

Miami-Dade County Public Schools

Cutler Ridge Elementary School



2021-22 Schoolwide Improvement Plan

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Cutler Ridge Elementary School

20210 CORAL SEA RD, Cutler Bay, FL 33189

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

Demographics

Principal: Adrienne Wright Mullings L

Start Date for this Principal: 7/15/2004

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students Hispanic Students Economically Disadvantaged Students
School Grades History	2018-19: B (59%) 2017-18: B (55%) 2016-17: B (57%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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. 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.

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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)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	84%
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	2020-21	2019-20	2018-19	2017-18
Grade		B	B	B

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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>.

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. 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: School Information

School Mission and Vision

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.

Provide the school's vision statement.

The Cutler Ridge Elementary and Assurant Satellite Learning Center family joins parents and community to assist all students in discovering, exploring and experiencing lifetime learning while becoming mindful of the social and emotional diversity of all stakeholders.

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Wright-Mullings, Adrienne	Principal	Principal will oversee that the SIP is implemented with fidelity. As part of the Leadership Team, she will attend data chats and grade level planning meetings to assist teachers in differentiation and planning.
Lazcano, Isabel	Assistant Principal	The teacher will assist in overseeing the implementation of the SIP. As part of the Leadership Team and Grade Chairperson, she will attend data chats and grade level planning meetings to assist teachers in differentiation and planning.
Cristobal, Elizabeth	Teacher, ESE	The teacher will assist in overseeing the implementation of the SIP. As part of the Leadership Team and Grade Chairperson, she will attend data chats and grade level planning meetings to assist teachers in differentiation and planning.
Del SOI, Elke	Math Coach	The teacher will assist in overseeing the implementation of the SIP and serve on the SIP. As part of the Leadership Team and school Math Coach, she will attend data chats and grade level planning meetings to assist teachers in differentiation and planning. She will also coach teachers in the delivery of math instruction in the classrooms.
Martell, Susan	Teacher, K-12	The teacher will assist in overseeing the implementation of the SIP. As part of the Leadership Team and Grade Chairperson, she will attend data chats and grade level planning meetings to assist teachers in differentiation and planning.
Viera, Jaqueline	Teacher, K-12	The teacher will assist in overseeing the implementation of the SIP. As part of the Leadership Team and Grade Chairperson, she will attend data chats and grade level planning meetings to assist teachers in differentiation and planning.
Casado, America	Teacher, K-12	The teacher will assist in overseeing the implementation of the SIP. As part of the Leadership Team and Special Area Grade Chairperson, she will attend data chats and grade level planning meetings to assist teachers in differentiation and planning.
Novoa-Regalado, Elizabeth	School Counselor	The school counselor will assist in overseeing the implementation of the SIP. As part of the Leadership Team and EESAC Chairperson, she will lead our school in SEL instruction and school initiatives.
Montealto, Melissa	Teacher, PreK	The teacher will assist in overseeing the implementation of the SIP. As part of the Leadership Team, she will attend data chats and grade level planning meetings to assist teachers in differentiation and planning.

Name	Position Title	Job Duties and Responsibilities
Bergouignan, Lucy	Teacher, K-12	The teacher will assist in overseeing the implementation of the SIP. As part of the Leadership Team and Grade Chairperson, she will attend data chats and grade level planning meetings to assist teachers in differentiation and planning.
Mazin, Michelle	Teacher, K-12	The teacher will assist in overseeing the implementation of the SIP. As part of the Leadership Team and Grade Chairperson, she will attend data chats and grade level planning meetings to assist teachers in differentiation and planning.
Kelly, Nicole	Teacher, ESE	The teacher will assist in overseeing the implementation of the SIP. As part of the Leadership Team and SIP Committee, she will attend data chats and grade level planning meetings to assist teachers in differentiation and planning.
Iglesias, Ygnacio	Teacher, K-12	The teacher will assist in overseeing the implementation of the SIP. As part of the Leadership Team and SIP Committee, she will attend data chats and grade level planning meetings to assist teachers in differentiation and planning.
Soterakis, Alexandra	Teacher, K-12	The teacher will assist in overseeing the implementation of the SIP. As part of the Leadership Team and SIP Committee, she will attend data chats and grade level planning meetings to assist teachers in differentiation and planning.

