SCHOOL IMPROVEMENT PLAN
2005-2006

School Name:　　　*1241 - Cutler Ridge Elementary School*

FeederPattern:　　*Miami Southridge Senior*

Region:　　　　　*Regional Center VI*

District:　　　　　*13 - Miami-Dade*

Principal:　　　　*Adrienne Wright*

Superintendent:　　*Rudolph F. Crew, Ed.D.*

Miami-Dade County Public Schools
giving our students the world

SCHOOL IMPROVEMENT PLAN
EXECUTIVE SUMMARY

Cutler Ridge Elementary School

Cutler Ridge Elementary School serves some 1,015 multiethnic students, pre-kindergarten through fifth grade at the main campus and kindergarten through fifth at the Assurant Satellite Learning Center. While the total demographics indicate a fifteen percent mobility rate, an increasing free/reduced meal program (48.7%), an increasing Exceptional Student Education (ESE)population of which pertains to Gifted, and a relatively stable Limited English Proficient population, each campus is unique.

Given instruction using the Sunshine State Standards, students in grades three through five will improve their reading skills as evidenced by 85 percent scoring on or above grade level on the 2006 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, students in grades three through five will improve their mathematics skills as evidenced by 82% scoring on or above grade level on the 2006 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by 91 percent of the students scoring a 3.5 or above as documented on the 2006 FCAT Writing Test.

Given instruction using the Sunshine State Standards, students in grade five will maintain or exceed their science skills as evidenced by maintaining or exceeding our schools' mean scale score of 311 as documented by the 2006 FCAT Science Test.

Given school-wide focus on outreach and parental involvement, 83% of parents will participate in school-sponsored activities during the school year as evidenced by 2005-2006 attendance sign-in logs.

Given school-wide focus on district discipline and safety procedures, the number of student injury/accident reports will decrease by 3 percent in the 2005-2006 school year.

Given a school-wide focus on the use of technology, 70 percent of students in grades one through five will score seventy percent or higher on the administration of the 2005 school-site developed technology post test. In addition, 75 percent of students in grades three through five will complete the FCAT Explorer program before the end of the 2005-2006 school year.

Given instruction using the Sunshine State Standards, students in grades 4 and 5 will improve their overall health and fitness as evidenced by 62% of students receiving an award indicating that minimum health-related standards were met as documented on the 2006 FITNESSGRAM.

Students in grades two through five will participate in the art program and create a minimum of two pieces of art which will reflect, support and correlate to school-wide activities as evidenced by teacher art log in the 2005-2006 school year.

Cutler Ridge Elementary School improve its ranking on the State of Florida ROI index publication from the 89 percentile in 2003 to the 92 percentile on the next publication of the index.

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Cutler Ridge Elementary and Assurant Satellite Center face many challenges that restrict the ability to increase learning standards. Through self-assessment the two most critical area that need to be improved as indicated on the Organizational Performance Survey is District Strategic Planning Alignment and Faculty and Staff engagement. Efforts will be made to utilize the Continuous Improvement Model to create more awareness and understanding for the faculty and staff of how data and related information formulate the alignment to the School Improvement goals and objectives and the District's Strategic Plan.

MIAMI-DADE COUNTY PUBLIC SCHOOLS

VISION

We are committed to provide educational excellence for all.

MISSION

We provide the highest quality education so that all of our students are empowered to lead productive and fulfilling lives as lifelong learners and responsible citizens.

CORE VALUES

Excellence

We pursue the highest standards in academic achievement and organizational performance.

Integrity

We build positive relationships through honesty, respect and compassion, which enhance the self-esteem, safety, and well-being of our students, families and staff.

Equity

We foster an environment that serves all students and aspires to eliminate the achievement gap.

Citizenship

We honor the diversity of our community by working as a team to ensure the educational success of all of our students and recognize that our obligations go beyond our professional responsibilities to promote democratic principles.

Cutler Ridge Elementary School

VISION

Cutler Ridge Elementary School and Assurant Satellite Learning Center benefit the community through: the exploration and understanidng of multiethnic heritage; the provision of the best possible educational experiences for our students and families and the experiences and abilities to make healthy, lifelong decisions for our school family.

MISSION

In order for the students to function more effectively in an increasingly interdependent world, the Cutler Ridge Elementary School and Assurant Satellite Learning Center family accepts the responsibility to provide a safe and quality educational environment. Each child's potential will be maximized to make logical, thoughtful, and healthy lifelong decisions in today's technological, information-based society.

