Cutler Ridge Elementary School

2014-15 School Improvement Plan

Cutler Ridge Elementary School

20210 CORAL SEA RD, Cutler Bay, FL 33189

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

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Elementary	No	72%

Alternative/ESE Center	Charter School	Minority
No	No	87%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	C	B	A	A

School Board Approval

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

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
    - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Cutler Ridge Elementary and Assurant Satellite Learning Center 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

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

School Environment

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

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

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

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

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

At Cutler Ridge Elementary School and Assurant Satellite Learning Center , we emphasize model behavior via our Positive BehaviorPanther Paws Program. Staff members and cafeteria monitors use the Panther Paw program school-wide which allows for students to gain points for positive behavior and appropriate instructional practice throughout the school day. During each school year various

character value assembly's will be introduced and presented to students via discussions and classroom activities, presented by the guidance counselor and classroom teachers.The student who demonstrates that month's character value will be nominated by their homeroom teacher as a "Do the Right Thing". Students will be recognized over the announcements and receive a "Do the Right Thing" T-shirt, certificate, and pencil. This initiative is meant to reinforce the positive behaviors of students doing what is expected of them as well as supporting students who need extra assistance to reach the school wide expectations of be "Positive and Punctual, Accountable, Responsible and Respectful, On Task, Team Players, and Safe and Ready to learn" (PANTHERS). As part of the Panther Paws initiative, our target is to decrease the number of negative behavior referrals which will increase the amount of instructional time our students receive.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

As part of ensuring that students are on task and ready to learn, students are provided counseling as needed. Group and/or individual counseling is completed with identified students. Counseling assists students in a variety of ways who are not meeting the expectations of the Behavior Incentive Modification Plan. Additionally, counseling assists students in the Response to Intervention Behavior plan.

Early Warning Systems

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

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Students with 3 or more unexcused or excused absences are referred to student services (counselor and school social worker) and parent conferences are also held with the school counselor, administrator and school social worker. These identified students are monitored throughout the year and home visits are conducted if necessary to ensure students are attending school and that the school is supporting the family as needed. Students that have been identified as a Level 1 in the statewide assessment have been referred to the Student Services Team and are provided with additional intervention and monitoring to ensure academic success.

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	15	15	5	10	10	9	64
One or more suspensions	0	0	0	3	6	3	12
Course failure in ELA or Math	9	22	11	11	21	9	83
Level 1 on statewide assessment	0	0	0	46	54	57	157

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	5	9	6	4	10	3	37

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

These students are counseled by support personnel and monitored again after two weeks have passed. Parents are informed and data chats will be held with the teacher and counselor to address the students' areas of need. If the grades persist, the teacher will be informed of a future conference. Students who meet the attendance criteria and other positive actions will be rewarded with incentives by donations from parents, PTA and/or Community Members. Those who are not adhering with the plan will have to serve one of the consequences. After meeting with support personnel and the indicators continue to occur, a conference is scheduled with the student and their parents.

Family and Community Involvement

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

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

Barrier:
Parents have limited knowledge and understanding of available resources and materials, as well as, limited comprehension of available resources and materials due to limited English proficiency.
Action Step:
• 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.
Monitored for Fidelity:
• The action step will be monitored for fidelity by School Administration and parent liaison.
Monitor for Effectiveness:
• Review participation logs indicating the number of parents who have visited the parent resource center located in the Main Office.
• Informational Parent Meetings to assist parents in the upcoming School and District information
Monitor Progress:
• Participation Logs and Telephone Logs Barrier:
• Parents have limited knowledge and understanding of school wide programs.
Action Steps:
• Family members, students, and teachers will be invited to participate in workshops to learn how the school uses various programs. Instructional Staff will create classroom websites to increase parent involvement.
Monitored for Fidelity:
• The action step will be monitored for fidelity by School Administration and Reading Curriculum Leader
Monitor for Effectiveness:
• Review sign in sheets/logs to determine the number of parents attending school or community events.
Monitor Progress:
• Sign in Sheets and Participation Logs Barrier:

• Parents are not aware of their children's academic expectations due to lack of communication with their child's teacher.
Action Steps:
• Offer parents a FCAT/FSA Informational Session catered towards each grade level.
• Monitored for Fidelity:
• The action step will be monitored for fidelity by School Administration and Reading Curriculum Leader
Monitor for Effectiveness:
• Review sign in sheets/logs to determine the number of parents attending FCAT/FSA Informational Session.
Monitor Progress:
• Sign in Sheets and Participation Logs Barrier:
Parents are not aware of information and notices sent home due to lack of follow up on assignments.
Action Steps:
• Use of Connect-Ed messaging system and Take Home Tuesday Correspondence to distribute information and notices.
• School Website
Monitored for Fidelity:
• The action step will be monitored for fidelity by School Administration.
Monitor for Effectiveness:
• Review parent telephone logs.
Monitor Progress:
• Sign in Sheets and Participation Logs