Demographic Information

Principal start date

Thursday 7/15/2004, Adrienne Wright Mullings L

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

23

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

7

Total number of teacher positions allocated to the school

19

Total number of students enrolled at the school

343

Identify the number of instructional staff who left the school during the 2020-21 school year.

4

Identify the number of instructional staff who joined the school during the 2021-22 school year.

0

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	34	57	65	65	52	70	0	0	0	0	0	0	0	343
Attendance below 90 percent	5	16	9	14	18	12	0	0	0	0	0	0	0	74
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	4	2	4	8	10	0	0	0	0	0	0	0	28
Course failure in Math	0	2	3	4	5	8	0	0	0	0	0	0	0	22
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	5	0	0	0	0	0	0	0	5
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	3	0	0	0	0	0	0	0	3
Number of students with a substantial reading deficiency	3	9	30	28	13	26	0	0	0	0	0	0	0	109

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	4	1	4	6	10	0	0	0	0	0	0	0	25

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	3	4	1	2	0	0	0	0	0	0	0	0	0	10
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Monday 7/19/2021

2020-21 - As Reported

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

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		

The number of students with two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

2020-21 - Updated

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	
Number of students enrolled	61	81	72	63	74	58	0	0	0	0	0	0	0	409
Attendance below 90 percent	12	14	13	19	12	7	0	0	0	0	0	0	0	77
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	6	2	10	10	7	0	0	0	0	0	0	0	35
Course failure in Math	0	5	3	6	8	3	0	0	0	0	0	0	0	25
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	5	8	0	0	0	0	0	0	0	13
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	3	13	0	0	0	0	0	0	0	16

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	5	2	8	10	11	0	0	0	0	0	0	0	36

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	3	4	1	2	0	0	0	0	0	0	0	0	0	10
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				56%	62%	57%	56%	62%	56%
ELA Learning Gains				63%	62%	58%	55%	62%	55%
ELA Lowest 25th Percentile				57%	58%	53%	59%	59%	48%
Math Achievement				60%	69%	63%	60%	69%	62%
Math Learning Gains				73%	66%	62%	61%	64%	59%
Math Lowest 25th Percentile				58%	55%	51%	53%	55%	47%
Science Achievement				44%	55%	53%	41%	58%	55%

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	56%	60%	-4%	58%	-2%
Cohort Comparison						
04	2021					
	2019	47%	64%	-17%	58%	-11%
Cohort Comparison		-56%				
05	2021					
	2019	63%	60%	3%	56%	7%
Cohort Comparison		-47%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	56%	67%	-11%	62%	-6%
Cohort Comparison						
04	2021					
	2019	57%	69%	-12%	64%	-7%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-56%				
05	2021					
	2019	62%	65%	-3%	60%	2%
Cohort Comparison		-57%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	43%	53%	-10%	53%	-10%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

We used the iReady progress monitoring data for grades 1 to 5 and the grade 5 Science Mid-Year assessment to compile the data below.

