
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 6111 - Cutler Ridge Middle School

FeederPattern: Miami Southridge Senior

Region: Regional Center VI

District: 13 - Miami-Dade

Principal: Thomas Ennis

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Cutler Ridge Middle School

Cutler Ridge Middle School is a neighborhood school located on 22 acres in an area of southern Miami-Dade County. This school was built in 1960 and has serviced a vast number of residents that live within the community. The 45 year old school has been wired to provide internet and intranet access to 100% of the classrooms. The Media Center houses a state of the art closed circuit television system and Internet access via 16 computer stations. Cutler Ridge Middle School (CRMS) serves a multi ethnic student population. Cutler Ridge Middle School serves 1150 students from the surrounding neighborhood, including 848 standard curriculum students, 198 Special Education students, 104 gifted students, 35 Limited English Proficient students and 787 economically disadvantaged students. The ethnic/racial makeup of the student population is 30% African American, 47% Hispanic, 17% White non Hispanic, 2% Indian, and 2% Multicultural. Of the student presently enrolled at Cutler Ridge Middle School, 85 % qualify for Free or Reduced Lunch. After an examination of pertinent data such as the School Demographic and Academic Profile, the Florida Comprehensive Assessment Test Analysis, the School Report Card, Florida Writing Assessment Test results, the 2004-2005 School Improvement Plan and a variety of assessments and surveys administered at the school site, the staff, in conjunction with the Educational Excellence School Advisory Council (EESAC), has identified specific objectives for the 2005-2006 school year. To achieve these objectives, appropriate strategies have been discussed and planned by the Educational Excellence School Advisory Council. Strategies include implementation the Continuous Improvement Model, Comprehensive Reading Plan, promoting active and responsible learners, increasing parental involvement to monitor student progress, fostering staff collaboration and examination of student work, developing School-To-Career connections, infusing the Competency-Based Curriculum and Sunshine State Standards, and focusing on state and national standards. These strategies are designed to help all students.

Given instruction using the Sunshine State Standards, students in grades six through eight will improve their reading skills as evidenced by 44 percent of the students reaching the state required mastery level as documented by the scores of the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards, African American students in grades six through eight will improve their reading skills as evidenced by 44 percent of the students reaching the state required mastery level as documented by scores of the 2006 FCAT Reading test.

Given instruction using the Sunshine State Standards, Economically Disadvantaged students in grades six through eight will improve their reading skills as evidenced by 44 percent of the students reaching the state required mastery level as documented by scores of the 2006 FCAT Reading test.

Given instruction using the Sunshine State Standards, Hispanic students in grades six through eight will improve their reading skills as evidenced by 44 percent of the students reaching the state required mastery level as documented by scores of the 2006 FCAT Reading test.

Given instruction using the Sunshine State Standards, Students With Disabilities in grades six through eight will improve their reading skills as evidenced by 44 percent of the students reaching the state required mastery level as documented by scores of the 2006 FCAT Reading test.

Given instruction using the Sunshine State Standards, students in grade six through eight will improve their mathematics skills as evidenced by 50 percent of the students reaching the state required mastery level as documented by scores of the 2006 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, African American students in grades six through eight will improve their mathematics skills as evidenced by 50 percent of the students reaching the state required mastery level as documented by scores of the 2006 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Hispanic students in grades six through eight will improve their mathematics skills as evidenced by 50 percent of the students reaching the state required mastery level as documented by scores of the 2006 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Economically Disadvantaged students in grades six through eight will improve their mathematics skills as evidenced by 50 percent of the students reaching the state required mastery level as documented by scores of the 2006 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Students with Disabilities in grades six through eight will improve their mathematics skills as evidenced by 50 percent of the students reaching the state required mastery level as documented by scores of the 2006 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, students in grade 8 will improve their writing skills as evidenced by a one percent increase in the number of students reaching the state required mastery level as documented by scores of the 2006 FCAT Writing Test.

