SCHOOL IMPROVEMENT PLAN
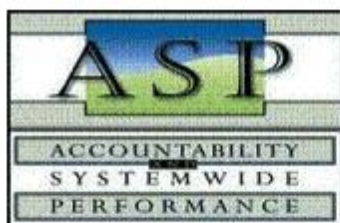## 2007 - 2008

Cutler Ridge Elementary School (1241)

Feeder Pattern - Miami Southridge Senior

Regional Center VI

District 13 - Miami-Dade

Principal - Adrienne Wright-Mullings

Superintendent - Rudolph F. Crew, Ed.D.

ASP
ACCOUNTABILITY AND SYSTEMWIDE PERFORMANCE

SCHOOL Quality IMPROVEMENT

EXECUTIVE SUMMARY

Cutler Ridge Elementary was established fifty-one years ago at 20210 Coral Sea Road, in Cutler Bay, Florida. The fifty 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. The satellite serves 227 students of middle socio-economic status, who are not necessarily residents of Cutler Ridge.

Cutler Ridge Elementary serves 906 students in pre-kindergarten through fifth grade which represents: 18.4 percent Black; 49.8 percent Hispanic: 26.8 percent White and 05.1 percent other; 40 percent free/reduced meal program; and 9 percent English Language Learners (ELL)population. There is a 16 percent mobility rate among our student population.

Cutler Ridge Elementary/Assurant Satellite Learning Center has maintained Adequate Yearly Progress and State Accountability Grade of A for the past five years. Cutler Ridge Elementary has been awarded the Bilingual tutoring grant for the 2007-2008 school year for English Language Learner (ELL) students who meet the criteria. The school benefits from community relationships with Assurant Solutions, Publix Supermarket, BJ's Wholesale, Cutler Ridge Park, Chuck E. Cheese, Pineland Presbyterian Church and a host of other organizations that provide physical as well human resources which enhance educational programs that respond to the needs of the students. These Dade Partners agree to collaborate with Cutler Ridge Elementary and Assurant Satellite Learning Center to positively impact the learning environment. Cutler Ridge Elementary and Assurant Satellite Learning Center have enjoyed being a Golden School Award recipient for achieving the volunteer goal for the past five years. The Parent Teacher Association (PTA) constantly provides the mechanism for parents to volunteer to assist with various initiatives throughout the school year and to support administrators, teachers, parents and students.

Cutler Ridge Elementary 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 fulltime 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 the general education classrooms. 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. The Leadership team consists of grade level and department chairpersons, mathematics, science and reading leaders, the media specialist, technology facilitator, guidance counselor, principal, and assistant principals and the Satellite Lead teacher. They currently assist with decision-making and communicating as they provide the leadership within the areas of their expertise. 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 96 percent average for the 2006-2007 school year.

After analyzing and evaluating pertinent data such as Florida Comprehensive Assessment Test (FCAT) Results, the School Climate Survey, the Organizational Performance Self Assessment Survey from September, 2007, the 2006-2007 Percentage Attendance Report, the 2006-2007 FITNESSGRAM Results, and the 2004-2005 School Return on Investment Index, Cutler Ridge Elementary School in conjunction with the Educational Excellence School Advisory Council, has identified the following objectives as school-wide priorities for the 2007-2008 school year:

> Given instruction using the Sunshine State Standards, 86 percent of students in grades three through five will score at a level 3 or above on the 2008 administration of the FCAT Reading Test.
>
> Given instruction using the Sunshine State Standards, the number of students meeting high standards in grades three through five will increase to 77 percent on the 2008 administration of the FCAT Mathematics test.
>
> Given instruction using the Sunshine State Standards, 89 percent of students in grade four will score a 3.5 or above as documented on the 2008 FCAT Writing+ Test.
>
> Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grade five will increase from 48 to 50 percent on the 2008 administration of the FCAT Science Test.
>
> Given school-wide focus on outreach and parental involvement, 84 percent of parents will participate in school-sponsored activities during the school year as evidenced by 2007-2008 attendance sign-in logs.
>
> Given implementation of Cutler Ridge Elementary's Attendance Action Plan, the student population will improve its attendance by one percentage point over the 96.83 percentage score of the previous year as documented by the Percentage of Attendance Report.
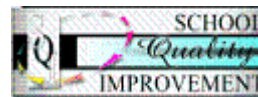>
> Given a school-wide focus on the use of technology, students in grades one through five will score 80 percent higher on the administration of the 2007-2008 school-site developed technology post-test. In addition, 78 percent of students in grades one through five will augment their usage of the FCAT Explorer, Riverdeep and Reading Plus as evidenced by a 10% percent increase in utilization during the 2008 school year as compared to the 2007 school year.
>
> Given instruction using the Sunshine State Standards, 72 percent of students in grades four and five who will receive gold and silver awards as documented on the 2008 FITNESSGRAM as compared to the 2007 FITNESSGRAM.

Given instruction using the Sunshine State Standards for elective courses, the number of students in grades kindergarten through five who enter district, regional, community-based and school-wide contests will increase from 86 to 89 percent as evident by the participation log.