CORE VALUES

The Core Values at Cutler Ridge Elementary are Excellence, Integrity, Equity and Citizenship.

School Demographics

Cutler Ridge Elementary/Assurant Satellite Center is located at 20210 Coral Sea Road, in Miami, Florida. The forty-nine year-old campus is built on 11.88 acres in incorporated Miami-Dade County. The school has acquired internet and intranet access to ninety-five percent of the classrooms, with an average of three computers in each classroom. In addition, there are three stand-alone computer labs and three ICarts(laptops) accessible to grades K-5.

Cutler Ridge Elementary serves 1015 students in pre-kindergarten through fifth grade which represents: 1.18 percent Asian, 19.8 percent African American; 47.88 percent Hispanic; .20 percent Indian; 3.55 percent multi-ethnic; 27.30 percent Caucasian; 48.7 percent free/reduced meal program; 17 percent mobility rate; 15.6 percent Limited English Proficient (LEP) population.

Two miles away, students of the Assurant Group's employees attend the Satellite Learning Center. The satellite serves 227 students of middle socioeconomic status, who are not necessarily residents of Cutler Ridge. The main campus serves 788 students of low-to-middle socio-economic parents who generally have lived in the area for several generations. The class size and free/reduced meal figures on the main campus are significantly higher than the numbers at the Satellite. While there are separate assistant principals and PTA groups, one principal oversees both sites. Both groups meet regularly in grade level, faculty, and other committee meetings. Furthermore, the Educational Excellence School Advisory Council(EESAC) is comprised of representatives from both campuses. Although the campuses vary in many ways, every effort is made to maintain close ties between the two sites.

Cutler Ridge Elementary School employs a total of eighty-nine full-time and ninety part-time/itinerant faculty and staff members(inclusive of two afterschool programs): three administrators, sixty-six regular classroom teachers, one media specialist, two media clerks, five Special education teachers, one ESOL teacher, two counselors, nine full-time and two part-time special area teachers, one computer specialist, one itinerant speech pathologist, two part-time teachers, two full-time paraprofessionals, fifteen part-time paraprofessionals, seven secretaries/clerks, six custodials, one itinerant zone mechanic, five part-time security monitors, one cafeteria manager, seven food service workers, three cafeteria monitors, two after school care managers and forty-six afterschool care workers. The ethnicity of the full-time faculty and staff is white non-hispanic, thirty-six percent; black non-hispanic, thirty-two percent; hispanic, thirty-two percent; white, forty-one percent; part-time faculty and staff is comprised of white, twenty-five percent, black, twenty-seven percent; hispanic, forty-six percent and asian, two percent.

Cutler Ridge Elementary provides to 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 and part-time gifted program. Students attend with real-life experiences. In additon, with the implementation of an inclusion program, the school has maintained a steady increase in the percentage of ESE students who spend their school day in the general education classroom. Educational workshops and materials are offered to parents as a tool to enhance the students' learning outcomes. It is an environment which strives for academic excellence and has a great deal of parental involvement and support.

School Foundation

Leadership:

Findings of the Organizational Performance Self Assessment Survey indicate that on a scale of one to five, 4.0 of the faculty and staff agree that the leadership team frequently sets directions for the school, shares the mission and vision of the school, creates a positive working environment, and involves its employees in the day to day operation of the school.

District Strategic Planning Alignment:

Findings of the Organizational Performance Self Assessment Survey indicate that on a scale of one to five, 3.8 of the faculty and staff agree that the goals and objectives of the school and the involvement of its employees in the development of said goals is less than frequent.

Stakeholder Engagement:

Findings of the Organizational Performance Self Assessment Survey indicate that on a scale of one to five, 4.1 of the faculty and staff agree that the level of satisfaction of its customers is more than frequent.

Faculty & Staff:

Findings of the Organizational Performance Self Assessment Survey indicate that on a scale of one to five, 4.0 of the faculty and staff agree that the existence and impact of a team approach to the overall function of the school is frequent.

Data/Information/Knowledge Management:

Findings of the Organizational Performance Self Assessment Survey indicate that on a scale of one to five, 4.1 of the faculty and staff agree that the knowledge and ability to utilize data or monitor the progress of its employees and school functions is more than frequently.