Given instruction using the Sunshine State Standards, students in grade 8 will improve their science skills as evidenced by an increase in the mean scale score to 280 as documented by the 2006 FCAT Science Test.

Given school-wide focus on Parental Involvement in school sponsored activities, attendance will increase 20 percent compared to 2004 as evidenced by attendance records and membership in the PTSA.

Given the Schoolwide Initiative to foster an atmosphere of discipline and safety the school's overall indoor suspension rate will decrease by three percent for the 2005-2006 school year.

Given the Schoolwide Initiative of Educational Technology, teachers will incorporate the utilization of the electronic gradebook as evidenced by 100 percent of teacher participation at the end of 2005-2006 school year.

Given the results of the 2004-2005 Fitnessgram, 74 percent of students enrolled in Physical Education classes will achieve the Presidential Fitness Award as documented by the 2005-2006 Fitnessgram report.

Given the Schoolwide Initiative to involve students in meaningful programs to promote self esteem, discipline, and academic achievement with a focus on future goals and aspirations male students in grade six through eight will be targeted and nominated to the 5000 Role Models of Excellence program as evidenced by 2005 attendance records from special events.

Cutler Ridge Middle School will improve its ranking on the State of Florida Return on Investment(ROI) index publication from the 57th percentile in 2004 to the 60th percentile on the next publication of the index.

The findings of the Organizational Performance Self Assessment Survey organized the categorical rankings by an average score, from high to low, based upon the information supplied by the faculty and staff at our school. We have chosen two areas of priority which were identified as being an area which needs improvement. The area of District Strategic Planning Alignment which analyzes the goals and objectives of the school and the involvement of its employees in the development of the said goals, is the first area of priority. The strategies that we will use to improve faculty and staff awareness of this area are: enhance feedback methods for the Leadership Team, provide venues for faculty and staff to contribute concepts and ideas for the functioning of the school, utilize data review workshops to develop faculty awareness of student progress and achievement, and facilitate training to assist teachers in the implementation of using data to drive classroom instruction. The second category of priority is Education Design which delineates processes that drive the function of the school, including: Extended Learning Opportunities; School-wide Improvement Model; and Advanced Courses Initiatives and Post Unitary Commitments. The strategies that we will use to improve faculty and staff awareness of this area are: Promote Continuous Improvement review of school site processes, encourage dissemination of information through Curriculum Council, department and team meetings, provide opportunities for faculty and staff to participate in school site planning processes, train faculty in effective use of the two hour block, and address the needs for resources of those who are housed in a new educational building on campus.

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 Middle School

VISION

Cutler Ridge Middle School is a collegial, academic environment with professional students who respect themselves and others and achieve high academic standards.

MISSION

The mission of Cutler Ridge Middle School is to prepare our students for successful careers in the twenty-first century through interdisciplinary instruction that promotes high academic achievement and a tone of decency.

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.

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

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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 Demographics

Cutler Ridge Middle School is a neighborhood school located on 22 acres in an area of southern Miami-Dade County. This school was built in 1960 and has serviced a vast number of residents that live within the community. The 45 year old school has been wired to provide internet and intranet access to 100% of the classrooms. The Media Center houses a state of the art closed circuit television system and Internet access via 16 computer stations.

Cutler Ridge Middle School employs a total of 114 full time staff and 18 part time staff members. The staff consists of five administrators, 68 classroom teachers, 3 students services personnel, one Media Specialist, one Center for Specialized Instruction teacher, one Reading Leader, one Speech and Language Pathologist, one Hearing Impaired Specialist, one Program Specialist, one Occupational Training Center Team Leader, 14 paraprofessionals, 8 clerical employees, two full time cafeteria workers, one full time security monitor and seven full time custodial service workers. The part-time staff consists of 3 part-time security monitors, 9 part-time cafeteria workers, 3 part-time clerical staff, one part-time Community Involvement Specialist and two part-time custodial workers.