Cutler Ridge Elementary will increase its ranking by 3 percentile on the next State of Florida Return On Investment (ROI) index based upon the next publication statement.

Cutler Ridge Elementary and Assurant Satellite Learning Center face many challenges that restrict the ability to increase learning standards. Through self-assessment the two most critical areas 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.

1241 - CUTLER RIDGE ELEMENTARY SCHOOL

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

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

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.

School Demograhics

Cutler Ridge Elementary/Assurant Satellite Center is located at 20210 Coral Sea Road, in Miami, Florida. The fifty year old campus was built on 11.88 acres in incorporated Miami-Dade County.

Cutler Ridge Elementary serves 906 students in pre-kindergarten through fifth grade which represents: 18.4 percent Black; 49.8 percent Hispanic: 26.8 percent White and 05.1 percent other; 40 percent free/reduced meal program; and nine percent English Language Learners (ELL)population. There is a 16 percent mobility rate among our student population.

Two miles away, students of the Assurant Group's employees attend the Satellite Learning Center. The satellite serves 227 students of middle socio-economic status, who are not necessarily residents of Cutler Ridge. The main campus serves 800 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 ninety-two full time and part time faculty and staff members (inclusive of two afterschool programs): three administrators, forty-three regular classroom teachers, one media specialist, two media clerks, five Special Education teachers, one ELL teacher, two counselors, nine full time and two itinerant special area teachers, one computer specialist, itinerant speech pathologist, two full-time paraprofessionals, eight part-time paraprofessionals, seven secretaries/clerks, six custodians, one itinerant zone mechanic, three part-time security monitors, one cafeteria manager, one satellite assistant manager, seven food service workers, one cafeteria monitor, two after school care managers and twenty-five afterschool care workers. The ethnicity of the full-time faculty and staff is: white non-Hispanic, thirty-five percent; black non-Hispanic, twenty-nine percent; Hispanic, thirty-five percent. Part-time faculty and staff is comprised of white non-Hispanic, 33 percent, black non-Hispanic, 28 percent; Hispanic, thirty-seven percent and Asian, one percent.

Cutler Ridge Elementary 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 and part-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 the general education classrooms. 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 agreed 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 these 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 agreed 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 agreed 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 agreed 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, contests 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 faculty and staff agreed that this process has been impacted due to the following additional areas: student attendance, student referrals, student/parental support, and parenting skills.

Schools Graded 'C' or Below

Professional Development:

Disaggregated Data :

Informal and Formal Assessments:

Alternative Instructional Delivery Methods :

Schools Offering Primarily Grades 6 through 12

Secondary School Redesign (new State requirement, Sec. 1003.413, F.S.) :

Reading Goal

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

Florida Education Priorities

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

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.
☑	☑	☑	☑	☐

Reading Statement

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

Needs Assessment

Results of the 2007 FCAT Reading Test indicate that 82 percent of students in grades three through five scored a Level 3 or above which was one percentage point less than the 2006 FCAT Reading Test administration. Specifically, the data indicates that students in grade three responded with 50 percent accuracy in the Reference Benchmark, 65 percent accuracy in the Main Idea Benchmark and 67 percent Words/Phrases Benchmark which is a decrease. Additionally the data indicates that students in grade five responded to the Main Idea Benchmark with 61 percent accuracy which is a decrease.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
☑	☐	☐	☐	☐	☐	☐	☐	☐

Miami-Dade County Public Schools

Measurable Objective

Given instruction using the Sunshine State Standards, 86 percent of students in grades three through five will score at a level 3 or above on the 2008 administration of the FCAT Reading Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide activities for students in grades kindergarten through five with the opportunity to apply their Reading skills to real life situations.	Principal, Assistant Principals and Teachers	08/11/06	05/25/07	District-wide Literacy Plan	0
Implement and monitor the components of the Comprehensive Research-Based Reading Plan (CRRP) with emphasis on Main Idea/Purpose, Reference and Research and Word/Phrases benchmark items in grades kindergarten through five.	Principal, Assistant Principals and Teachers	08/20/07	06/05/08	District-wide Literacy Plan	0
Enhance instruction by providing Professional Development that will assist teachers, and paraprofessionals with meeting student needs through Comprehensive Research-Based Reading Program, Voyager Passport Program, Early Success, America Reads, FCAT Explorer, Reading Plus, Riverdeep, Accelerated Reader, Differentiated Instruction, and Guided Reading.	Principal, Assistant Principals, Teachers, Media Specialist, Parent Volunteers and Professional Development Liaison	09/10/07	06/05/08	District-wide Literacy Plan	2000
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 Principals and Teachers	10/24/06	05/22/07	District-wide Literacy Plan	1500
Utilize the Continuous Improvement Model (CIM) to conduct on-going analysis of data in grades kindergarten through five, which involves teachers using data-driven decision-making to identify student strengths and weaknesses.	Principal, Assistant Principals and Teachers	08/16/07	06/05/08	Continuous Improvement Model	0
Identify and enroll targeted students in grades kindergarten through five who are identified as Tier 1, 2, 3, who scored Level 1 on the reading portion of the spring 2007 FCAT Reading Test or who scored in the intensive range on the DIBELS administration into the reading intervention tutorial courses.	Principal, Assistant Principals, Parents, Teachers and Highly Qualified Paraprofessionals	08/16/07	06/5/08	District-wide Literacy Plan	12000
Develop Student Support Plans to identify areas of improvement needed in grades kindergarten through five using the frameworks provided by BEAR, OWL, DRAW, CRISS, Core Reading Plan, Early Success, and DIBELS Results within the Continuous Improvement Model.	Principal, Assistant Principals and Teachers	09/11/06	05/25/07	District-wide Literacy Plan	0
Plan and implement enrichment activities in the area of reading to maintain and/or improve the academic achievement of students scoring Levels 3 through 5.	Principal, Assistant Principals and Teachers	08/16/07	06/05/08	District-wide Literacy Plan	500
Provide tutoring to English Language Learners (ELL) through grant funds provided by the Bilingual Tutoring Grant. Highly Qualified teachers will be hired to implement this initiative.	Principal, Assistant Principals and designated teachers	9/24/07	6/04/08	District-wide Literacy Plan	5000
Provide pull-out tutoring conducted by highly qualified paraprofessionals utilizing the Voyager Passport Program, America Read, Early Success and Soar to Success to drive the tutoring sessions.	Principal, Assistant Principals, PArents, Teachers, and Highly Qualified Paraprofessionals	8/16/07	6/5/08	District-wide Literacy Plan	0