Education Design:

Findings of the Organizational Performance Self Assessment Survey indicate that on a scale of one to five, 4.3 of the faculty and staff agree that the processes that drive the function of the school are:
Extended Learning Opportunities: Academic Excellence Program, Full time and part-time gifted program, enrichment activities for all academic areas, contest for all academic areas as well as special areas.
School-wide Improvement Model: Implementation of during and after school tutoring program for reading and mathematics, implementation of Voyager program, Professional Learning Communities, Parent workshops, Parent Resource Center, Continuous Improvement Model, and Mentoring program for retained third graders.

Performance Results:

Findings of the Organizational Performance Self Assessment Survey indicate that on a scale of one to five, 4.0 of the

facutly and staff agree that this process has been impacted due to the following additional areas: student attendance, student referrals, student/parental support, and parenting skills.

GOAL 1: READING

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
X	X	X	X	X	X

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
X	X	X	☐	☐

GOAL 1 STATEMENT:

All students in grades three to five will be able to function on or above grade level in reading.

Needs Assessment

Results of the 2005 FCAT Reading Test indicate that 82 percent of students in grades three through five did score on or above grade level. Specifically, the data indicates that students in grade three responded to the Reference and Research Benchmark items with 60 percent accuracy a decrease of 15 percentage points, students in grade four responded to the Reference and Research Benchmark items with 50 percent accuracy a decrease of 15 percentage points from the 2004 FCAT Reading administration.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades three through five will improve their reading skills as evidenced by 85 percent scoring on or above grade level on the 2006 administration of the FCAT Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Identify and enroll targeted students in third through fifth grades who scored Level 1 and 2 on the reading portion of the spring 2005 FCAT Reading Test in intensive reading courses. This will be done through pull-out tutoring and after school tutoring conducted by hourly teachers. Utilizing the Voyager Program to drive the tutoring session.	Principal, Assistant Principal, and Reading Coach	8/15/05	5/24/06
Provide parent reading workshops in English and Spanish to foster their understanding of the various district initiatives and how they can assist their child with accomplishing academic requirements.	Principal, Assistant Principal and Reading Coach	10/25/05	5/24/06
Develop Academic Improvement Plans to identify areas of improvement needed within reading in grades K through five.	Principal, Assistant Principal and Reading Coach	8/15/2005	5/24/2006
Implement and monitor the components of the Comprehensive Reading Plan (CRP) in grades K through five.	Principal, Assistant Principal and Reading Coach	8/15/05	5/24/06
Enhance reading instruction and technology through the use of computer software in grades K through five (i.e. Reader Rabbit, Accelerated Reader, FCAT Explorer, and Riverdeep).	Principal, Assistant Principal and Reading Coach	8/15/05	5/24/06
Provide activities for students in grades K through five with the opportunity to apply their Reading skills to real life situations.	Principal, Assistant Principal and Reading Coach	8/15/05	5/24/05
Utilize the Continuous Improvement Model to conduct on-going analysis of data in grades K through five, which involves teachers using data-driven decision-making to identify student strengths and weaknesses.	Principal, Assistant Principal, Reading Coach	8/15/05	5/24/05

Research-Based Programs

1. Core reading program is Houghton Mifflin which drives reading instruction in grades K-5

2. Riverdeep Reading Program; Voyager for Tier 3 Students; Soar to Success

3. Early Success; Building Early Language and Literacy Program (BELL)

4. Phonological and Early Literacy Inventory (PELI) - Pre-Kindergarten

5. Project Right Beginnings - Kindergarten;

6. Becoming Effective Active Readers (BEAR) Reading Program for first grade;

7. Opening Worlds of Literacy (OWL) Reading Program for second grade

8. Developing Readers and Writers (DRAW) Reading Program for third grade

9. Creating Independence through Student owned Strategies (CRISS) a district program integrating all core subject based on state standards

10. Comprehensive Research-Based Reading Program for K-12

Professional Development

1. Becoming Effective Active Readers (BEAR) Reading Program for first grade (Schedule determined by the District and Region)

2. Opening Worlds of Literacy (OWL) Reading Program for second grade (Schedule determined by the District and Region)

3. Developing Readers and Writers (DRAW) Reading Program for third grade (Schedule determined by the District and Region)

4. Creating Independence through Student owned Strategies (CRISS) a district program integrating all core subject based on state standards (Schedule determined by the District and Region)

5. Core Reading Plan i.e. Guided Reading; Soar to Success (Schedule determined by the District and Region)

6. Early Success (Schedule determined by the District and Region)

7. Continuous Improvement Model Training

8. Dynamic Indicators of Basic Early Literacy Skills (DIBELS) training; Grade Three reading portfolio training.

Evaluation

Results of the 2006 FCAT Reading Test for grades three through five.