Of the teaching staff, 8 percent are beginning teachers, while the average length of employment is 14 years. Thirty-one percent of the faculty has advanced degrees.

Cutler Ridge Middle School serves 1150 students from the surrounding neighborhood, including 848 standard curriculum students, 198 Special Education students, 104 gifted students, 35 Limited English Proficient students and 787 economically disadvantaged students. The ethnic/racial makeup of the student population is 30% African American, 47% Hispanic, 17% White non Hispanic, 2% Indian, and 2% Multicultural. Of the student presently enrolled at Cutler Ridge Middle School, 68 % qualify for Free or Reduced Lunch

Cutler Ridge Middle School enjoys a collaborative system of leadership which includes representatives from all stakeholders on the Educational Excellence School Advisory Council (EESAC). Leaders in the school provide the technical support along with professional and personal growth opportunities that stakeholders need to make informed decisions. Innovative action is encouraged at Cutler Ridge Middle School and new ideas are considered and given ample opportunity to succeed.

Several private and charter schools are located in close proximity to Cutler Ridge Middle School. The schools include: Our Lady of the Holy Rosary, Cutler Ridge Christian Academy, Waterstone Charter School and Keys Gate Charter School. Four of these schools are eligible to receive funding from the Florida Department of Education. Due to the increase in education alternatives and the relocation of students to other districts the enrollment at Cutler Ridge Middle School has decreased by 21%.

Cutler Ridge Middle School strives to provide an imaginative and eclectic approach to learning and education. In facilitating this approach to learning, input from all stakeholders is considered an essential part of the program for improvement. This ongoing communication between the school leadership team, students, parents and community stakeholders enables Cutler Ridge Middle School to provide a pertinent education program that is tailored to the needs of students.

Cutler Ridge Middle School strives to provide an academically challenging and socially nurturing learning environment for its students. The parents and community stakeholders are encouraged and motivated to participate actively in the academic and social education of all students that attend Cutler Ridge Middle School

School Foundation

Leadership:

Leadership sets the direction for educational achievement at Cutler Ridge Middle School as evidenced by the high ranking from survey results taken by faculty and staff. The Mission and Vision of our school is posted in every classroom and office area. This sets the tone for all that is done and is continually enhanced through information and resources made available to all members of the school. The administrative staff creates a positive working environment for its employees by having an open door policy which allows communication to occur at all levels. Employees are involved in day to day operations through Curriculum Council meetings, Department meetings, Team meetings, and Professional Learning Communities.

District Strategic Planning Alignment:

The goals and objectives of our school encompass the areas of most need to improve student achievement. Objectives for achieving academic excellence in the areas of Reading, Math, Writing, and Science will drive our curriculum and instruction. Other vital areas include Parental Involvement, Discipline and Safety, use of Educational Technology, Health and Fitness, Special Areas, and Return on Investment, which will have focused objectives and strategies for improvement. Strategies necessary to enhance our overall school objectives were communicated through Curriculum Council meetings, Department meetings and Team meetings, where faculty and staff gave input on how to best improve each area of need.

Stakeholder Engagement:

Reaching the level of satisfaction of our customers was the highest ranking category based on the results of the survey taken by faculty and staff members. Evidence of this being an excellent monitor for what is happening at Cutler Ridge, can be found in the results of our School Climate Survey for 2004-2005. Faculty and staff agreed that there is positive communication between parents, students, and teachers in finding the best solution for situations that arise. Teachers feel comfortable with the decisions being made in the areas of discipline, academics, and parental involvement. The administrative staff supports decisions made for the best interest of every student.

Faculty & Staff:

The ranking received for this section indicate that the faculty and staff at Cutler Ridge Middle School feel that they are part of a team. There are many levels of the team concept occurring at our school. Grade level teams work together to develop an atmosphere of collegiality between teachers, while providing a sense of family for their students, subject area departments work together to provide a curriculum which enhances student achievement, and Curriculum Council members bring to the table concerns and issues raised at team and departmental meetings. This way input from all stakeholders aids in the development of strong academic and social programs at our school. Professional Learning Communities allow for reflection and professional development to meet the needs all of teachers whether they are first year teachers or veterans. Leadership opportunities are in place for those who wish to advance their career skills.