Research-Based Programs

Research-based Programs include:

1. Comprehensive Research-Based Reading Program for K-12
2. Core Reading Program: Houghton Mifflin Reading Series
3. Creating Independence through Student owned Strategies
      (CRISS) a district program integrating all core subject based on
      state standards.
4. Riverdeep Reading Program
5. Voyager Passport Program
6. Soar to Success
7. Early Success
8. Accelerated Reader Program

Professional Development

Professional Development activities include:

1. Creating Independence through Student Owned Strategies
      (CRISS) a district program integrating all core subject based on
      state standards.
2. Voyager Passport Program
3. Guided Reading
4. Differentiated Instruction
5. Early Success
6. Dynamic Indicators of Basic Early Literacy Skills Training
7. Progress Monitoring Reporting Network (PMRN)
8. Grade Three Reading Portfolio Training
9. Weekly grade level meetings/Vertical Team meetings
10.   Accelerated Reader Program
11. Colleague/Peer Teacher Observations

Evaluation

Results of the 2008 FCAT Reading Test for grades three through five.

Results of the quarterly interim assessments administered to monitor student progress.

Results of 2007-2008 EduSoft Software Developed Pre/Post Tests.

Results of the monthly assessments.

Mathematics Goal

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

Florida Education Priorities

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

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.
✔	✔	✔	☐	☐

Mathematics Statement

All students will be able to function at or above grade level in mathematics and students in grades three through five will be able to achieve a Level 3 or higher on the 2008 FCAT Mathematics Test.

Needs Assessment

Results from the 2007 FCAT Mathematics Test indicate that Number Sense, Measurement, and Algebraic Thinking reflected a significant decrease from the previous years' percentage.

Results from the 2007 FCAT Mathematics Test indicate that 74 percent of third grade students met high standards in Mathematics, indicating a decrease of seven percentage points from the 2006 administration of the FCAT Mathematics Test.

Results from the 2007 FCAT Mathematics Test indicate that 74 percent of fourth grade students met high standards in Mathematics, indicating a decrease of three percentage points from the 2006 administration of the FCAT Mathematics Test.

Results from the 2007 FCAT Mathematics Test indicate that 55 percent of fifth grade students met high standards in Mathematics, indicating a decrease of six percentage points from the 2006 administration of the FCAT Mathematics Test.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
✔	☐	☐	☐	☐	☐	☐	☐	☐