		Grade 1			
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		52.9%	61.4%	51.4%
	Economically Disadvantaged		50.9%	61.4%	49.1%
	Students With Disabilities		50.0%	50.0%	33.3%
	English Language Learners		0	0	0
		Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		25.7%	54.3%	41.4%
	Economically Disadvantaged		22.8%	56.1%	35.1%
	Students With Disabilities		25.0%	58.3%	25.0%
	English Language Learners		0	0	0

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	48.5%	68.2%	62.1%
	Economically Disadvantaged	44.2%	63.5%	59.6%
	Students With Disabilities	28.6%	28.6%	28.6%
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	37.9%	53.0%	56.1%
	Economically Disadvantaged	38.5%	48.1%	50.0%
	Students With Disabilities	42.9%	57.1%	57.1%
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	53.6%	67.9%	78.6%
	Economically Disadvantaged	58.7%	65.2%	76.1%
	Students With Disabilities	14.3%	14.3%	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	28.6%	55.4%	48.2%
	Economically Disadvantaged	26.1%	47.8%	43.5%
	Students With Disabilities	0	14.3%	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	42.4%	48.5%	36.4%
	Economically Disadvantaged	41.8%	43.6%	38.2%
	Students With Disabilities	35.7%	28.6%	35.7%
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	18.2%	34.9%	43.9%
	Economically Disadvantaged	16.4%	30.9%	40.0%
	Students With Disabilities	7.1%	14.3%	14.3%
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	33.3%	40.7%	38.9%
	Economically Disadvantaged	30.4%	37.0%	41.3%
	Students With Disabilities	0	16.7%	8.3%
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	27.8%	42.6%	48.2%
	Economically Disadvantaged	26.1%	41.3%	45.7%
	Students With Disabilities	8.3%	25.0%	33.3%
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	0	22.0%	0
	Economically Disadvantaged	0	20.0%	0
	Students With Disabilities	0	25.0%	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	13	14		13	21		9				
ELL	41	25		24	50		30				
BLK	27	8		20	8						
HSP	54	50		37	42		44				
FRL	45	43	15	28	35	38	40				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	16	39	41	24	64	50	6				
ELL	54	66	64	48	67	46	30				
BLK	38	60	59	50	71	68	23				
HSP	61	63	58	62	72	50	46				
MUL	62	50		77	80						
WHT	69	75		69	83						
FRL	54	61	57	57	70	59	40				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	25	48	52	26	44	38	21				
ELL	56	67	70	47	67						
BLK	37	44	35	46	65	57	26				
HSP	63	58	71	64	60	55	46				
MUL	63			75							
WHT	53	50		59	54						
FRL	53	53	60	57	61	50	35				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	34
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	29
Total Points Earned for the Federal Index	274
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	14
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	33
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	16
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	43
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	

Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	33
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

2021 Data Findings: Our ELA LG decreased by 19 percentage points from 63% in 2019 to 42% in 2021. Our ELA L25 decreased by 43 percentage points from 57% in 2019 to 13% in 2021. Most of our SWD students encompass that L25 subgroup. Our Math LG decreased by 40 percentage points from 73% in 2019 to 33% in 2021. Our ELA iReady AP3 data shows that only 33% of our 1st grade ESE students and only 28% of our 2nd grade ESE students were proficient.

2019 Data Findings: The school to District comparison shows an increase in the achievement gap widening from 3rd to 4th grade in both ELA and Science. The ELA Subgroups Achievement for SWD decreased by 9%. The ELA Subgroups Learning Gains for SWD decreased by 7%. The ELA Subgroups Learning Gains L25 for SWD decreased by 11%. Our SWD subgroup scored below the Florida Index for the first time making us a TS&I school. The Math Subgroups in all three areas either increased or maintained.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

2021 Data Findings: Our ELA L25 decrease by 43 percentage points and our Math LG decreased by 40 percentage points. Our SWD students scored below the Florida Index for the first time.

2019 Data Findings: Our ELA subgroups for SWD decreased in both ELA and Math. Our 1st grade SWD students decreased 17% from Fall to Spring progress monitoring. The school to District comparison shows an increase in the achievement gap widening for our 4th grade in ELA of 17%.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

For the past 5 years we have been focused on data-driven instruction and differentiated instruction. We will continue to support our teachers to help meet the needs of our students. We will also focus on intervention for our lower performing students to help them access grade level content. We have

been struggling to achieve consistency in performance across all grade levels. Teacher professional development and collaborative planning will support these efforts and incorporate a greater focus on the individual needs of our students.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Our FSA Math learning gains for our BLK subgroup increased from 11 percentage points from 2018 to 2019. Mathematics showed a growth of 22 percentage points when comparing iReady Fall to Spring data.