Data/Information/Knowledge Management:

Data analysis and its connection to student achievement for all goals is one of the most important strategies being

incorporated into the 2005-2006 School Improvement Plan. Faculty and staff feel very comfortable utilizing data to monitor progress as evidenced by the second highest ranking in the survey. Each faculty member received an Instructional Focus and Data binder at the beginning of the school year which provided guidelines for the instructional focus for the year as well as supplying vital information about each student in the way of test scores and individual intervention strategies being used. Tri-quarterly benchmark assessments are currently in place for teachers to monitor their instruction.

Education Design:

Education Design, which delineates processes that drive the function of the school, is the second category of priority for improvement at our school, based on the results of the survey taken by faculty and staff. Included in Education Design are Extended Learning Opportunities, the School-wide Improvement Model, Advanced Courses Initiatives, and Post Unitary Commitments. The strategies that we will use to improve faculty and staff awareness of this area are: Promote the Continuous Improvement review of school site processes, encourage dissemination of information through the Curriculum Council, department and team meetings, provide opportunities for faculty and staff to participate in school site planning processes, train faculty in effective use of the two hour block and address the needs for resources of those who are housed in a new educational building on campus.

Performance Results:

The process of developing a School Improvement Plan requires information from many areas. One of the most important areas of input should come from the faculty and staff of the school site. After careful analysis of the results of the survey the school-wide focus for improvement is evident. Through strategies listed to improve areas ranging from increased student academic achievement and discipline and safety, Cutler Ridge Middle School will decrease suspension rates and administrative detentions.

Additional Requirements

Only for schools under state sanction

• High Quality, Highly Qualified Teachers:

Cutler Ridge Middle School works diligently to recruit and retain highly qualified teachers. We utilize Miami Dade County's Applicant Tracking System as well as maintain contact with local colleges and universities to assist with the identification of motivated and innovative educators. Our school site is also utilized as a training facility for education majors from surrounding institutions. Through this program we have recruited and employed numerous educators who have exposed our students to high level educational and real world experiences. Teachers are encouraged to pursue National Board Certification and are supported in this endeavor. Continual opportunities for professional growth are offered through inservices to foster interest in the pursuit of educational excellence and leadership. Professional Learning Communities held at our school site promote a collegial atmosphere which enables teachers to communicate and share best practices. Beginning teachers are partnered with experienced mentors to encourage and support them throughout the first year of employment. This relationship promotes the retention and preparation of staff in the area of curriculum, classroom management, and data analysis of student achievement.

• Highly Qualified, Certified Administrators:

1. Thomas Ennis, Principal

Mr. Ennis has over twenty years of experience as a professional educator. Mr. Ennis began his career with Miami-Dade County Public Schools as a Math/Physical Education teacher in 1986. He spent the next seven years as a teacher, Interdisciplinary Team Leader and Department Chairperson. In August 1993, he was appointed as assistant principal at Shenandoah Middle School. In July 1996, he was appointed as assistant principal for curriculum at Rockway Middle School. During the ensuing seven years, Mr. Ennis had numerous responsibilities which included school improvement, master schedule, maintenance and facilities, personnel, budget, technology, professional development, special education and testing. In addition, Mr. Ennis was instrumental in working collaboratively with the Language Arts and Mathematics Departments in the development and implementation of vertical planning, cross curriculum mapping and mini assessments. Mr. Ennis' team approach was an integral piece in propelling the school's grade from a "C" to an "A". In July 2004, Mr. Ennis was appointed to Everglades K-8 Center. At Everglades K-8 Center, Mr. Ennis worked collaboratively with the Reading Leader and Curriculum Council to infuse professional learning communities, research-based programs, data and instructional focus binders by grade level (K-8). Mr. Ennis' collaborative/team approach assisted in Everglades K-8 Center maintaining a school grade of an "A" and for the first time meeting state standards for "Adequate Yearly Progress".