Measurable Objective

Given instruction using the Sunshine State Standards, the number of students meeting high standards in grades three through five will increase to 77 percent on the 2008 administration of the FCAT Mathematics test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Broadcast Mathematics vocabulary school-wide over closed circuit television during morning announcements and implement a mathematics vocabulary school-wide word search.	Principal. Assistant Principals, Counselor and Fifth grade students	10/01/07	06/05/08	Education Innovation	0
Develop Progress Monitoring Plans for students who have been identified as needing improvement in grades kindergarten through fifth.	Principal, Assistant Principals and Teachers	09/24/07	06/05/08	Education Innovation	0
Implement the Comprehensive Mathematics Plan in grades kindergarten through five with emphasis on Number Sense, Measurement, Algebraic Thinking, and Data Analysis Math Strands.	Principal, Assistant Principals, Grade Level Chairpersons, Teachers,	08/20/07	06/05/08	Education Innovation	0
Utilize the Continuous Improvement Model to conduct on-going analysis of data in grades kindergarten through five where teachers use data-driven decision making to identify student strengths and weaknesses.	Principal, Assistant Principals, Grade Level Chairpersons, Teachers,	08/20/07	06/05/08	Education Innovation	0
Identify and provide tutorial services for Level 1 and 2 students in grades four and five.	Principal, Assistant Principals, and Teachers	09/14/06	05/05/07	Education Innovation	0
Provide mathematic resources to parents via Mathematics and Science Parent Night and Parent Resource Center.	Principal, Assistant Principals, Teachers, and Counselors	09/14/06	05/24/07	Education Innovation	0
Assist students in grades one through five to utilize the computer lab and identified web- sites to enhance mathematics instruction through technology.	Principal, Assistant Principals, Mathematics and Science Professional Learning Committee (Leadership Team)	10/17/06	05/15/07	Education Innovation	0
Administer school-wide monthly mathematics tests in grades kindergarten through five utilizing EduSoft software.	Principal, Assistant Principals, and Teachers	10/08/07	06/05/08	Education Innovation	150
Administer school-site developed Mathematics Pre/Post Test and assessments from core mathematics program to monitor progress and guide instruction in grades kindergarten through five.	Principal, Assistant Principals, and Teachers	09/04/07	06/05/08	Education Innovation	200
Plan, develop and implement enrichment activities in the area of Mathematics to maintain and/or improve academic achievement of students scoring between Levels three through five on the FCAT Mathematics Test.	Principal, Assistant Principals, and Teachers	09/24/07	06/05/08	Education Innovation	500
Utilize the computer lab to access district approved websites and programs (Riverdeep, FCAT Explorer, etc) to enhance mathematics instruction through technology for students in grades kindergarten through five.	Principal, Assistant Principals, and Teachers	9/10/07	06/05/08	Education Innovation	0

Research-Based Programs

Research-based Programs include:

1. State adopted Harcourt Mathematic Series drives school-wide Mathematics instruction.

2. Riverdeep and FCAT Explorer web-based Mathematics programs.

Professional Development

Professional Development activities include:

1. Data meetings with departments on a bi-weekly basis to analyze
   mathematical data based on pre-test, weekly, monthly, and quarterly
   student results.

2. Disseminate mathematic guides, item specifications, and content limits
   at grade level meetings to assist in teacher instruction.

3. Provide Mathematics teachers with information regarding district
   professional development trainings on an on-going basis throughout the
   school year and encourage participation.

4. Schedule in-house trainings on professional development days to
   provide teachers with up-dates in reference to new mathematics
   materials.

Evaluation

Results from the 2008 FCAT Mathematics Test in grades three through five.

Results from the 2008 SAT Mathematics Test in grades one and two.

Results from interim assessments administered to monitor student progress.

Results from school-site developed mathematics pre/post tests and monthly assessments in grades kindergarten through five.

Assessments from the core mathematics program.

Writing Goal

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

Florida Education Priorities

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

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.
✔	✔	✔	☐	☐

Writing Statement

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

Needs Assessment

Results from the 2007 FCAT Writing+ Test indicate that 89 percent of fourth grade students scored a Level 3.5 or higher. In addition, results indicated that on the combined score of the FCAT Writing+ Test the focus score was 60 and the support was 63 which was significantly lower than organization (75) and conventions (78).

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
✔	☐	☐	☐	☐	☐	☐	☐	☐

Measurable Objective

Given instruction using the Sunshine State Standards, 89 percent of students in grade four will score a 3.5 or above as documented on the 2008 FCAT Writing+ Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize the Continuous Improvement Model in grades Kindergarten through five to conduct on-going analysis of data from administrations of monthly prompts, on going formal and informal classroom or teacher assessments and District Pre/Post Tests.	Principal, Assistant Principals, Counselor and Fourth grade students	09/04/07	06/04/08	District-wide Literacy Plan	200
Recognize students in grades kindergarten through five for their exceptional writing over the closed circuit television and certificates.	Principal, Assistant Principals, Media Specialist, and Teachers	09/24/07	06/05/08	District-wide Literacy Plan	500
Conduct monthly writing prompts and activities to monitor student progress in grades one through five.	Principal, Assistant Principals and Teachers	08/11/06	05/24/07	District-wide Literacy Plan	150
Utilize the Regional Center VI Elementary 2007-2008 Schools Writing Plan to develop effective writing skills for students in grades kindergarten through five.	Principal, Assistant Principals, Media Specialist, Teachers, and Students	09/24/07	06/05/08	District-wide Literacy Plan	0
Recognize students in grades kindergarten through five for their exceptional writing over the closed circuit TV and with certificates during the monthly Young Authors' Tea.	Principal, Assistant Principals, Media Specialist, Teachers, and Students	09/24/07	06/05/07	District-wide Literacy Plan	0
Provide opportunities in class for peer evaluation in grades one through five using the rubric scale.	Principal, Assistant Principals, Teacher and Students	08/11/06	05/24/07	District-wide Literacy Plan	0

Research-Based Programs

Research-based Programs include:

1. Write Time for Kids- reading and writing program
2. Core Reading Program: Houghton Mifflin- Grammar/Writing
3. Curriculum Associates – FCAT Writing Program

Professional Development

Professional Development activities include:

1. FCAT Writing + Workshop

2. Continuous Improvement Model Training

3. Grade Level Analysis of student assessment results

Evaluation

Results of 2008 FCAT Writing+ Test.