Results of quarterly assessments administered to monitor student progress.

GOAL 2: MATHEMATICS

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
X	X	X	X	X	X

Miami-Dade County Public Schools
District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
X	X	X	☐	☐

GOAL 2 STATEMENT:

All students in grades three through five will be able to function on or above grade level in mathematics.

Needs Assessment

Results of the 2005 FCAT Mathematics Test indicate that 79 percent of students in grades three through five did score on or above grade level. Specifically, the data indicates that students in grade three responded to the Geometry Benchmark items with 57 percent accuracy a decrease of 14 percentage points, students in grade four responded to the Data Analysis and Probability Benchmark items with 57 percent accuracy a decrease of 14 percentage points, and students in grade five responded to the Number Sense Benchmark items with 54 percent accuracy a decrease of 8 percentage points from the 2004 FCAT Mathematics administration.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades three through five will improve their mathematics skills as evidenced by 82% scoring on or above grade level on the 2006 administration of the FCAT Mathematics Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide mathematic resources to parents via Math and Science Parent Night and Parent Resource Center.	Assistant Principal Counselor	9/14/2005	5/24/2006
Broadcast mathematics vocabulary school-wide over closed circuit TV during morning announcements.	Assistant Principal Counselor	10/11/2005	5/15/2006
Identify and provide additional services for Level 1 and 2 students in grades four and five.	Principal Assistant Principal Teachers	9/14/2005	5/5/2006
Administer school-site developed Mathematics Pre/Post Test to grades one through five.	Assistant Principal Teachers	8/24/2005	5/10/2006
Improve and monitor mathematics within the Comprehensive Mathematics and Science Plan:Bridges to Career in grades K through five.	Principal Assistant Principal Grade Level Chair Teachers	8/9/2005	5/24/2006
Develop Academic Improvement Plans to identify areas of improvement needed within mathematics in grades K through five.	Assistant Principal Teachers	9/28/2005	5/24/2006
Students in grades one through five will utilize the computer lab and identified web- sites to enhance mathematics instruction through technology.	Assistant Principal Math and Science Professional Learning Committee	10/17/2005	5/15/2006
Utilize the Continuous Improvement Model to conduct on-going analysis of data in grades K through five, which involves teachers using data-driven decision-making to identify student strengths and weaknesses.	Principal Assistant Principal Teachers	8/8/2005	8/22/2005
Administer school-wide weekly mathematics timed tests in grades one through five.	Assistant Principal Teachers	9/14/2005	5/5/2006

Research-Based Programs

1. Core mathematics program

2. State adopted mathematics Harcourt Series drives the
   mathematics school-wide instruction

3. RiverDeep mathematics program

Professional Development

1. "Building Bridges" Mathematics and Science Comprehensive
   Program, a district prescriptive mathematics program for all
   grades

2. SMILE, a district mathematics/science program, based on state
   standards (schedule determined by District and Region)

3. Technology Integration (October 2005); Continuous Improvement Model training.

Evaluation

Results of the 2006 FCAT Mathematics Test for grades three through five.

Results of quarterly assessments administered to monitor student progress.

GOAL 3: WRITING

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
☐	☒	☒	☒	☒	☒

Miami-Dade County Public Schools
District Strategic Plan

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☒	☒	☒	☐	☐

GOAL 3 STATEMENT:

All students will be able to incorporate elements of writing such as focus, organization, support, and conventions.

Needs Assessment

Results of the 2005 FCAT Writing combined indicate that 90 percent of the students scored a 3.5 or higher. Specific efforts will be made to increase the percentage of students who meet high the state standards.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by 91 percent of the students scoring a 3.5 or above as documented on the 2006 FCAT Writing Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Utilize Florida Writing Assessment tool to direct instruction in grades one through five.	Principal Assistant Principal Reading Coach Teacher	8/8/2005	5/24/05
Conduct monthly writing prompts to monitor student progress in grades one through five.	Assistant Principal Reading Coach Teacher	8/8/05	5/24/06
Recognize students in grades K through five for their exceptional writing.	Principal Assistant Principal Media Specialist Teachers	8/8/05	5/24/06
Provide opportunities in class for peer evaluation in grades one through five.	Teacher Students	8/8/05	5/24/06
Utilize writing conventions to express ideas in daily journal entries in grades one through five.	Teacher Students	8/8/05	5/24/06

Research-Based Programs

1. Write Time for Kids- reading and writing program

2. Core Reading Program- Houghton Mifflin- Grammar/Writing

Professional Development

1. The Zelda Glazer Writing Institute Summer 2006

2. FCAT Writing Workshop

Evaluation

Results of 2006 FCAT Writing+ Test.