What were the contributing factors to this improvement? What new actions did your school take in this area?

We created a collaborative planning schedule that allowed for time to plan for data-driven instruction and DI. Administrators will now attend weekly collaborative grade level planning meetings and participate in and contribute to conversations to impact student learning and offer resources.

What strategies will need to be implemented in order to accelerate learning?

Daily-sustained reading, data-driven instruction, differentiated instruction, Interventions - Rti, and standard-based collaborative planning with a focus on or SWD subgroup.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Our PLST will develop whole group and small group professional development opportunities to support teachers to accelerate learning and address our students individual needs and deficiencies. An emphasis will be made on aligning resources and conducting data chats to make real-time adjustments to individualized instruction. Our Reading Liaison, new Math Coach and selected Teacher Leads will conduct individual coaching sessions with teachers in need of assistance.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Collaborative planning will be scheduled weekly and a member of the Leadership Team will attend to ensure fidelity of the strategies being implemented school-wide that are aligned to our school goals. Extended learning opportunities will be provided to struggling students through after school tutoring, interventions and after school clubs like Chess Club and STEAM Club. Coaching sessions will be implemented individually with teachers to support specific needs. A new "Level Up" program will be implemented school-wide to improve students Reading levels by motivating students' growth and teaching the love of reading.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: 2021 Data Findings: Our ELA LG decreased by 19 percentage points from 63% in 2019 to 42% in 2021. Our ELA L25 decreased by 43 percentage points from 57% in 2019 to 13% in 2021. Most of our SWD students encompass that L25 subgroup. Our ELA iReady AP3 data shows that only 33% of our 1st grade ESE students and only 28% of our 2nd grade ESE students were proficient. 2019 Data Findings: Based on the data review, we will implement the Targeted Element of Differentiation. We selected this area based on our findings that our school performed 17% lower than the District in ELA in 4th grade and our SWD subgroup performed 4% below the Federal Index for the first time. We are not meeting the individual needs of our students, therefore, it is evident that we must improve our ability to differentiate instruction in each classroom based on the levels of the students we serve. We will provide the scaffolding necessary for our SWD subgroup to access grade-level content in order to make learning gains and move towards proficiency.

Measurable Outcome: If we successfully implement Differentiation with fidelity, then our SWD subgroup and our FSA ELA scores will both increase by at least 10 percentage points as evidenced by state assessments in 2022.

Monitoring: The Leadership Team will conduct quarterly data chats with teachers, adjust groups using current data, and follow-up with regular walkthroughs to ensure rigorous quality instruction in taking place in all classrooms. Administrators will join weekly collaborative planning session to ensure that DI is being planned for especially for our SWD students. Formative assessment data will also be used to monitor progress. This data will also be analyzed during monthly Leadership Team meetings to ensure students are making growth on remediated standards. Extended learning opportunities will be provided to those students who are not showing sufficient growth.

Person responsible for monitoring outcome: Isabel Lazcano (ilazcano@dadeschools.net)

Evidence-based Strategy: Within the Targeted Element of Differentiation, we will focus on the evidence-based strategies of: Data-Driven Instruction. Through data-driven instruction we will address the needs of each student and accelerate the learning gains of our SWD subgroup. Data-driven instruction will be monitored during DI and Intervention through the use of data trackers to drive instructional planning. Data driven conversations will take place at Leadership Team meetings and will include OPM data.

Rationale for Evidence-based Strategy: Collaborative Data Chats will ensure that teachers are analyzing student performance data, using the data to inform instruction, and using the data to encourage student achievement and support the "Level Up: Reading Program. Teachers will discuss best practices, needs and effective use of data.