Results of the Pre/Post Test administered to monitor student progress.

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

Science Goal

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

Florida Education Priorities

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

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.
☑	☑	☑	☐	☐

Science Statement

All students will increase their scientific knowledge.

Needs Assessment

The results of the 2007 FCAT Science Test reflects 48 percent of students scored a level 3 or above in science. The scores further reflect that students in grades five responded to the Physical/Chemical Cluster with 58 percent accuracy which was the same for 2006 FCAT results. In an effort to continually improve science scores in all Science FCAT clusters, students in grades two through five will continue to engage in science hands-on experiences. Parents and students will be provided opportunities to exchange information about science during Wizard Day and Science Fair Night.

Measurable Objective

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grade five will increase from 48 to 50 percent on the 2008 administration of the FCAT Science Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement the new Scott Foresman Series, Science curriculum, textbooks, teacher's resource kits, supplementary materials and all other components by using the district Science Pacing Guide for each grade level.	Principal, Assistant Principals, Science Leaders and ScienceTeachers	08/14/07	05/30/08	Seamless PreK-12 Curriculum	0
Continue to schedule professional development for Science Leaders to enhance science instruction at both school sites.	Principal, Assistant Principals and Science Teachers	08/14/07	05/30/08	Seamless PreK-12 Curriculum	0
Utilize science logs to record science experiments to include hands-on experiments in the classroom as well as in the science laboratory.	Principal, Assistant Principals and Science Teachers	08/14/07	05/10/08	Education Innovation	0
Schedule and attend monthly grade level meetings specifically conducting data debriefing sessions using the Regional Center Data Debriefing Protocols.	Principal, Assistant Principals, Science Leaders and Science Teachers	8/14/07	05/10/08	Continuous Improvement Model	0
Utilize the Continuous Improvement Model to conduct on-going analysis of data in grades one through five, which involves teachers using data-driven decision-making to identify student strengths and weaknesses.	Principal, Assistant Principals and Teachers	08/14/07	05/30/08	Continuous Improvement Model	0
Administer school-site developed monthly tests and district interim tests in grades one through five for progress monitoring and assessment points.	Principal, Assistant Principals and Science Teachers	08/14/07	05/10/08	Seamless PreK-12 Curriculum	0
Utilize the computer laboratory at both school sites to identify Science web-sites which will enhance science instruction through technology.	Principal, Assistant Principals, Computer Technician and Science Teachers	08/14/07	05/30/08	Education Innovation	0
Coordinate and plan schoolwide annual Science Fair at both school sites.	Principal, Assistant Principals, Science Leaders and Science Teachers	08/14/07	04/09/08	Education Innovation	0
Schedule Science curriculum overview as part of professional development for all instructors of Science provided by the Science leaders who attended the four-day summer training sessions in Science.	Principal, Assistant Principals, Science Leaders and Science Teachers	08/14/07	10/10/07	Education Innovation	0

Research-Based Programs

Research-based Programs include:

1. State adopted Science Scott Foresman Series.

Professional Development

Professional Development activities include:

1. Elementary Science Textbook Training Regions V and VI, Training Sessions
   for Science Leaders assigned at both school sites, Cutler Ridge Elementary
   and Assurant Satellite Learning Center.

2. Continuous Improvement Model Training.

3. Professional Development using the Regional Data Debriefing Protocols to
   conduct data debriefing sessions.

4. "Building Bridges" Mathematics and Science Comprehensive Program, a
   district prescriptive program, based on a State Standard.

Evaluation

1.   Results of 2008 FCAT Science Test.

2.   Results of school-site developed Science pre/post and monthly
      progress monitoring Assessments tests using EduSoft Software.

3.   Results of interim assessments administered to monitor student
      progress.

4.   Comparison of the 2005-2006 to 2006-2007 parent sign-in logs.

Parental Involvement Goal

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

Florida Education Priorities

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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✔	✔	✔	✔	☐

Parental Involvement Statement

Increase school-wide parental involvement by utilizing the Parent Academy to provide opportunities for parents to learn information that will assist them with their child's academic achievement.

Needs Assessment

Data on the 2006-2007 parent sign-in logs, indicate that 81 percent 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.