Results of the monthly writing prompts administered to monitor student progress.

GOAL 4: SCIENCE

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
X	X	X	☐	X	☐

Miami-Dade County Public Schools
District Strategic Plan

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X	X	X	☐	☐

GOAL 4 STATEMENT:

All students in grade five will increase their scientific knowledge.

Needs Assessment

Results of the 2005 FCAT Science Test indicate that students in grade five scored a mean scale score of 311. Analyzing the content clusters data, we find that students in grade five earned eight points in the Life and Environmental Content Cluster, one point under the scores of the 2004 administration.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade five will maintain or exceed their science skills as evidenced by maintaining or exceeding our schools' mean scale score of 311 as documented by the 2006 FCAT Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Utilize science logs to record science experiments to include hands on experiences in the classroom as well as the science lab.	Assistant Principal Teachers	8/8/2005	5/15/2006
Coordinate and plan a school-wide annual Science Fair.	Assistant Principal Teachers	10/17/2005	5/8/2006
Coordinate and schedule Family Science Night in order to provide parents with science related information, resources and hands on activities.	Assistant Principal Science Fair Chairperson Teachers	10/17/2005	4/24/2006
Administer school-site developed pre/post science test in grades one through five.	Assistant Principal Teachers	8/15/2005	5/8/2006
Students in grades one through five will utilize the computer lab and identified web-sites to enhance science instruction through technology.	Assistant Principal Math and Science Professional Learning Committees Teachers	10/17/2005	5/8/2006
Utilize the Continuous Improvement Model to conduct on-going analysis of data in grades K through five, which involves teachers using data-driven decision-making to identify student strengths and weaknesses.	Principal Assistant Principal Teachers	8/8/2005	5/24/2006
Utilize Science FOSS Kits to support instruction and hands on experiences in grades one through five.	Teachers	8/8/2005	5/15/2006

Research-Based Programs

1. State adopted science McGraw Hill Series

Professional Development

1. "Building Bridges" Mathematics and Science Comprehensive
   Program, a district prescriptive program, based on a state
   standard

2. Technology Integration (October 2005); SMILE, a district
   mathematics/science program, based on state standards schedule
   determined by District and Region

3. Continuous Improvement Model training.

Evaluation

Results of the 2006 FCAT Science Test.

Results of quarterly assessments administered to monitor student progress.

GOAL 5: PARENTAL INVOLVEMENT

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f, F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
☒	☒	☐	☒	☐	☐

Miami-Dade County Public Schools

District Strategic Plan

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☒	☒	☒	☒	☒

GOAL 5 STATEMENT:

Increase school-wide parental involvement.

Needs Assessment

Data on the 2004-2005 parent sign-in logs, indicate that 80% of parents participated in school-sponsored activities. In addition, we find a need for higher parental involvement specifically in grades four and five at events throughout the school year i.e. Open Houses, Bi-annual Volunteer Orientation Sessions, Honor Roll Assemblies, Grandparents' Day, Father's Day.

Measurable Objective

Given school-wide focus on outreach and parental involvement, 83% of parents will participate in school-sponsored activities during the school year as evidenced by 2005-2006 attendance sign-in logs.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Schedule and attend monthly Educational Excellence School Advisory Council (EESAC) meetings, PTA Board and General Meetings, to provide updates to parent representatives about school improvement efforts.	EESAC Chairperson	8/8/2005	5/24/2005
Develop database to log in parental participation at workshops and other school events and updating on a regular basis.	Administrators Counselors	8/8/2005	5/24/2006
Collect and review questionnaires(parent surveys) and sign-in logs for all parental involvement activities to determine participation.	Administrators Staff	8/8/2005	5/24/2006
Utilize student services team and outside agencies, to make personal contacts, and coordinate parentals workshops to increase parental involvement.	Administrators Counselors	8/8/2005	5/24/2006
Distribute and send to all parents informative flyers, e-mails, newsletters, annual school calendar and monthly school calendars, to promote participation and attend school related events, cultural activities, and curriculum activities throughout the year in English and Spanish.	All Staff	8/8/2005	5/24/2006

Research-Based Programs

1. Parent Assuring Student Success (PASS) Program

2. The Bilingual Parent Outreach Program (BOP)

Professional Development

1. Professional development is being provided through parent
   workshops dealing with standarized student assessments such as
   second grade SAT, third grade FCAT, grades four and five FCAT
   items. Workshops include, but are not limited to, Science Fair
   Workshop for Parents, volunteer orientation sessions, and
   others scheduled as needed.