Action Steps to Implement

From 8/30/21 - 5/1/22, overall data will be shared with all stakeholders and areas in need of improvement will be discussed. Teacher will be asked for their input as to the causes for the deficiencies and begin conversations on how to address them.

Person Responsible Isabel Lazcano (ilazcano@dadeschools.net)

From 8/23/21 - 9/3/21, a calendar will be established to identify monthly Leadership Team meetings, quarterly data chats, and weekly collaborative planning sessions.

Person Responsible Adrienne Wright-Mullings (pr1241@dadeschools.net)

From 8/30/21 - 5/1/22, current data will be shared and analyzed at each Leadership Team and data chat meeting. Teachers will participate in conversation on how to address their students' individual needs through differentiation. Teachers will be asked to keep a data tracker to collect, analyze, and make data-driven instructional decisions for individual students who are not showing proficiency on certain standards. Teachers will monitor use of OPMs and conduct student chats to motivate and encourage students.

Person Responsible Isabel Lazcano (ilazcano@dadeschools.net)

8/30/21 - 5/31/22, teachers will be given an opportunity to request individualized assistance through the coaching model for collaborative, job-embedded professional development. Our Reading Liaison, Math Coach, and Teacher Leads will be offering hands-on individualized coaching to teachers in need of assistance.

Person Responsible Elke Del SOI (edelsol@dadeschools.net)

#2. Instructional Practice specifically relating to Student Engagement

Area of Focus Description and Rationale:

Based on the data review, our school will implement a new "Level Up" program to focus on sustained daily reading. We selected the overarching area of Student Engagement based on our findings that demonstrated only an 18 percentage point gain from iReady AP1 to AP3 during the 2020-21 school year. According to the 2019 FSA data, our 4th grade students scored 17 percentage points lower than the District and our 3rd grade students scored 4 percentage points lower than the District. We are not meeting the literary needs of all students, therefore, it is evident that we must focus our efforts in affording our students more opportunities to read to make learning gains and move toward proficiency.

Measurable Outcome:

Teachers will plan collaboratively to implement the Targeted Element of Student Engagement through our new "Level Up" Reading program. Teachers will select chapter books for daily teacher oral reading, offer students time to read silently in class, and encourage and monitor the use of MyON Reader and the iReady Reading program. If we successfully implement the "Level Up" Reading program, students will demonstrate at least 50% of their Annual Typical Growth from AP1 to AP2 and at least 100% their Annual Typical Growth from AP1 to AP3. Our ultimate goal is to increase our FSA Reading scores by 10% in 2022.

Monitoring:

Teachers will conduct iReady Progress Monitoring, review their class iReady data form AP1 through AP3, including Growth Monitoring Checks, to evaluate student progress toward Annual Typical Growth attainment: Monthly Collaborative Data Chats will assist the teachers, administration and support staff to analyze student performance data on the iReady platform and use the information to drive future instruction. Stakeholders will discuss the activities and strategies used in the "Level Up" Reading program to engage students in the love of reading. Student will be rewarded at the end of each month if growth was made towards their Annual Typical Growth.

Person responsible for monitoring outcome:

Isabel Lazcano (ilazcano@dadeschools.net)

Evidence-based Strategy:

Within the Targeted Element of Student Engagement, our school will focus on the evidence-based strategy of Student Engagement. The "Level Up" Reading Program is designed to create excitement amongst the students, to encourage them to read more, complete iReady lessons with fidelity, and strive to reach attainable goals. When students "Level Up" from AP1 to AP2 by meeting 50% of their Annual Typical Growth, they will receive their first colorful "Level Up" bumper sticker to display. They have an additional opportunity to "Level Up" from AP1-AP3 by meeting 100% of their Annual Typical Growth in order to receive a colorful "Level Up" bumper sticker. Along with classroom celebrations that incentivize iReady usage, and passage goals, and MYON usage and quiz passage goals, students will increase their interest, curiosity, optimism, and passion for reading and learning.