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Cutler Ridge Elementary was established in 1956 at 20210 Coral Sea Road located in Cutler Bay, Florida. The fifty-seven year old campus was built on 11.88 acres in Miami-Dade County. Two miles away, students of the Assurant Group's employees attend the Satellite Learning Center. Since 1980, it has continued to serve over 150 students a year who are from middle socio-economic families, who are not necessarily residents of Cutler Bay. Cutler Ridge Elementary and Assurant Satellite Learning Center provides students, parents and the community a safe and stimulating environment full of educational opportunities. Students who are eligible are given the opportunity to participate in a full-time gifted program. Students are exposed to real-life simulations. In addition, with the implementation of an inclusion program, the school has maintained a steady increase in the percentage of special education students who spend their school day in a resource setting and with general education students. Both environments strive for academic excellence and have a great deal of parental involvement and support. Attendance at Cutler Ridge Elementary and Assurant Satellite Learning Center continues to be a priority by providing daily, weekly and quarterly incentives to encourage students to attend school daily and on time that will maintain or exceed the 95 percent average for the 2014-2015 school year.

Effective Leadership

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

School Leadership Team

Membership
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

Duties

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

- Adrienne Wright-Mullings, Principal- Monitor academic and behavior data and assist in monitoring and responding to the needs of subgroups
-Isabel Lazcano, Assistant Principal- Monitor academic and behavior data and assist in monitoring and responding to the needs of subgroups
-Suzette Fraginals, Assistant Principal- Monitor academic and behavior data and assist in monitoring and responding to the needs of subgroups
-Sandra Castellon, Reading Curriculum Liaison- Gather and analyze data to determine PD for faculty, assist in monitoring and responding to the needs of subgroups, and monitor the effectives of interventions being implemented
-Susan Martell, Kindergarten Curriculum Leader- and assist in monitoring and responding to the needs of subgroups
-Janice Dixon, First Grade Curriculum Leader- assist in monitoring and responding to the needs of subgroups
-Elke Del Sol, Second Grade Curriculum Leader- assist in monitoring and responding to the needs of subgroups
-Yolanda Handy, Third Grade Curriculum Leader- assist in monitoring and responding to the needs of subgroups
-Anne Suris-Garcia, Fourth Grade Curriculum Leader- assist in monitoring and responding to the needs of subgroups
-Jennifer Morrow, Fifth Grade Curriculum Leader- assist in monitoring and responding to the needs of subgroups and organize professional development for based on student needs
-Michelle Rolon- SPED/Special Areas Curriculum Leader- assist in monitoring and responding to the needs of subgroups and special education students
-Elizabeth Regalado, Counselor- Monitor behavior data and student attendance
- Maritza Cotada, Math Liaison- Gather and analyze data to determine PD for faculty
- Patrice Moolah, Science Liaison- Gather and analyze data to determine PD for faculty
-Nicole Kelly, Social Science Liaison-Gather and analyze data to determine PD for faculty
-Elke Del Sol, PD Liaison - Provides professional development opportunities for staff to be trained in critical areas
- Sandra Castellon, Media Specialist- Assist in providing teachers and students with supplemental resources
- David Dingley, Micro-Systems Tech Specialist- ensure appropriate software is available for the implementation of technology and on line interventions and resources

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The MTSS Leadership team will:
-Monitor and adjust the school's academic and behavioral goals through data gathering analysis

-Monitor the fidelity of the delivery of instruction and intervention

-Provide levels of support and interventions to students and teachers based on data

Title II

The District uses supplemental funds for improving basic education as follows:

• training to certify qualified mentors for the New Teacher (MINT) Program

• training for add-on endorsement programs, such as Reading, Gifted, ESOL training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols

Title III

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

• tutorial programs (K-12)

• parent outreach activities (K-12) through the Bilingual Parent Outreach Program (The Parent Academy)

• professional development on best practices for ESOL and content area teachers

• coaching and mentoring for ESOL and content area teachers(K-12)

The above services will be provided should funds become available for the 2014-2015 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.

Other

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

School Advisory Council (SAC)

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

Name	Stakeholder Group
Adrienne L. Wright-Mullings	Principal
Elizabeth Novoa-Regalado	Teacher
Isabel Lazcano	Education Support Employee
Katie May-Taylor	Teacher
Janice Dixon	Teacher
Annie Suris-Garcia	Teacher
Elke Del Sol	Teacher
Maritza Cortada	Teacher
Patrice M. Moolah	Teacher
Michelle Mazin	Teacher
Kimberly Waldrop	Education Support Employee
Omara Garcia	Education Support Employee
Sofia Flores	Parent
Virginia Yeekee	Parent
Stephanie Dixon	Parent
Natalie Gutierrez	Parent
Melissa Scott-Drury	Parent
Rebecca Rojas	Parent
Juliette Fulton	Parent
Mabel Morrison	Parent
Delanie Monroe	Student
Cristina Perkins	Student
Lenee Brindle	Business/Community

Duties

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

Evaluation of last year's school improvement plan

The SAC met to review the School Improvement Plan from 2013-2014. 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 2013-2014 were met and a discussion was held on how to improve on the goals for the 2014-2015 school year. The SAC suggested school wide goals after analyzing the schools needs.