Measurable Objective

Given school-wide focus on outreach and parental involvement, 84 percent of parents will participate in school-sponsored activities during the school year as evidenced by 2007-2008 attendance sign-in logs.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
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.	Principal, Assistant Principals, EESAC Chairperson, and Teachers	08/29/07	06/04/08	Parental Choice Options	0
Utilize student services team and outside agencies, to make personal contacts, and coordinate parent workshops to increase parental involvement.	Principal, Assistant Principals, and Guidance Counselors	08/15/07	06/04/08	Parental Choice Options	0
Develop database to log in parental participation at school-wide events and other activities.	Principal, Assistant Principals, EESAC Chairperson, Guidance Counselors and Teachers	08/15/07	06/04/08	Parental Choice Options	200
Distribute and send to all parents informative flyers, e-mails, newsletters, annual school calendar and monthly school calendars, to promote participation and attendance at school related events, cultural activities, and curriculum activities throughout the year in English and Spanish.	Principal, Assistant Principals, Faculty and Staff	08/15/07	06/04/08	Parental Choice Options	600
Collect and review questionnaires(parent surveys) and sign-in logs for all parental involvement activities to determine participation level.	Principal, Assistant Principals, Guidance Counselors and Teachers	08/15/07	06/04/08	Parental Choice Options	200

Research-Based Programs

Research-based Programs include:

1. Parent Assuring Student Success (PASS) Program

Professional Development

Professional Devlopment acitivities include:

1. Professional development is being provided through parent
   workshops dealing with standarized student assessments such as
   second grade Stanford Achievement Test,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

Parent Academy Parent Participation Records
Comparison of the 2006-2007 to 2007-2008 parent sign-in logs

Discipline & Safety Goal

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

Florida Education Priorities

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

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✔	✔	✔	✔	✔

Discipline & Safety Statement

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

Needs Assessment

Attendance ranking for Cutler Ridge Elementary is 45 on the Percentage of Attendance Report for the 2006-2007 school year.

Measurable Objective

Given implementation of Cutler Ridge Elementary's Attendance Action Plan, the student population will improve its attendance by one percentage point over the 96.83 percentage score of the previous year as documented by the Percentage of Attendance Report.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Monitor daily attendance through the school-wide Attendance Plan to provide incentives encouraging students to attend school on a daily basis as well as identify students with excessive absences and tardies.	Principal, Assistant Principals, Attendance Clerk, and Guidance Counselor	08/20/07	06/05/08	Safe and High-quality Facilities	1000
Provide staff with guidelines for the attendance plan, classroom safety and emergency procedures.	Principal and Assistant Principals	08/20/07	06/05/08	Safe and High-quality Facilities	0
Conduct monthly meetings with identified safety committee members who will assist with school-wide discipline and safety and ensure safety regulations are being followed.	Principal, Assistant Principals, Leadership Team, and Safety Committee	08/20/07	06/05/08	Safe and High-quality Facilities	0
Monitor student's injury/accident reports, outdoor suspensions and attendance bulletins as a proactive measure in modifying behaviors that may result in students being absent from school.	Principal and Assistant Principals	08/20/07	06/05/08	Safe and High-quality Facilities	0
Participate in drills i.e. lockdown drills (yellow and red), fire drills, bus drills, tornado drills and provide feedback to faculty and staff.	Principal, Assistant Principals, Leadership Team, Faculty and staff	08/20/07	06/05/08	Safe and High-quality Facilities	0
Provide all students and parents with a copy of the M-DCPS "Code of Student Conduct", Attendance Plan and conduct assemblies for students and teachers to review guidelines.	Principal, Assistant Principals, and Counselors	08/20/07	06/05/08	Safe and High-quality Facilities	0
Conduct student and parent conferences for early intervention to modify behaviors that place students at risk of truancy or that prevent students from attending school daily.	Principal, Assistant Principals, Teachers, and Clerical Staff	08/20/07	06/04/08	Safe and High-quality Facilities	0

Research-Based Programs

Not Applicable

Professional Development

Professional Development activities include:

1. Safety and emergency procedures training

2. Continous Improvement Model training

3. Attendance Plan training

Evaluation

Results from the 2007-2008 Percentage Attendance Report will be analyzed to determine whether the average percentage of attendance has increased to 96.83 percent or above.

Technology Goal

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

Florida Education Priorities

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

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✔	✔	✔	☐	☐

Technology Statement

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

Needs Assessment

Cutler Ridge Elementary/Assurant Satellite Learning Center has identified areas where improvement is warranted in its technology program. Student access to computers was minimal during the 2006-2007 school year. Establishing two computer labs and adhering to a specified utilization schedule that will broaden student access and their ability to function in a technological community.

Measurable Objective

Given a school-wide focus on the use of technology, students in grades one through five will score 80 percent higher on the administration of the 2007-2008 school-site developed technology post-test. In addition, 78 percent of students in grades one through five will augment their usage of the FCAT Explorer, Riverdeep and Reading Plus as evidenced by a 10% percent increase in utilization during the 2008 school year as compared to the 2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Monitor school web-site updates and student /parent links on an on-going basis.	Principal, Assistant Principals, Technology Coordinator, and Computer Specialist	09/07/07	06/04/08	Education Innovation	0
Provide students with opportunities to utilize the Miami-Dade County Public School website and links to create and publish literary works that express their knowledge of educational content and global awareness.	Principal, Assistant Principals, Technology Coordinators, and Computer Specialist	08/20/07	06/04/07	Education Innovation	0
Distribute educational links, access codes, to ensure student access to educational program offerings for extended curriculum support at home.	Principal, Assistant Principals, Teachers, Parents, and Students	08/20/07	06/04/08	Education Innovation	0
Utilize the Continuous Improvement Model to conduct on-going analysis of data in grades kindergarten through five where teachers use data-driven decision making to identify student strengths and weaknesses.	Principal, Assistant Principals, Grade Level Chairpersons, and Teachers	08/20/07	06/05/08	Education Innovation	0
Students in grades two through five will utilize the computer labs to access district approved websites to enhance curriculum support and global awareness	Principal, Assistant Principals, Grade Level Chairpersons, Teachers, Technology Coordinator and Computer Specialist	09/10/07	06/04/08	Education Innovation	0
Administer Pre/Post-test to determine mastery of the computer literacy skills.	Principal, Assistant Principals, and Teachers	09/04/07	06/04/07	Education Innovation	0