2. Continous Improvement Model training

Evaluation

Comparison of the 2004-2005 to 2005-2006 parent sign-in logs.

GOAL 6: DISCIPLINE & SAFETY

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
☐	☒	☐	☒	☐	☒

Miami-Dade County Public Schools
District Strategic Plan

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☒	☒	☒	☒	☒

GOAL 6 STATEMENT:

The school will promote programs and practices that facilitate a safe and disciplined environment for students.

Needs Assessment

The district ITS Report revealed that there were 159 student injury/accident reports in the year 2004-2005 at Cutler Ridge Elementary (CRE) and Assurant Satellite Learning Center (ASLC). The data reveals that CRE/ASLC needs to upgrade and improve their safety procedures in order to maintain a safe learning environment.

Measurable Objective

Given school-wide focus on district discipline and safety procedures, the number of student injury/accident reports will decrease by 3 percent in the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide staff with guidelines for classroom safety and emergency procedures.	Administrators	8/8/2005	05/24/06
Provide all students and parents with a copy of the M-DCPS "Code of Student Conduct" and conduct assemblies for students and teachers.	Administrators Counselors	8/8/2005	5/24/2006
Provide student and parent conferences for early intervention to modify behaviors that place students at risk or that are disruptive to the learning environment.	Administrators	8/8/2005	05/24/2006
Identify safety committee members and implement safety plan, meet on a monthly basis, to receive input, and recommendations as needed.	Administrators	8/8/2005	5/24/2006
Participate in drills i.e. lock down drills (yellow and red), fire drills, bus drills, tornado drills and provide feedback to faculty and staff.	Staff	8/8/2005	5/24/2006
Monitor student injury/accident reports, outdoor suspensions, and attendance bulletins in grades K through five as a proactive measure in modifying behaviors that may result in injuries/accidents.	Administrators Counselors	8/8/2005	5/24/2006

Research-Based Programs

Not Applicable

Professional Development

1. Safety and emergency procedures training

2. Continous Improvement Model training

Evaluation

Number of student injury/accident reports for the 2005-2006 school year.

GOAL 7: TECHNOLOGY

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
X	X	X	X	X	X

Miami-Dade County Public Schools
District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
X	X	X	☐	☐

GOAL 7 STATEMENT:

The school will provide students with exposure and mastery of technological skills to compete in a global economy.

Needs Assessment

Results indicate that 68 percent of students in grades one through five did score seventy percent or higher on the 2004 administration of the school-site developed technology post test. In addition, results of the 2004-2005 FCAT Explorer computer program indicate that 55 percent of students in grades three through five were able to complete the program before the end of the 2004-2005 school year.

Measurable Objective

Given a school-wide focus on the use of technology, 70 percent of students in grades one through five will score seventy percent or higher on the administration of the 2005 school-site developed technology post test. In addition, 75 percent of students in grades three through five will complete the FCAT Explorer program before the end of the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Utilize Excelsior Gradebook, Microsoft E-Mail, intranet applications and Student Performance Indicators.	Administration Technology Coordinator Office Staff Media Specialist Teachers	8/8/2005	5/24/2006
Implement and modify existing technology plan to address student and school-site needs.	Principal Assistant Principal Technology Team Teachers	8/8/2005	5/24/2006
Promote school web-site information, school activities, district information, and access to instructional computer programs.	Principal Assistant Principal Technology Coordinator Teachers	8/8/2005	5/24/2006
Monitor school web- site updates and student/parent links on an on-going basis.	Principal Assistant principal Technology Coordinator	8/8/2005	5/24/2006
Utilize FCAT Explorer in grades three through five to reinforce and enhance mathematics and reading skills.	Principal Assistant Principal Teachers	10/17/2005	5/15/2006
Utilize Acceleratd Reader/STAR program to reinforce and enhance reading skills in grades K through five.	Media Specialist Counselor Teachers	9/26/2005	5/8/2006
Students in grades one through five will utilize the computer lab on a weekly basis.	Assistant Principal Media Specialist Teachers	10/17/2005	5/24/2006
Distribute information to all parents and students to ensure access to programs such as FCAT Explorer, RiverDeep,and EasyTech, for extended curriculum support at home.	Technology Coordinator Teachers Students Parents	8/8/2005	5/24/2006
Promote effective writing and use of technology through the implementation of various computer-based programs such as Microsoft Word,	Teachers	8/8/2005	5/22/2006

Kidspiration and Power Point in grades K through five.	