Development of this school improvement plan

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

Preparation of the school's annual budget and plan

The SAC committee met to discuss the school's annual budget and how identified money was going to be used to assist the students at Cutler Ridge Elementary and Assurant Satellite Learning Center. The team identified to use funds for incentives to promote Literacy in the school, professional development for instructional staff and as incentives for behavior and academic achievements.

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

$400.00 Computer Software
$500.00 Professional Development Instructors
$500.00 Attendance Incentives
$500.00 Field Trip Incentives
$500.00 Educational Resources

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

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

Literacy Leadership Team (LLT)

Membership
Identify the name, email address and position title for each member of the school-based LLT.**:**

Name	Title
Wright-Mullings, Adrienne	Principal
Fraginals, Suzette	Assistant Principal
Lazcano, Isabel	Assistant Principal
Cristobal, Elizabeth	Teacher, K-12
Dixon, Janice	Teacher, K-12
Martell, Susan	Teacher, K-12
Sandy, Castellon	Teacher, K-12
Suris-Garcia, Annie	Teacher, K-12
Viera, Jaqueline	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The purpose of the Literacy Leadership Team is to create capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. The principal, reading coach, mentor reading teachers, content area teachers, and other principal appointees should serve on this team which should meet at least once a month. Reading Leadership team and how the principal will promote the Literacy Leadership Team as an integral part of the school literacy process to build a culture of reading throughout the school. The principal selects team members for the Literacy Leadership Team (LLT) based on a cross section of the faculty and administrative team that represents highly qualified professionals who are interested in serving to improve literacy instruction across the curriculum. The (LLT) collaboratively will then:
-Establish an effective LLT (Literacy Leadership Team).
-Develop and implement a school-wide literacy plan.
-Create a positive atmosphere and high expectations for literacy learning across all

content areas.

-Ensure a scientific, research-based reading intervention for the lowest 25%, including appropriate personnel, professional development, materials, technology, and time.

-Provide enrichment literacy based activities to maintain and increase academic achievement

Public and Collaborative Teaching

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

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Teachers are provided with weekly opportunities for collaborative planning for each content area. During collaborative planning teachers work together to develop the instructional framework following the district's pacing guide. The new Florida Standards are analyzed and used to backwards plan to ensure all

concepts are taught in an explicit manner.

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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 tests, 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; examine teacher work; and plan, use, and evaluate instructional practices. (Curriculum Leaders)
4. Teachers Training Teacher preparation programs, to provide more training in areas in which teachers feel weak; conducted by their peers and best practices. (Principal / Assistant Principal)
5. Incentives for teachers, who arrive early, maintain good attendance and/or participate in extra-curricular activities (donations, luncheons, free gift certificates donated by Flannigan's and Subway restaurants). (Principal / Assistant Principal / PTA)
6. Observational Buddy System amongst newly hired teachers and veteran teachers. (Principal / Assistant Principal, Peer Teachers, Instructional Support Team Members)
7. Instructional Support Team
8. School Wide motivational Race Car Theme

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, instructional delivery, professional development and classroom management.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

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

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Cutler Ridge Elementary School and Assurant Satellite Learning Center uses iReady, MyOn Reading, Go Math, Reflex Math, Moby Max and In-house Pre-Tests Assessment to determine the students instructionalreading level. Students are grouped according to their level and provided with daily teacher led instruction on standards during the small group center. iReady, MyOn Reading, Go Math, Reflex Math, Moby Max and In-house Pre-Tests Assessment are administered Quarterly and groups are adjusted accordingly. In mathematics, students are assessed using the iReady, MyOn Reading, Go Math, Reflex Math, Moby Max and In-house Pre-Tests Assessment and are grouped according to standard performance. Students are remediated during the teacher led center in order to attain proficiency.

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 meets the individual needs of each student as identified in the Initial Placement component of the program.