Research-Based Programs

Research-based Programs include:

1. Reading Plus
2. Riverdeep and FCAT Explorer web-based Reading and Mathematics programs.
3. Accelerated Reader/Star Test
4. Star Fall

Professional Development

Professional Development activities include:

1. Conduct technology trainings for the programs available and indicated by
    Parent Needs Assessment Survey
2. Conduct parent workshops in the technology applications

Evaluation

1. Results from the 2007-2008 Pre/Post-test

2. Reports from the 2007-2008 FCAT Explorer, Riverdeep and Reading Plus.

3. Results from monthly assessments administered to monitor student
    progress.

Health & Physical Fitness Goal

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

Florida Education Priorities

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

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✔	✔	✔	✔	☐

Health & Physical Fitness Statement

All school stakeholders will promote the overall health and fitness of students.

Needs Assessment

Results of the 2007 FITNESSGRAM indicate that 70 percent of students in grades fourth and fifth received gold and silver awards as a result of their performance on the 2007 FITNESSGRAM. To properly assess both student fitness performance and programmatic success, it is recommended that Cutler Ridge Elementary/Assurant Satellite Learning Center administer a pre-test and post-test to determine student baseline measures. Student health-related fitness is assessed through the implementation of the FITNESSGRAM Test Program. Cutler Ridge Elementary/Assurant Satellite Learning Center will use the previous year's FITNESSGRAM assessment data to determine the percentage of students who met the minimum health-related standards. Physical Education teachers will also identify students that did not meet minimum health-related standards during the 2007 administration of the FITNESSGRAM.

Measurable Objective

Given instruction using the Sunshine State Standards, 72 percent of students in grades four and five who will receive gold and silver awards as documented on the 2008 FITNESSGRAM as compared to the 2007 FITNESSGRAM.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Improve and monitor the Physical Education program by developing an action plan to meet goals and objectives in grades kindergarten through five.	Principal, Assistant Principals, Physical Education, and Teachers	08/20/07	06/04/08	Healthcare & Healthy Choices	0
Supplement the physical education program with fitness education equipment for grades kindergarten through five.	Principal, Assistant Principals, Physical Education Teachers, Kindergarten and first grade teachers	08/20/07	06/04/08	Healthcare & Healthy Choices	0
Administer the FITNESS GRAM pre and post tests in the areas of cardiovascular, flexibility, and muscular strength and endurance in grades two through five.	Principal, Assistant Principals, and Physical Education Teachers	08/20/07	06/04/08	Healthcare & Healthy Choices	0
Monitor the implementation on the master schedule which provides 150 minutes per week of physical education classes for students in grades two through five.	Principal, Assistant Principals, and Physical Education Teachers	08/20/07	06/04/08	Healthcare & Healthy Choices	0
Implement Fun Fitness Day to encourage health and fitness in grades kindergarten through five on a quarterly basis.	Principal, Assistant Principals, and Physical Education Teachers	08/20/07	06/04/08	Healthcare & Healthy Choices	0
Plan and implement fitness activities for all students in grades kindergarten through five where students can participate and compete amongst their respective grade level peers.	Principal, Assistant Principals, Physical Education, and Teachers	08/20/07	06/04/08	Healthcare & Healthy Choices	0
Utilize School Health Index to monitor health, physical education and nutrition of all students	Principal, Assistant Principals, Physical Education, and Teachers	08/20/07	06/04/08	Healthcare & Healthy Choices	1500

Research-Based Programs

Moving into the Future: National Standards for Physical Fitness, National Assocatiion for ???????????? and Physical Education.

Professional Development

1.   Conduct Physical Education Workshops at our school-site and through the District physical education office to help educate the primary teachers about the various activities that can be implemented to encourage fitness and student participation.

2.   Develop a database to record the number of organized fitness activities are conducted on a weekly basis in kindergarten and first grade.

3.   Fitness Committee meets monthly to monitor and ensure implementation of the Action Plan.

4.   Training conducted by United States Tennis Association on-site for kindergarten, first grade and physical education teachers.

Evaluation

Results of the 2008 FITNESSGRAM, health related fitness test

Physical Education Logs that document in grades kindergarten and first the Structured activities provided to students on a quarterly basis.