Mr. Ennis was appointed to his first principalship in June 2005 at Cutler Ridge Middle School. Cutler Ridge Middle School has received accountability grade of C for the 2004- 2005 school year. In preparation for the 2005 – 2006 school year, Mr. Ennis has brought his collaborative/team approach to impart his implementation of A+ initiatives which include Reading, Writing, Mathematics, Science and Parental Involvement. These initiatives will enhance the needs of the school and local community. The foundation of the initiatives will include the implementation of feeder pattern curriculum mapping, cross curricular mapping, vertical planning, career academies (pathways), professional learning communities, data and instructional focus calendars. All of which will enhance a child-center learning environment. Mr. Ennis is committed to making a difference at Cutler Ridge Middle School. His vision reflects the empowering all school stakeholders in a collaborative partnership that work together to meet the diverse educational needs of all students.

Mr. Ennis received a Bachelor's degree in Education from Western Kentucky University in 1982. After completing his undergraduate degree he entered Graduate School at Adelphi University where he earned his Master's degree (1984) in Sports Administration. After his initial employment with Miami Dade County Public Schools, he continued his postgraduate studies at

Nova Southeastern University where he obtained certification in Educational Leadership. Mr. Ennis is certified in Physical Education (Grades K-12) and Educational Leadership (Grades K-12). His annual evaluations over the past three years have been Distinguished. Mr. Ennis is a member of the Dade Association of School Administrators.

2. Maria Cristina Guthier, Assistant Principal

Ms. Cris Guthier started working for Miami-Dade County Public Schools in 1968 at Miami Senior High School as a social studies teacher. In 1970, she moved to Jacksonville, Florida and taught Honors American History, Government and Economics, and Americanism vs. Communism at Paxon Senior High School until 1975. She was Teacher of the Year at Paxon Senior High School. Ms. Guthier sponsored the senior class and the Social Studies Honor Society.

Ms. Guthier returned to Miami to start the 1975-1976 school year. She taught American History, Biology and night school for two years at Miami High. Ms. Guthier accepted a position at Booker T. Washington as Department Chair of the Social Studies Department. She was a member of the curriculum council and sponsored the Social Studies Honor Society. Ms. Guthier also taught BCC, US History and became a presenter at numerous workshops held by the district's Bilingual Education Department.

Three years later, Ms. Guthier accepted a position as Activities Director at Palm Springs Middle School where she also taught World History. During the three years at Palm Springs, Ms. Guthier designed and implemented the first Leadership class in Dade County. She developed the course objectives and the scope and sequence, and facilitated training for other teachers, sponsors and students at a leadership training held at the University of Miami for two consecutive years. Ms. Guthier moved to Homestead Senior High School in 1986 where she taught Advanced Placement American History and Honors US History. She also served as an administrative assistant for two periods per day.

In 1989, Ms. Guthier was appointed assistant principal at Centennial Middle School. She has also served in the capacity of assistant principal at South Miami Senior, Homestead Middle, and Cutler Ridge Middle School. She has been at Cutler Ridge Middle School since 1995. In this capacity, Ms. Guthier has been in charge of attendance, discipline, the lunch program, school security, ESOL program, ESE Program, Plant Security, Property Control, Textbooks and Safety Committee. Ms. Guthier has been actively involved with the PTSA, EESAC, and Dade Partners. Ms. Guthier served for twenty years as the superintendent of the American Heritage and World History Department at the Youth Fair and Expo.