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Wright-Mullings, Adrienne, pr1241@dadeschools.net

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

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

Student Transition and Readiness

PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Kindergarten orientation is held in May of 2014 before the ending of the prior school year. This year orientation will be held on August 16th and August 17, 2014. Students and parents are encouraged to attend the orientation where they attain essential information as it pertains to their new school and the Kindergarten curriculum. Parents/Guardians and students are then given the opportunity to meet the Kindergarten teacher and visit their new classroom. Additionally, parents are encouraged to become approved volunteers and PTA members to support the many school wide initiatives that take place throughout the school year. Cutler Ridge Elementary provides extended support through a part time highly qualified teacher and paraprofessional. This will assist with providing young children with a variety of meaningful learning experiences, in environments that give them opportunities to create knowledge through initiatives shared with supportive adults.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

N/A

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

N/A

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

N/A

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report, as required by section 1008.37(4), Florida Statutes

N/A

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1. To increase Student Achievement by improving core instruction in all content areas

G2. EWS

G3. STEM/CTE

G4. Parental Involvement

Strategic Goals Detail

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

G1. To increase Student Achievement by improving core instruction in all content areas 1a

🔍 G048409

Targets Supported 1b

Indicator	Annual Target

Resources Available to Support the Goal 2

- Reading: CORE: McGraw Hill Reading Wonders Reading/Wonderworks, Maravillas, ELA/ESOL Pacing Guides Supplemental: Florida Language Arts Standards, Item Specifications, ELL Matrix, Waterford, Image Learning, MyOn Reader and I-Ready, Promethean Board

- Writing CORE: McGraw Hill Reading Wonders Reading/Wonderworks, Maravillas, ELA/ESOL Pacing Guides Supplemental: Florida Language Arts Standards, Interactive Notebooks Item Specifications, ELL Matrix, Waterford, Image Learning, MyOn Reader and I-Ready, Promethean Board

- Math CORE: GoMath Teachers Edition: Go Math (Online) - GoMath (paper-Based) - Reteach Book Supplement: MobyMax, Gizmos (Grades 3-5), I-ready, Common Core Workbooks, Reflex Math, Promethean Board

- Science: CORE: Scott Foresman Grades K-5 (2006), Leveled Readers, Pearson Successnet, Elementary Science Instructional http://science.dadeschools.net/elem/InstructionalResources/default.html Supplemental: Supplemental Resources in Pacing Guides, Discovery Education (K-5), Gizmos (3-5), PowerMyLearning, ScienceSaurus, Science Fair Handbook, Promethean Board

Targeted Barriers to Achieving the Goal 3

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

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

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

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

Plan to Monitor Progress Toward G1. 8

District Interim/Quarterly Assessments

Person Responsible
Suzette Fraginals

Schedule
On 11/28/2014

Evidence of Completion
Student Assessment Data

G2. EWS 1a

G048408

Targets Supported 1b

Indicator	Annual Target

Resources Available to Support the Goal 2

Targeted Barriers to Achieving the Goal 3

G3. STEM/CTE 1a

G048406

Targets Supported 1b

Indicator	Annual Target

Resources Available to Support the Goal 2

- CORE: McGraw Hill Wonders Reading/WonderWorks, Maravillas, ELA/ESOL Pacing Guides SUPPLRMRNTAL: Florida Language Arts Standards, Item Specification, ELL Matrix, MyOn Reader and iReady

Targeted Barriers to Achieving the Goal 3

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

- Limited evidence in planning and delivering of effective instructional practices to meet the needs of all learners at all levels during differentiated instruction and intervention

G4. Parental Involvement 1a

G048314

Targets Supported 1b

Indicator	Annual Target

Resources Available to Support the Goal 2

- Reading: Common planning time embedded in classroom schedules (K-5), Grade Level Chair Persons, Math, Science, ELA Liaisons, Technology Promethean Boards, 100% participation in PLC's, identified observational classrooms

- Writing: Common planning time embedded in classroom schedules (K-5), Grade Level Chair Persons, Math, Science, ELA Liaisons, Technology Promethean Boards, 100% participation in PLC's, identified observational classrooms

- Math: Common planning time embedded in classroom schedules (K-5), Grade Level Chair Persons, Math, Science, ELA Liaisons, Technology Promethean Boards, 100% participation in PLC's, identified observational classrooms

- Science: Common planning time embedded in classroom schedules (K-5), Grade Level Chair Persons, Math, Science, ELA Liaisons, Technology Promethean Boards, 100% participation in PLC's, identified observational classrooms

Targeted Barriers to Achieving the Goal 3

- Reading: Effective Common Planning

Plan to Monitor Progress Toward G4. 8

Analyze Interims/Quarterly Assessments

Person Responsible

Adrienne Wright-Mullings

Schedule

On 11/26/2014

Evidence of Completion

Assessment Results

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal | **B = Barrier** | **S** = Strategy

`1` = Problem Solving Step | 🔑 `S123456` = Quick Key

G1. To increase Student Achievement by improving core instruction in all content areas `1`

🔑 G048409

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

🔑 B120696

G1.B1.S1 Plan for and deliver instruction that is based on standards and/or specific course benchmarks. Students will experience and master course content and skills as a result of rigorous, purposeful, and engaging instructional activities. Stakeholders will use student data to ascertain strengths and weaknesses to identify clear and accessible future instructional paths `4`