Research-Based Programs

1. Riverdeep

Professional Development

1. Student Performance Indicators training

2. Easy Tech Workshop; Riverdeep training

3. FCAT Explorer training

4. Continuous Improvement Model training.

Evaluation

1. Comparison of percentage of students in grades three through
   five that completed the FCAT Explorer program before the end of
   the 2005-2006 school year.

2. Comparison of the 2005-2006 school-wide results on the Pre and
   Post Technology Tests.

GOAL 8: HEALTH & PHYSICAL FITNESS

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
X	X	X	☐	☐	X

Miami-Dade County Public Schools
District Strategic Plan

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X	X	X	☐	☐

GOAL 8 STATEMENT:

The school will promote the overall health and fitness of students.

Needs Assessment

Results of the 2005 FITNESSGRAM indicate that 59 percent of students in grades 4 and 5 did meet the minimum health-related standards.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades 4 and 5 will improve their overall health and fitness as evidenced by 62% of students receiving an award indicating that minimum health-related standards were met as documented on the 2006 FITNESSGRAM.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Improve and monitor Physical Education program.	Principal Assistant Principal Grade Level Chairperson	9/7/2005	5/24/2006
Supplement the physical education program with fitness education equipment and software.	Principal Assistant Principal	10/11/2005	5/24/2006
Provide activities in the areas of cardiovascular, flexibility, and muscular strength and endurance in grades two through five.	Assistant Principal Physycal Education Teachers	8/8/2005	5/24/2006
Administer health related fitness Pre/Post Test in the areas of cardiovascular, flexibility, and muscular strength and endurance in grades four and five.	Physical Education Teachers	9/26/2005	5/1/2006
Develop action plan to meet goals and objectives in grades K through five.	Principal Assistant Principal Grade Level Chairperson Physical Education Teachers	10/3/2005	5/24/2006
Ensure appropriate amount of instructional time is dedicated to fitness related activities on a daily basis in grades K through five.	Assistant Principal Physycal Education Teacher	8/8/2005	5/24/2006
Implement Fun Fitness Day for grades two through five quarterly, in order to encourage health and fitness.	Principal Assistant Principal Physical Education Teachers Classroom Teachers	10/11/2005	5/24/2006

Research-Based Programs

Not Applicable

Professional Development

1. District provided FITNESSGRAM, health related fitness training

2. Continuous Improvement Model training.

Evaluation

Results of the 2006 FITNESSGRAM, health related fitness test.

GOAL 9: ELECTIVES & SPECIAL AREAS

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
X	X	☐	X	☐	☐

Miami-Dade County Public Schools

District Strategic Plan

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X	X	X	☐	X

GOAL 9 STATEMENT:

Students will be given the opportunity to pursue areas of interest and special talents through the art program.

Needs Assessment

Students in grades two through five will be provided the opportunity to develop an increased appreciation and understanding of the art program by creating a minimum of two pieces of art which will reflect, support and correlate to school calendar activities in the 2005-2006 school year.

Measurable Objective

Students in grades two through five will participate in the art program and create a minimum of two pieces of art which will reflect, support and correlate to school-wide activities as evidenced by teacher art log in the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Distribute information to teachers, staff, students and parents about various district-wide community sponsored contests, competitions, cultural dates and events through emails and informational flyers.	Principal Assistant Principal Grade Level Chairpersons Teachers	8/8/2005	5/24/2006
Invite parents and community to talent showcases and exhibits.	Principal Assistant Principal Teachers	8/8/2005	5/24/2006
Provide activities for students in grades K through five through the after school care program.	Principal Assistant Principal After School Care Manager selected staff members	8/8/2005	5/24/2006
Identify students in grades K through five to participate in special programs such as "Arts for Learning", Science through the Arts, and other special programs, contests, events, or exhibitions.	Administrators Special Area Teachers	8/8/2005	5/24/2006
Provide opportunities for student participation in all open competitions and/or exhibitions provided by district and community partners.	Principal Assistant Principal Counselor Grade Level Chairpersons Teachers Students	8/8/2005	5/24/2006

Research-Based Programs

1. Arts for Learning Program

2. Artsonia

Professional Development

1. Individual teacher training in selected special area courses
   offered to students such as the student services curriculum
   (LEGADO, Holocaust, African American Voices, etc)

2. Attendance at district scheduled workshops for the various
   special area courses, i.e. Arts for Learning, Science through
   the Arts.