Ms. Guthier received her Associate of Arts degree from Miami-Dade Community College and her Bachelor's degree from the University of Miami. She earned her Master of Science degree from Nova University. Ms. Guthier is certified in Biology, General Science, Social Science, and Administration and Supervision. She also has her middle grades endorsement and her META endorsement. She has served the district numerous times by facilitating the META class for teachers. Ms. Guthier will be retiring from Miami Dade County Public Schools in December 2005.

3. Dr. Kelli Hunter, Assistant Principal

Dr. Kelli Hunter has worked for over 11 years in the Miami-Dade County Public School System. For nine years Dr. Hunter worked at Palmetto Middle School as an instructor of Comprehensive Science, Civics, and Multicultural Studies. She was an integral part of the development of the educational program which assisted in the improvement of the school's grade from a C to an A in a three year period. Dr. Hunter has also served as the Social Studies Department Chair, Schoolwide Action Research Committee member, club sponsor, Multicultural History Committee Chair, discipline plan committee, and a Faculty Representative for EESAC. An important point of interest was the opportunity to participate in the Annenberg Institute and receive training to assist with the development of Critical

Friends Groups and Professional Growth Teams. Certifications held are Political Science 6-12 and Educational Leadership K-12.

As an assistant principal, Dr. Hunter has worked for two years at Cutler Ridge Middle School.

During her tenure at Cutler Ridge Middle, Dr. Hunter has monitored and supervised transportation, FTE, Attendance, Custodians/Zone Mechanic and Title I. She has also worked closely with the facilitation of the development of curriculum for the Social Studies and Language Arts/Reading Departments. Other responsibilities included Activities/Clubs, Beginning Teachers, Certification, Curriculum, Curriculum Bulletin, Master Schedule, Teacher Observations, Staff Development, Substitutes, Testing and Principal's Designee. Dr. Hunter also serves as a member of the Assistant Principal's Liaison Committee for Region Center 6.

Kelli Hunter received her Bachelor's degree from Spelman College in Atlanta, Georgia, where she majored in Political Science and minored in Public Administration. She furthered her knowledge in the area of Social Science education by earning her Master's of Science degree from Nova Southeastern University. To enhance her expertise in the area of education, Dr. Hunter obtained her Ph.D from the Union Institute and University, exploring the area of Educational Social Policy and Program Evaluation.

4. James Griffith, Assistant Principal

Mr. James Griffith has worked over twelve years in the Miami-Dade County Public School System. For ten years Mr. Griffith worked at Mays Middle School as an instructor of six through eight Mathematics, including Honors Algebra, Geometry, six through eight General Science, and Intensive Math. Mr. Griffith has also served as Mathematics Chairperson, grade level Team Leader, and Administrative Assistant. He also served as sponsor for the science, chess, and softball teams, and was instrumental in collecting and drafting the necessary information for the School Improvement Plan.

Utilizing his curriculum experience, Mr. Griffith has worked with the school feeder pattern on vertical teaming initiatives to coordinate and align instruction between his school, the elementary schools, and the high school. Included in his responsibilities have been monitoring and supporting new teachers, conducting team meetings, conducting department meetings, and the monitoring and implementation of student detentions. Mr. Griffith has monitored and administered the Saturday School program. He has also researched computer programs and implemented a PLATO math lab program to be used with lower level students. Mr. Griffith was the Teacher of the Year at Mays Middle School and nominated a second time.

Mr. Griffith was appointed to his first assistant principalship at Cutler Ridge Middle School one year ago. At this time, Mr. Griffith's responsibilities include eighth grade discipline, mathematics and science departmental issues, attendance/FTE monitoring, volunteers, PTSA, EESAC, school improvement planning, transportation, and cafeteria operations. He is certified in grade five through nine Mathematics, grades one through six Elementary Education, and Educational Leadership.

Mr. Griffith received an Associate of Science degree in Armaments Technology from Air Force Community School. He went on to earn a Bachelor of Science degree in Industrial Technology and a Master's of Science in Technology degree from East Texas State University in Commerce Texas.