🔑 S132622

Strategy Rationale

Action Step 1 `5`

Provide weekly in depth planning sessions to unpack reading standards and utilizing the K-2 Florida Standards and the item Specifications for grades 3-5 in order to develop effective instructional strategies inclusive of technology (i.e MyOn, iReady, MobyMax) that scaffold instruction to attain the end goal or responding to "Open Response" question(s)

Person Responsible

Isabel Lazcano

Schedule

On 11/26/2014

Evidence of Completion

Action Step 2 `5`

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

Person Responsible

Isabel Lazcano

Schedule

On 11/28/2014

Evidence of Completion

Action Step 3 `5`

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

Person Responsible

Isabel Lazcano

Schedule

On 11/28/2014

Evidence of Completion

Action Step 4 `5`

Utilize data, plan for, deliver and monitor intervention/enrichment through the use of the Wonder Works program to ensure student receives targeted instruction. In addition, assist teachers in analyzing ongoing progress monitoring data to regroup students every six weeks (Kinder every 3 weeks)

Person Responsible

Isabel Lazcano

Schedule

On 11/28/2014

Evidence of Completion

Action Step 5 [5]

Conduct weekly walk through to ensure the effective use and delivery of standard base lessons and small group targeted differentiated instruction

Person Responsible

Adrienne Wright-Mullings

Schedule

On 11/28/2014

Evidence of Completion

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

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

Person Responsible

Adrienne Wright-Mullings

Schedule

On 11/28/2014

Evidence of Completion

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

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

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

Person Responsible

Adrienne Wright-Mullings

Schedule

On 11/28/2014

Evidence of Completion

Assessment data results

G1.B2 Writing: Limited evidence in the rigor and consistency of deep planning aligned to Florida Language Arts Standards across all grade-levels 2

B120697

G1.B2.S1 Implement academic writing as a part of instructional framework to support students in the production of coherent writing about text through the use of the writing process, by explicitly teaching various modalities and genres of writing, Students will be able to analyze, interpret, compare and evaluate text using clear and relevant evidence and incorporate problem solving into writing 4

S132625

Strategy Rationale

Action Step 1 5

Utilize the writing pacing guides to plan and implement text based academic writing in grades K-5 inclusive of technology and resources (i.e. iReady, Reading Wonder Works Writers Workspace, etc.)

Person Responsible

Suzette Fraginals

Schedule

On 11/28/2014

Evidence of Completion

Action Step 2 5

Using the coaching cycle to develop lessons that incorporate the writing process and genre writing for teachers in grades K-5 in order to facilitate instructions in academic writing

Person Responsible

Suzette Fraginals

Schedule

On 11/28/2014

Evidence of Completion

Coach Logs, lesson plans and student artifacts

Action Step 3 `5`

Incorporate the three lanes of writing; writing process, genre writing and analytical writing including corrective feedback

Person Responsible

Suzette Fraginals

Schedule

On 11/28/2014

Evidence of Completion

Lesson plans, Interactive writing notebook, student artifacts

Action Step 4 `5`

Conduct weekly walk through to monitor the implementation of the action step that supports the strategy

Person Responsible

Adrienne Wright-Mullings

Schedule

On 11/28/2014

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B2.S1 `6`

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

Person Responsible

Adrienne Wright-Mullings

Schedule

On 11/28/2014

Evidence of Completion

Lesson Plans, student work samples, work folders and learning targets

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 `7`

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

Person Responsible

Adrienne Wright-Mullings

Schedule

On 11/28/2014

Evidence of Completion

Assessment Data

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

🔍 B120698

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 `4`

🔍 S132717

Strategy Rationale

Action Step 1 `5`

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

Person Responsible

Adrienne Wright-Mullings

Schedule

On 11/28/2014

Evidence of Completion

Action Step 2 5

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

Person Responsible

Adrienne Wright-Mullings

Schedule

On 11/28/2014

Evidence of Completion

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

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

On 11/28/2014

Evidence of Completion

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

Action Step 4 `5`

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

Person Responsible

Adrienne Wright-Mullings

Schedule

On 11/28/2014

Evidence of Completion

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

Action Step 5 `5`

Attend Monthly Leadership Meetings with Administrative Teams

Person Responsible

Adrienne Wright-Mullings

Schedule

On 11/21/2014

Evidence of Completion

In-Service Activities Roster, Refelections

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

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

Person Responsible

Adrienne Wright-Mullings

Schedule

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

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

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

Evidence of Completion

Assessment Data

G1.B4 Science: Limited evidence of in-depth standards-based planning in the grades K-5 `2`

🔍 B120699

G1.B4.S1 Implement Collaborative structures to routinely plan through (horizontal) same subject area, and (vertical) different grade levels, in order to address the course descriptions `4`