Rationale for Evidence-based Strategy:

Student Engagement will assist teachers and administration in garnering enthusiasm for reading through the new "Level Up" Reading Program. Students will need to be engaged so they feel optimistic about the program, its benefits and its importance. By engaging students in daily reading of chapter books and various strategies and incentives, students will be more inclined to have ownership and demonstrate success in Reading.

Action Steps to Implement

From 8/23/21 - 9/3/21, the Administration will introduce teachers and staff to the "Level Up" Reading Program initiative. Teachers will introduce the "Level Up" Reading Program to their students beginning the

first day of school. Teachers and students must discuss and garner excitement about the new program to encourage student and teacher "buy-in".

Person Responsible Isabel Lazcano (ilazcano@dadeschools.net)

From 8/23/21 - 7/8/22, teachers will be given an award-winning read-aloud chapter book each month that is one to two grade levels higher. Teachers may also choose their own read-aloud book based on their classroom demographics or students' interests. Teachers will set aside at least 5 to 10 minutes every day to read from the read-aloud chapter book. Teachers will discuss and refer to events, themes, characters, vocabulary throughout the day, if possible to enable students to make connections to their reading.

Person Responsible Isabel Lazcano (ilazcano@dadeschools.net)

From 8/23/21 - 6/8/22, teachers will allow times for sustained silent reading (SSR) in order to increase students reading stamina and encourage their attention to the importance of reading for fun or entertainment, not only for completing class or home work. Teachers and staff want to motivate our students and engender a love of reading in students through the use of the "Level Up" Reading Program.

Person Responsible Isabel Lazcano (ilazcano@dadeschools.net)

From 8/23/21 - 6/8/22, teachers and the administration will provide motivation, encouragement, and garner interest to support the program by making announcements in the morning to remind everyone about the program, such as announcing the names of students who have leveled up, and announcing the "Level Up" celebrations and awards. Teachers will hold their own classroom celebrations or provide other incentives to motivate and encourage their students to read daily, participate in the iReady and MYON programs with fidelity, and to "Level Up"

Person Responsible Isabel Lazcano (ilazcano@dadeschools.net)

#3. Culture & Environment specifically relating to Social Emotional Learning

Area of Focus Description and Rationale: Social Emotional Learning was identified as a need based on the data review and the circumstances surrounding the learning decline seen across districts, and the switch to Virtual and Dual Modality learning structures last school year, due to the Covid-19 pandemic. Students have not only experienced greater than usual learning loss, but they are also experiencing trauma, stress, sadness, grief/loss, anger and anxiety. A focus on social emotional learning (SEL) is important at this time, as students attempt to cope and handle these difficult emotions, on top of their academic challenges. The "Panther Pause" Mindfulness Program is a school-wide initiative meant to offer moments of relaxation and mindfulness to all students as they begin their school day and throughout the day.

Measurable Outcome: If we successfully implement the "Panther Pause" Program, our students will be able to use these mindfulness activities to improve student outcomes (academically and behaviorally). With consistent, daily, student participation, our student case management referrals will decrease by 20% by June of 2022. In addition, our students will show at least 1% increase in their Annual Typical Growth in iReady Reading each month.

Monitoring: Teachers and staff will work together to ensure that everyday class begins with a moment for "Panther Pause". Administration and Leadership Team members will ensure that teachers receive a set of grade-level appropriate mindfulness activity cards. Every morning, an announcement will be made by the school counselor or and administrator, reminding teachers to administer the "Panther Pause" activity before they begin teaching. Data chats will be conducted to review Progress Monitoring data from iReady and MYON, to evaluate student reading progress made toward Annual Typical Growth. Students in the right mindset are more able to retain information and demonstrate growth.