3. Continous Improvement Model training

Evaluation

Teacher art log showing a minimum of two art work productions for students in grades two trough five in the 2005-2006 school year.

GOAL 10: RETURN ON INVESTMENT

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
X	X	X	X	X	X

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
X	X	X	X	X

GOAL 10 STATEMENT:

Cutler Ridge Elementary School rank at or above the 90th percentile statewide in the ROI index of value and cost effectiveness of its program.

Needs Assessment

The most recent data supplied from the FLDOE indicate that in 2003, Cutler Ridge Elementary School ranked at the 89 percentile on the State of Florida ROI index.

Measurable Objective

Cutler Ridge Elementary School improve its ranking on the State of Florida ROI index publication from the 89 percentile in 2003 to the 92 percentile on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Become more informed about the use of financial resources in realtion to school programs.	Principal Assistant Principal Teachers	8/8/05	5/24/06
Collaborate with the district on resource allocation.	Principals	8/8/05	5/24/05
Consider shared use of facilities, partnering with community agencies.	Principal Assistant Principals Community Representatives	8/8/05	5/24/06
Consider reconfiguation for existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal Assistant Principal Educational Excellence School Advisory Council	8/8/05	5/24/06

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

Cutler Ridge Elementary will rank at the 92 percentile on the next State of Florida ROI index publication..

EESAC Compliance

YES	NO	
☒	☐	*The majority of the Board of Directors/EESAC members are not employed by the school. The Board of Directors SAC is composed of the principal, and an appropriately balanced number of teachers, education support employees, students (for middle, junior high and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.*

Budget:

After discussing and reviewing the budget, EESAC recommended that funds be allocated to purchase software and hardware in order to maintain and enhance the existing technology program.

Training:

The EESAC recommended inservices for teachers centered around each objective and strategy stated in the School Improvement Plan. Professional Development provided by District is not accessible to our school due to the fact that we are high performing. The EESAC recommends that efforts be made to conduct in-house training sessions by utilizing the few teachers who have been previously trained and continue to seek assistance from District and Region.

Instructional Materials:

The EESAC recommended the purchase of additional materials to supplement the technology program.

Technology:

The EESAC recommended resources and provided funds to ensure the technology program is infused school-wide in the curriculum. EESAC also recommended to seek grant funding to maintain and enhance existing technology.

Staffing:

The EESAC recommended hourly paraprofessionals be assigned to assist with student achievement within the intermediate grade levels.

Student Support Services:

The EESAC recommended continued student support services through parent conferences, child study teams, individual/group counseling and the CRISIS team. In addition, the EESAC recommended continued quarterly student recognition programs, career awareness day, truck day, Red Ribbon Week, and Do The Right Thing programs.

Other Matters of Resource Allocation:

The EESAC recommended to continue supporting and assisting activities and incentives throughout the year including special area activities such as, Hispanic Heritage Awareness and African American History Month.

Benchmarking:

The EESAC recommended continual review of the School Improvement Plan process in order to document and submit the appropriate mid-year progress.

School Safety & Discipline:

The EESAC recommended to continue the Student Code of Conduct assemblies, Willy Whistle Program, DARE program, Walk Safe Program, bus safety, Red Ribbon Week and Fire Intervention program.

This School Improvement Plan has been developed cooperatively by administrators, teachers, parents, students, and business/community representatives.

The original signature page, including signatures of all persons listed below, is on file at the Region Office.

Required Signatures:

_____

Principal

_____

EESAC Chair

_____

UTD Steward

_____

EESAC Parent Representative

_____

EESAC Business/Community Representative

_____

EESAC Student Representative, as applicable

Additionally, the signature of the Region Superintendent/District Administrator certifies that this plan has been reviewed by appropriate personnel to ensure compliance with state and district rules.

_____

Region Superintendent