🔍 S132723

Strategy Rationale

Action Step 1 `5`

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

Person Responsible

Suzette Fraginals

Schedule

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

Evidence of Completion

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

Action Step 2 `5`

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

Person Responsible

Suzette Fraginals

Schedule

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

Evidence of Completion

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

Action Step 3 `5`

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

Person Responsible

Suzette Fraginals

Schedule

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

Evidence of Completion

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

Action Step 4 `5`

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

Person Responsible

Suzette Fraginals

Schedule

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

Evidence of Completion

PD Registration, Follow-Up Assignment

Action Step 5 5

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

Person Responsible

Suzette Fraginals

Schedule

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

Evidence of Completion

PD Registration, Follow Up Assignment

Action Step 6 5

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

Person Responsible

Suzette Fraginals

Schedule

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

Evidence of Completion

Student Assessment Data, Data Binders, Student Data Chat Sheets

Action Step 7 5

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

Person Responsible

Suzette Fraginals

Schedule

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

Evidence of Completion

Walkthrough Notes

Plan to Monitor Fidelity of Implementation of G1.B4.S1 `6`

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

Person Responsible

Adrienne Wright-Mullings

Schedule

On 11/28/2014

Evidence of Completion

Lesson Plans, Student generated work, activities and learning targets

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 `7`

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

Person Responsible

Adrienne Wright-Mullings

Schedule

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

Evidence of Completion

Assessment Data

G4. Parental Involvement 1

G048314

G4.B1 Reading: Effective Common Planning 2

B120456

G4.B1.S1 ELL - Effective Planning and Instructional Delivery 4

S132338

Strategy Rationale

Action Step 1 5

Provide professional development to establish an effective instructional framework utilizing the gradual release responsibility model to plan for and deliver standard based instruction. To include differentiated instruction, rigorous, purposeful, and engaging instructional activities.