Electives & Special Areas Goal

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

Florida Education Priorities

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
✔	✔	✔	✔	☐	✔

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✔	✔	✔	✔	✔

Electives & Special Areas Statement

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

Needs Assessment

Based on 2006-2007 data, students in grades kindergarten through five participated in a minimum of two district, regional, community and school-wide contests. Cutler Ridge Elementary/Assurant Satellite Learning Center will continue to identify and create opportunities for students to feel free to express themselves through written and artistic methods.

Measurable Objective

Given instruction using the Sunshine State Standards for elective courses, the number of students in grades kindergarten through five who enter district, regional, community-based and school-wide contests will increase from 86 to 89 percent as evident by the participation log.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Identify students in grades kindergarten through five to participate in specials programs such as "Arts for Learning" and other special programs, contests, events, or exhibitions.	Principal, Assistant Principals, Grade Level Chairpersons, Department Chairperson, Teachers and Elective Teachers	08/20/07	06/04/08	Academic Enrichment Opportunities	0
Provide students with cultural experiences via school field trips, contest and special projects.	Principal, Assistant Principals, Grade Level Chairpersons, Department Chairperson, Teachers and Elective Teachers	08/20/07	06/04/08	Academic Enrichment Opportunities	250
Display results of student participation in various contests and initiatives and invite parents to showcases and exhibitions.	Principal, Assistant Principals, Grade Level Chairpersons, Department Chairperson, Teachers and Elective Teachers	08/20/07	06/04/08	Academic Enrichment Opportunities	250
Encourage elective teachers to prepare students to participate in district, regional, community and school-wide contests as they relate to the specific elective courses	Principal, Assistant Principals, Grade Level Chairpersons, Department Chairperson, Teachers and Elective Teachers	08/20/07	06/04/08	Academic Enrichment Opportunities	0
Provide opportunities for student participation in all open competitions and exhibitions provided by state, district, county, community partners and school-wide events.	Principal, Assistant Principals, Grade Level Chairpersons, Department Chairperson, Teachers and Elective Teachers	08/20/07	06/04/08	Academic Enrichment Opportunities	0
Distribute information to teachers, staff students and parents various district-wide community sponsored contests, competitions cultural dates and events through emails, Connect-Ed and informational flyers.	Principal, Assistant Principals, Grade Level Chairpersons, Department Chairperson, Teachers and Elective Teachers	08/20/07	06/04/08	Academic Enrichment Opportunities	

Research-Based Programs

Research-based Programs include:

1. Arts for Learning

2. Write Time for Kids

Professional Development

Professional Development activities include:

1. Arts for Learning scheduled workshops for 2007-2008.

2. Continuous Improvement Model Training.

3. School site professional development for Elective Teachers to include strategies used in FCAT Writing.

4. Provide teacher training in Legado, African American History, Holocaust and the Grade five Hispanics in the USA curriculum to support the creation of original artistic and written expressions.

Evaluation

The final data for evaluation will consist of the number of students who enter and/or win district, region, community and school-wide contests as compared to 2006-2007 40 percent participation rate.

Return On Investment Goal

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

Florida Education Priorities

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
✔	✔	✔	✔	☐	✔

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✔	✔	✔	✔	✔

Return On Investment Statement

Cutler Ridge Elementary School will rank at 92nd percentile statewide on the Return On Investment index of value and cost effectiveness of its program.

Needs Assessment

The most recent data supplied from the FLDOE indicate that in 2004, Cutler Ridge Elementary ranked at the 89th percentile on the State of Florida ROI index.

Measurable Objective

Cutler Ridge Elementary will increase its ranking by 3 percentile on the next State of Florida Return On Investment (ROI) index based upon the next publication statement.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Become more informed about the use of the financial resources in relation to school programs.	Principal, Assistant Principals, and Teachers	08/20/07	06/04/08	Succession Management	0
Collaborate with the district on resource allocation.	Principals and Assistant Principals	08/20/07	06/04/08	Succession Management	0
Consider shared use of facilities, partnering with community agencies.	Principal, Assistant Principals, and Community Representatives	08/20/07	06/04/08	Succession Management	0
Consider reconfiguration for existing resources or taking advantage of a broader resource base, e.g. , private foundations, volunteer networks.	Principal, Assistant Principals, and Educational Excellence School Advisory Council (EESAC)	08/20/07	06/04/08	Succession Management	0

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

Cutler Ridge Elementary will improve its ranking by three 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 many professional development opportunities provided by the District are limited to lower performing schools, however the Professional Development Portal is accessible. 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 seeking 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 Schoolwide Attendance Plan, Student Code of Conduct assemblies, Willy Whistle Program, DARE program, Walk Safe Program, Bus Safety, Red Ribbon Week, and Fire Intervention program.

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	21000
Mathematics	850
Writing	850
Science	0
Parental Involvement	1000
Discipline & Safety	1000
Technology	0
Health & Physical Fitness	1500
Electives & Special Areas	500
Return On Investment	0
Total	26700

Date of Review: _____

This School Improvement Plan has been reviewed cooperatively by administrators, teachers, parents, students, and business/community representatives. As a result of this review, modifications to the SIP will be made in the following areas

_____

_____

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