5. Mr. Carlos Martinez, Assistant Principal

Mr. Carlos E. Martinez began his educational career with Miami-Dade County Public Schools in 1993, as a substitute teacher. In 1996, Mr. Martinez taught in a self-contained, Students-At-Risk Program classroom and an Advanced History course at W.R. Thomas Middle School. Mr. Martinez relocated to Charles R. Drew Middle School in 1997. For the next five years Mr. Martinez was an integral part of the Social Studies Department. While at Charles R. Drew Middle, Mr. Martinez taught regular and advanced Civics, Geography and American History, as well as, Gifted American History courses. Mr. Martinez sponsored the Geography Bee and African-American History Brain Bowl teams, served on the African-American Heritage Committee and the Hispanic Heritage Committee, and was the Gang Resistance Education and Training (G.R.E.A.T.) Coordinator. Mr. Martinez was elected EESAC recording secretary and to the Administrative Selection Committee. Mr. Martinez served as a grade level

team leader, mentor to beginning teachers, and coordinated the team-teaching program in an auditorium setting. In 2002, Mr. Martinez transferred to Howard A. Doolin Middle School as a Social Studies teacher. Here he again served as grade level team leader, and in the African-American Heritage and Hispanic Heritage Committees. In 2003, Mr. Martinez became the school's Career Specialist and began assisting with administrative duties. As Career Specialist Mr. Martinez organized Career Day, Magnet School presentations, was part of the SIP committee and presented the SIP at the Regional Center. Mr. Martinez has assisted at several schools in maintaining and increasing student academic achievement. He was part of the team responsible for raising Charles R. Drew Middle's state assigned school grade and incorporating FCAT strategies into the school's curriculum.

Mr. Martinez was appointed to his first assistant principalship at Cutler Ridge Middle School this year. At this time, Mr. Martinez's responsibilities include electives, ESE, ESOL and social studies departmental issues, seventh grade discipline, property control, textbook inventory, PTSA, ESSAC, technology supervision and fire drills. Mr. Martinez is certified in Middle Grades Social Studies 6-9, Secondary Social Studies 6-12 and Educational Leadership. Mr. Martinez earned a Bachelor's Degree in Social Studies Education from Florida International University and a Master's Degree in Educational Leadership from NOVA University.

• Teacher Mentoring:

All teachers new to the profession and/or school system will be involved in the Beginning Teacher Orientations provided by the District. In addition, Professional Growth Teams will be assigned to assist new teachers and those who are in need of assistance with effective classroom management strategies. Veteran teachers who are highly qualified and/or national board certified, will be paired with newly assigned and beginning teachers as mentors to provide assistance with methodology and pedagogy. Quality professional development workshops on research-based instructional strategies will be conducted during professional planning time and early release days for teachers to help elevate the quality of instruction. Common planning time will be available for teachers to discuss and share best practices and instructional delivery techniques as well as training sessions. Our Reading Leader will model lessons in various subjects which will enhance the competencies of teachers.

• School Advisory Council:

The EESAC assisted in the preparation of the School Improvement Plan relative to the following areas:

- Budget- the EESAC recommended, reviewed, and participated in the development of the budget for the 2005-2006 school year.
- Training- the EESAC recognizes its role in supporting the development of an infrastructure for professional growth regarding school improvement goals and initiatives, and in promoting a collegial climate as enabling tools for continuous school improvement.
- Instructional materials- the EESAC supports continued efforts to focus school instructional materials on SIP goals and state/district standards.
- Technology- the EESAC supports the existing technology infrastructure through expenditures and services to develop students' technology competencies and to improve student achievement.
- Staffing- the EESAC has assessed the current staffing allocations to identify key personnel that will provide assistance in order to meet our school improvement goals.

-- Student Support Services- the EESAC supports the on-going work of the school counselors and their efforts to address student and parent needs in order to promote academic and career achievement in a school climate that demonstrates a tone of decency.