Person Responsible

Adrienne Wright-Mullings

Schedule

On 11/26/2014

Evidence of Completion

Professional Development Deliverables, Sign-In sheets, Agendas

Action Step 2 5

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G4.B1.S1 `6`

Administrators will conduct weekly classroom walk-throughs

Person Responsible

Adrienne Wright-Mullings

Schedule

On 11/26/2014

Evidence of Completion

Classroom Checklist / Lesson Plans

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 `7`

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

Person Responsible

Adrienne Wright-Mullings

Schedule

On 11/26/2014

Evidence of Completion

Assessment

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.B1.S1.A1	Provide professional development to establish an effective instructional framework utilizing the gradual release responsibility model to plan for and deliver standard based instruction. To include differentiated instruction, rigorous, purposeful, and engaging instructional activities.	Wright-Mullings, Adrienne	9/18/2014	Professional Development Deliverables, Sign-In sheets, Agendas	11/26/2014 one-time
G1.B1.S1.A1	Provide weekly in depth planning sessions to unpack reading standards and utilizing the K-2 Florida Standards and the item Specifications for grades 3-5 in order to develop effective instructional strategies inclusive of technology (i.e MyOn, iReady, MobyMax) that scaffold instruction to attain the end goal or responding to "Open Response" question(s)	Lazcano, Isabel	9/18/2014		11/26/2014 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.A1	Utilize the writing pacing guides to plan and implement text based academic writing in grades K-5 inclusive of technology and resources (i.e. iReady, Reading Wonder Works Writers Workspace, etc.)	Fraginals, Suzette	9/18/2014		11/28/2014 one-time
G1.B3.S1.A1	Support teachers with desegregation of data from chapter tests, benchmark assessments and District Fall Interim Assessment. Discuss results in order to adjust instruction, targeting students that fall in the lowest percentile	Wright-Mullings, Adrienne	9/18/2014		11/28/2014 one-time
G1.B4.S1.A1	Provide professional development on effective collaborative planning for the use of the Gradual Release Model using pacing guides, Instructional resources, hands on activities, higher order questioning and interactive science notebook for (K-5) teachers	Fraginals, Suzette	9/18/2014	Lesson plans, instructional activities that include technology, student interactive notebooks, student generated work	11/28/2014 monthly
G4.B1.S1.A2	[no content entered]			one-time	
G1.B1.S1.A2	Plan for, deliver and monitor data driven differentiated instruction to guide small group with a focus on the alignment of resources and follow-up activities for grades K-5	Lazcano, Isabel	9/18/2014		11/28/2014 one-time
G1.B2.S1.A2	Using the coaching cycle to develop lessons that incorporate the writing process and genre writing for teachers in grades K-5 in order to facilitate instructions in academic writing	Fraginals, Suzette	9/18/2014	Coach Logs, lesson plans and student artifacts	11/28/2014 one-time
G1.B3.S1.A2	Provide weekly job-embedded professional development during collaborative grade level (K-5) common planning time to unpack the Mathematics Florida Standards (MAFS) utilizing the item specifications for grades (3-5) in order to increase rigor and higher order questioning while addressing various needs of students, use the mathematics problem solving process, and include technology enhanced resources (e.g. iReady, Think Central Intervention Resources) for reinforcement of concepts learned	Wright-Mullings, Adrienne	9/18/2014	Go Math TE, Item Specs (3-5), pacing guides, agendas, lesson plan documents, classroom / student data, DI group forms, Promethium Boards, activities from technology resources	11/28/2014 one-time
G1.B4.S1.A2	Plan collaboratively using the use of the Gradual Release Model and District Pacing Guides to implement a routine of inquiry based, hands on activities, that make real-world connections and allow students to develop higher order thinking	Fraginals, Suzette	9/18/2014	Lesson Plans, Instructional Activities that include Technology, Student Interactive Notebooks, Student generated work and activities	11/28/2014 monthly
G1.B1.S1.A3	Conduct weekly elements of the coaching cycle with identified teachers in grades K-2 and 3-5 to ensure effective use and deliver of standard based lessons during whole group and small group differentiated instruction	Lazcano, Isabel	9/18/2014		11/28/2014 one-time
G1.B2.S1.A3	Incorporate the three lanes of writing; writing process, genre writing and analytical writing including corrective feedback	Fraginals, Suzette	9/18/2014	Lesson plans, Interactive writing notebook, student artifacts	11/28/2014 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
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	Wright-Mullings, Adrienne	9/18/2014	Walkthrough Checklist, lesson Plan, Student generated work and activities, student work folders	11/28/2014 one-time
G1.B4.S1.A3	Implement and monitor the use of core and supplemental technology resources such as instructional resources at science.dadeschools.net, Discovery Education, NBC Learn and Gizmos	Fraginals, Suzette	9/18/2014	Lesson plans, instructional activities that include technology, student interactive notebooks, student generated work, walkthrough notes	11/28/2014 monthly
G1.B1.S1.A4	Utilize data, plan for, deliver and monitor intervention/enrichment through the use of the Wonder Works program to ensure student receives targeted instruction. In addition, assist teachers in analyzing ongoing progress monitoring data to regroup students every six weeks (Kinder every 3 weeks)	Lazcano, Isabel	9/18/2014		11/28/2014 one-time
G1.B2.S1.A4	Conduct weekly walk through to monitor the implementation of the action step that supports the strategy	Wright-Mullings, Adrienne	9/18/2014		11/28/2014 one-time
G1.B3.S1.A4	Utilize, on a bi-weekly schedule, the coaching assistance to model the effective infusion of rigor and higher order questioning strategies during instructional delivery while addressing various needs of students, for selected teachers	Wright-Mullings, Adrienne	9/18/2014	Coach Logs, Lesson Plans, student generated work, folders, activities, classroom data DI group forms	11/28/2014 one-time
G1.B4.S1.A4	Attend monthly administrative professional development sessions for science content and strategies. Present these resources and strategies to K-5 Science teachers	Fraginals, Suzette	9/18/2014	PD Registration, Follow-Up Assignment	11/28/2014 monthly
G1.B1.S1.A5	Conduct weekly walk through to ensure the effective use and delivery of standard base lessons and small group targeted differentiated instruction	Wright-Mullings, Adrienne	9/18/2014		11/28/2014 one-time
G1.B3.S1.A5	Attend Monthly Leadership Meetings with Administrative Teams	Wright-Mullings, Adrienne	9/18/2014	In-Service Activities Roster, Refelections	11/21/2014 one-time
G1.B4.S1.A5	Attend content and pacing professional development for K-5 teachers on the Professional Development Work Day, November 4, 2014 and on October 24, 2014 for grade 5 teachers only. Share best practices with grade-level teachers	Fraginals, Suzette	9/18/2014	PD Registration, Follow Up Assignment	11/28/2014 monthly
G1.B4.S1.A6	Desegregate and analyze student data both formal and informal (observations, probes, teacher-made, Interim Quarterly Science Benchmark Assessments, to drive planning and instruction including data chats between administration, teachers and students	Fraginals, Suzette	9/18/2014	Student Assessment Data, Data Binders, Student Data Chat Sheets	11/28/2014 monthly
G1.B4.S1.A7	Conduct weekly routine walkthroughs to monitor and insure implementation of effective instruction using the 5 E's/ Gradual Release Model aligned with the Pacing Guide and NGSSS (hands on inquiry, instructional technology, Use of Interactive journal with corrective feedback	Fraginals, Suzette	9/18/2014	Walkthrough Notes	11/28/2014 weekly
G1.MA1	District Interim/Quarterly Assessments	Fraginals, Suzette	9/18/2014	Student Assessment Data	11/28/2014 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA1	Conduct data chats to analyze student performance and will determine effectiveness of classroom instruction	Wright-Mullings, Adrienne	9/18/2014	Assessment data results	11/28/2014 one-time
G1.B1.S1.MA1	Administrator will conduct classroom walk-throughs, review lesson plans and student work folders to ensure that the strategy is being implemented with fidelity	Wright-Mullings, Adrienne	9/18/2014	Lesson plans, student work samples, work folders and learning targets	11/28/2014 one-time
G1.B2.S1.MA1	Conduct data chats to analyze student performance that will determine effectiveness of classroom instruction	Wright-Mullings, Adrienne	9/18/2014	Assessment Data	11/28/2014 one-time
G1.B2.S1.MA1	Administrators will conduct classroom walk-through, review lesson plans and student work folders to ensure that the strategy is being implemented with fidelity	Wright-Mullings, Adrienne	9/18/2014	Lesson Plans, student work samples, work folders and learning targets	11/28/2014 one-time
G1.B3.S1.MA1	Conduct data chats to analyze student performance which will determine effectiveness of classroom instruction	Wright-Mullings, Adrienne	9/18/2014	Assessment Data	11/28/2014 weekly
G1.B3.S1.MA1	Administrators will conduct classroom walkthroughs, review lesson plans and student generated work and activity folders to ensure that the strategy is being implemented with fidelity	Wright-Mullings, Adrienne	9/18/2014	Lesson Plans, Student Generated Work and Learning Targets	11/28/2014 monthly
G1.B4.S1.MA1	Conduct data chats to analyze student performance which will determine the effectiveness of classroom instruction	Wright-Mullings, Adrienne	9/18/2014	Assessment Data	11/28/2014 monthly
G1.B4.S1.MA1	Administrators will conduct classroom walk-throughs, review lesson plans and student work folders to ensure that the strategy is being implemented with fidelity	Wright-Mullings, Adrienne	9/18/2014	Lesson Plans, Student generated work, activities and learning targets	11/28/2014 one-time
G4.MA1	Analyze Interims/Quarterly Assessments	Wright-Mullings, Adrienne	9/18/2014	Assessment Results	11/26/2014 one-time
G4.B1.S1.MA1	To Conduct data chats to analyze student data which will determine the effectiveness of instruction	Wright-Mullings, Adrienne	9/18/2014	Assessment	11/26/2014 one-time
G4.B1.S1.MA1	Administrators will conduct weekly classroom walk-throughs	Wright-Mullings, Adrienne	9/18/2014	Classroom Checklist / Lesson Plans	11/26/2014 one-time