Person responsible for monitoring outcome: Isabel Lazcano (ilazcano@dadeschools.net)

Evidence-based Strategy: Within the Targeted Element of Social Emotional Learning, our school will focus on the evidence-based strategy of Student Engagement. Student Engagement initiatives will assist in our efforts to engage our students holistically: cognitively, behaviorally, physically, and emotionally. Student Engagement refers to a student's interest, optimism, curiosity, passion, and degree of attention that is shown when they are learning or being taught.

Rationale for Evidence-based Strategy: When we teach young learners to be more aware of their emotions, surroundings, and decisions, we help them become more purposeful in their responses and actions. Research on mindfulness shows that it helps students with attention, emotional regulation, compassion, and self-soothing/calming. We want our students motivated, engaged and ready to learn, and mindfulness exercises used in our "Panther Pause" program, can help us to achieve our goals; including improving our students' reading achievement.

Action Steps to Implement

From 8/23/21 - 9/3/21, administration and Leadership Team members will ensure that teachers receive Mindfulness activity cards. These cards contain Mindfulness activities that the teachers can use during daily "Panther Pause" time as well as throughout the day.

Person Responsible Adrienne Wright-Mullings (pr1241@dadeschools.net)

From 8/23/21 - 6/8/22, every morning, an announcement will be made by the school counselor or and administrator, reminding teachers to administer the "Panther Pause" activity before they begin teaching.

Person Responsible Elizabeth Novoa-Regalado (eregalado@dadeschools.net)

From 8/23/21 - 6/8/22, each morning, teachers will take a moment to use their Mindfulness activity cards for the "Panther Pause" program. The length of time for the activities can range from 1 to 5 minutes. Students will be guided through the activity and participate along with their students. Teachers will be able to use these cards at any time throughout the day to assist individual students throughout the day/week.

Person Responsible Elizabeth Novoa-Regalado (eregalado@dadeschools.net)

From 10/29 - 6/8/22, a data analysis will be conducted at the end of each grading period to see the effects the "Panther Pause" program had student discipline and attendance. Our hope is that the consistent daily participation in mindfulness activities will make a positive impact on our school culture and student learning.

Person Responsible Isabel Lazcano (ilazcano@dadeschools.net)

#4. Leadership specifically relating to Instructional Leadership Team

Area of Focus Description and Rationale:

Based on qualitative data from the School Climate survey and the SIP survey, we will use the Targeted Area of Instructional Leadership as our area of focus. Teachers did not feel that they were provided enough opportunity to participate in collaborative, job-embedded professional development especially in the area of the coaching model. We will be utilizing teacher leaders to implement a school-wide coaching model plan to give a voice to teachers in need of specific assistance. According to our ESSA Data Review, our SWD students were the only subgroup scoring below the Federal Index. Therefore, we will encourage our SWD teachers to participate in this coaching model collaboration opportunity. By involving our Reading Liaison, Math Coach, and selected Teacher Leads, we hope to make available new professional development opportunities for collaboration and mentoring to positively impact teacher success.

Measurable Outcome:

If we successfully implement the Targeted Element of Instructional Leadership Team, our teachers will have the opportunity to seek assistance from our teacher leaders in the areas they feel need improvement. This will be realized by teachers completing a coaching needs assessment to determine what we need to offer through our coaching model. The percentage of teachers participating to further their learning through this coaching model will be at least 20% in 2021-2022.

Monitoring:

The Leadership Team will identify specific staff members that are experts in certain areas that will serve as Teacher Leads, alongside the Reading Liaison and new Math Coach. By involving the teachers, we hope to create a comfortable scenario where they are more open to seeking and accepting assistance. A schedule will be created for the coaching model sessions between the teacher leaders and those seeking assistance. Teachers who receive support will share the knowledge they have gained at monthly faculty meetings.

