated Instruction to meet the various needs of students

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/elem/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 G1. 8

Baselines/Pretest Assessments and iReady reports.

Person Responsible

Suzette Fragnals

Schedule

Monthly, from 8/21/2017 to 6/7/2018

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

 = Problem Solving Step  S123456 = Quick Key

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

 G096952

G1.B3 Limited use of Differentiated Instruction to meet the various needs of students 2

 B260827

G1.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

 S276198

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 iReady Diagnostics. Discuss results in order to adjust instruction, targeting students that fall in the lowest 25th percentile.

Person Responsible

Adrienne Wright-Mullings

Schedule

Weekly, from 8/21/2017 to 6/7/2018

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 Florida Standards 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 problem solving process, and include technology enhanced resources (e.g. iReady, Think Central Intervention Resources, Reflex Math, MyON Reader) for reinforcement of concepts learned. Using STEAM MEAs to provide project-based learning opportunities.

Person Responsible

Adrienne Wright-Mullings

Schedule

Weekly, from 8/21/2017 to 6/7/2018

Evidence of Completion

Wonder Works, Go Math TE, Item Specs (3-5), pacing guides, agendas, lesson plan documents, classroom / student data, DI group forms, Promethian 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 8/21/2017 to 6/7/2018

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 Reading Liaison 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

Biweekly, from 10/2/2017 to 6/7/2018

Evidence of Completion

Reading Liaison 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 8/21/2017 to 6/7/2018

Evidence of Completion

Attendance and Participation Rosters, Reflections

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

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

Person Responsible

Adrienne Wright-Mullings

Schedule

Daily, from 8/21/2017 to 6/7/2018

Evidence of Completion

Lesson Plans, Student Generated Work and Learning Targets

Plan to Monitor Effectiveness of Implementation of G1.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 8/21/2017 to 6/7/2018

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
2018					
G1.MA1  M400006	Baselines/Pretest Assessments and iReady reports.	Fraginals, Suzette	8/21/2017	Student Assessment Data	6/7/2018 monthly
G1.B3.S1.MA1  M400002	Conduct data chats to analyze student performance which will determine effectiveness of classroom...	Wright-Mullings, Adrienne	8/21/2017	Assessment Data	6/7/2018 quarterly
G1.B3.S1.MA1  M400003	Administrators will conduct classroom walkthroughs, review lesson plans and student generated work...	Wright-Mullings, Adrienne	8/21/2017	Lesson Plans, Student Generated Work and Learning Targets	6/7/2018 daily
G1.B3.S1.A1  A371802	Support teachers with desegregation of data from chapter tests, benchmark assessments and iReady...	Wright-Mullings, Adrienne	8/21/2017	Conduct data chats with teachers, walk-throughs, common planning, intervention groups.	6/7/2018 weekly
G1.B3.S1.A2  A371803	Provide weekly job-embedded professional development during collaborative grade level (K-5) common...	Wright-Mullings, Adrienne	8/21/2017	Wonder Works, Go Math TE, Item Specs (3-5), pacing guides, agendas, lesson plan documents, classroom / student data, DI group forms, Promethian Boards, activities from technology resources, STEAM MEAs.	6/7/2018 weekly
G1.B3.S1.A3  A371804	Conduct classroom walk-throughs and support selected teachers on a weekly basis with effective...	Wright-Mullings, Adrienne	8/21/2017	Walkthrough Checklist, lesson Plan, Student generated work and activities, student work folders.	6/7/2018 daily
G1.B3.S1.A4  A371805	Utilize, on a bi-weekly schedule, the Reading Liaison assistance to model the effective infusion of...	Wright-Mullings, Adrienne	10/2/2017	Reading Liaison Logs, Lesson Plans, student generated work, folders, activities, classroom data DI group forms	6/7/2018 biweekly
G1.B3.S1.A5  A371806	Attend Monthly Leadership Meetings with Administrative Teams	Wright-Mullings, Adrienne	8/21/2017	Attendance and Participation Rosters, Reflections	6/7/2018 monthly

V. Professional Development Opportunities

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

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

G1.B3 Limited use of Differentiated Instruction to meet the various needs of students

G1.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 iReady Diagnostics. Discuss results in order to adjust instruction, targeting students that fall in the lowest 25th percentile.

Facilitator

Adrienne L. Wright-Mullings, Suzette Fraginals, Isabel Lazcano

Participants

Teachers

Schedule

Weekly, from 8/21/2017 to 6/7/2018

PD Opportunity 2

Provide weekly job-embedded professional development during collaborative grade level (K-5) common planning time to unpack the Florida Standards 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 problem solving process, and include technology enhanced resources (e.g. iReady, Think Central Intervention Resources, Reflex Math, MyON Reader) for reinforcement of concepts learned. Using STEAM MEAs to provide project-based learning opportunities.

Facilitator

Elke Del SOI

Participants

Teachers

Schedule

Weekly, from 8/21/2017 to 6/7/2018

PD Opportunity 3

Utilize, on a bi-weekly schedule, the Reading Liaison 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, Anne Suris-Garcia

Participants

Teachers

Schedule

Biweekly, from 10/2/2017 to 6/7/2018

VI. Technical Assistance Items

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

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

G1.B3 Limited use of Differentiated Instruction to meet the various needs of students

G1.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 Fraginals, Adrienne L. Wright-Mullings

Participants

Teachers

Schedule

Daily, from 8/21/2017 to 6/7/2018

TA Opportunity 2

Attend Monthly Leadership Meetings with Administrative Teams

Facilitator

Adrienne L. Wright-Mullings, Isabel Lazcano, Suzette Fraginals

Participants

Teachers

Schedule

Monthly, from 8/21/2017 to 6/7/2018

VII. Budget

1	G1.B3.S1.A1	Support teachers with desegregation of data from chapter tests, benchmark assessments and iReady Diagnostics. Discuss results in order to adjust instruction, targeting students that fall in the lowest 25th percentile.	\$0.00
2	G1.B3.S1.A2	Provide weekly job-embedded professional development during collaborative grade level (K-5) common planning time to unpack the Florida Standards utilizing the item specifications for grades (3-5) in order to increase rigor and higher order questioning while	\$0.00

		addressing various needs of students, use the problem solving process, and include technology enhanced resources (e.g. iReady, Think Central Intervention Resources, Reflex Math, MyON Reader) for reinforcement of concepts learned. Using STEAM MEAs to provide project-based learning opportunities.	
3	G1.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	G1.B3.S1.A4	Utilize, on a bi-weekly schedule, the Reading Liaison 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	G1.B3.S1.A5	Attend Monthly Leadership Meetings with Administrative Teams	\$0.00
Total:			\$0.00