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportuntities

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

G1. To increase Student Achievement by improving core instruction in all content areas

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

G1.B1.S1 Plan for and deliver instruction that is based on standards and/or specific course benchmarks. Students will experience and master course content and skills as a result of rigorous, purposeful, and engaging instructional activities. Stakeholders will use student data to ascertain strengths and weaknesses to identify clear and accessible future instructional paths

PD Opportunity 1

Provide weekly in depth planning sessions to unpack reading standards and utilizing the K-2 Florida Standards and the item Specifications for grades 3-5 in order to develop effective instructional strategies inclusive of technology (i.e MyOn, iReady, MobyMax) that scaffold instruction to attain the end goal or responding to "Open Response" question(s)

Facilitator

Elke Del SOl

Participants

Teachers

Schedule

On 11/26/2014

G1.B2 Writing: Limited evidence in the rigor and consistency of deep planning aligned to Florida Language Arts Standards across all grade-levels

G1.B2.S1 Implement academic writing as a part of instructional framework to support students in the production of coherent writing about text through the use of the writing process, by explicitly teaching various modalities and genres of writing, Students will be able to analyze, interpret, compare and evaluate text using clear and relevant evidence and incorporate problem solving into writing

PD Opportunity 1

Utilize the writing pacing guides to plan and implement text based academic writing in grades K-5 inclusive of technology and resources (i.e. iReady, Reading Wonder Works Writers Workspace, etc.)

Facilitator

Elke Del Sol

Participants

Teachers

Schedule

On 11/28/2014

G1.B3 Mathematics: 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

PD Opportunity 1

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

Facilitator

Elke Del SOl

Participants

Teachers

Schedule

On 11/28/2014

G1.B4 Science: Limited evidence of in-depth standards-based planning in the grades K-5

G1.B4.S1 Implement Collaborative structures to routinely plan through (horizontal) same subject area, and (vertical) different grade levels, in order to address the course descriptions

PD Opportunity 1

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

Facilitator

Elke Del Sol

Participants

Teachers

Schedule

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

G4. Parental Involvement

G4.B1 Reading: Effective Common Planning

G4.B1.S1 ELL - Effective Planning and Instructional Delivery

PD Opportunity 1

Provide professional development to establish an effective instructional framework utilizing the gradual release responsibility model to plan for and deliver standard based instruction. To include differentiated instruction, rigorous, purposeful, and engaging instructional activities.

Facilitator

Elke Del Sol

Participants

Faculty

Schedule

On 11/26/2014

Technical Assistance Items

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

Budget Rollup

Summary	
Description	**Total**
Grand Total	**0**