Person responsible for monitoring outcome:

Elke Del SOI (edelsol@dadeschools.net)

Evidence-based Strategy:

Within the Targeted Element of Instructional Leadership Team, we will focus on the evidence-based strategies of; collaborative planning, standards-based teaching, rigorous delivery, differentiated instruction, Intervention-Rti, content knowledge, and student motivation. By creating a schedule for coaching sessions and involving teachers in their own needs assessment, we can ensure that we will meet the outcome above.

Rationale for Evidence-based Strategy:

Providing job-imbedded professional development through the coaching model for teachers in need will utilize the talents of some teachers within our school to better impact teacher and student success. The Instructional Leadership Team will be more personally involved and available to play a more collaborative role.

Action Steps to Implement

From 9/3/21 - 9/10/21, a survey will be conducted to collect input from teachers as to the specific areas in which they feel coaching will improve their performance and impact students learning. A checklist with detailed choices will be included in the survey.

Person Responsible

Adrienne Wright-Mullings (pr1241@dadeschools.net)

From 9/10/21 - 9/30/21, the data collected on the survey will be analyzed by the administrative team and shared at our first Leadership Team meeting. Our Reading Liaison, Math Coach, and Teacher Leads will then create a schedule to meet with individual teachers to assist with the area/s of need. Some examples

of possible needs are assisting with planning, selecting the right resources, differentiating instruction, or modeling delivery of content.

Person Responsible Adrienne Wright-Mullings (pr1241@dadeschools.net)

From 10/4/21 - 5/31/22, the Reading liaison, Math Coach, and Teacher Leads will meet with each perspective teacher in need and work on the area of need through the coaching model. They will collaborate in deciding how best to address the need and how often to monitor progress.

Person Responsible Elke Del SOI (edelsol@dadeschools.net)

From 10/4/21 - 6/31/22, selected teachers will share their new knowledge at monthly faculty meetings. Other staff members will benefit from this coaching collaboration even though the leads did not work with them directly. As new needs arise, our coaching team will continue to schedule time to assist.

Person Responsible Elke Del SOI (edelsol@dadeschools.net)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

According to the state report, our school is listed as very high in property incidents only (0.21 incidents per 100 students in 2020). All property incidents were under the area of vandalism. This is an primary area of concern and will be addressed by monitoring reports of vandalism more closely and having the school counselor include discussions on this topic during school events and class visits. We will also incorporate this concern when implementing our Values Matter program this school year. There is no secondary concern at this time since our school ranked very low on the state report in all other areas.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Our strengths within School Culture are in relationships, parental involvement, and connections. Our school maintains a pattern of supportive interactions which foster positive staff and student relationships. We foster professional relationships between school staff that supports effective collaboration. Cutler Ridge Elementary encourages active participation and commitment from students' parents for input towards our school's improvement. Several parent and community events are planned throughout the year. Our school ensures that adults are modeling expected behaviors and provides ongoing support for the development of a safe and supportive school environment.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

The stakeholders involved in building a positive school culture and environment are the Principal, Assistant Principals, Instructional Liaisons, Teacher Leaders, Grade Chairpersons and Counselor (our school Leadership Team). The Principal's role is to monitor and oversee all the school's initiatives and respond to concerns regarding morale by planning team-building and morale-boosting activities. The Assistant Principals will monitor the mentorship programs and assist in ensuring all information is shared with stakeholders in timely manner. Teacher leaders and instructional liaisons assist in providing and responding to feedback from stakeholders. All stakeholders are responsible for making specific efforts to connect and build relationships with students, parents, families and the community. Our Leadership Team meets monthly to address grade-level and school needs.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			1241 - Cutler Ridge Elementary School	Title, I Part A		\$0.00
			<i>Notes: Level Up bumper stickers</i>			
2	III.A.	Areas of Focus: Instructional Practice: Student Engagement				\$0.00
3	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning				\$0.00
4	III.A.	Areas of Focus: Leadership: Instructional Leadership Team				\$0.00
					Total:	\$0.00