-- Benchmarking- the EESAC will review student performance data as a baseline for assessing progress.

• Extended Learning Opportunities

All students are encouraged to participate in extended day services provided by the school, at no cost to the parent. A comprehensive before and after school tutoring program has been established to meet the needs of all students. Students who scored Level 1 and/or 2 in Reading and Mathematics received an invitation to participate in an Intensive Skill development program taught by highly qualified instructors, using technology, manipulatives and other instructional materials. Students who scored 3 and higher in Reading and Mathematics are invited to participate in our accelerated web based skill enhancement course, to further develop and refine student achievement. After school tutoring sessions designed to improve and enhance writing techniques are scheduled for those students who score a 3.5 or lower in the district Florida Writes Pre-test. FCAT Academy classes, held on Saturdays, are scheduled and are designed to focus on test taking strategies and practices for all students.

• School Wide Improvement Model

Cutler Ridge Middle School will incorporate the Continuous Improvement Model. This model involves an eight-step process that is systematic in making improvements in services. The cycle will include: Test Score Disaggregation- to identify weak and strong objective areas, Time Line Development- develop a school-wide timeline for all objective areas based on the needs of the student, Instructional Focus-using the timeline deliver the instructional focus lessons, Assessment-administer benchmark progress assessments after instructional focus has been taught to identify mastery of benchmarks, Tutorials-provide tutorial time to reteach target areas, Enrichment-provide enrichment opportunities for students who have mastered benchmarks, Maintenance-provide materials for ongoing maintenance and reteaching, Monitoring-the principal and his administrative team are continuously involved in the teaching and learning process.

Our goals for change at Cutler Ridge Middle began with planning over the summer months. After analyzing our school data, basic skills were identified as needing improvement. Instructional Focus activities, which highlighted specific benchmarks in reading and mathematics, were developed into a calendar which was handed out to all instructional staff at the beginning of the school year. Emphasis on targeted skills will be implemented school-wide on a monthly basis. Tri-quarterly benchmark progress assessments, which will enhance data driven decision making and instruction, will provide data for analysis of best practices and teaching methods.

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
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 1 STATEMENT:

Cutler Ridge Middle School students will be proficient readers.

Needs Assessment

Results of the 2005 FCAT Reading test indicate that 41 percent of students met standards in reading, however, 59 percent are not reading at or above grade level. Fifty seven percent of students made Learning Gains and 71 percent of the Lowest 25 percent made Adequate Progress. As per the No Child Left Behind (NCLB) adequate yearly progress report, students in the African American, Hispanic, Economically Disadvantaged and Students with Disabilities subgroups did not meet the desired 37 percent of level 3 or above on the 2005 FCAT Reading test. In looking at Level 1-5 for all grade levels, 37 percent of sixth and eighth grade students are Level 1 compared to 38 percent of seventh graders who are Level 1. Our focus is to move Level 1 students to the next level as they continue through middle school using specific reading strategies and instructional materials in the classroom. Level 5 students made up two percent of the seventh grade class but only one percent of the sixth and eighth grade classes. As with Level 1 students, higher level readers will improve to the next level through strategies specific to Advanced Academic courses. The sixth grade data shows that students were successful, scoring at or above 55 percent in the areas of Main Idea, Comparisons, and Reference and Research. Additional strategies should be implemented in the area of Words and Phrases. Data for seventh grade shows that students were most successful in the areas of Words and Phrases and Main Idea and Purpose. Additional strategies should be implemented in the areas of Reference and Research and Comparisons. Eighth grade data indicates that most students were successful in the areas of Words and Phrases. Additional instruction is needed in the areas of Main Idea, Reference and Research, and Comparisons.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATIO N RATE
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades six through eight will improve their reading skills as evidenced by 44 percent of the students reaching the state required mastery level as documented by the scores of the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards, African American students in grades six through eight will improve their reading skills as evidenced by 44 percent of the students reaching the state required mastery level as documented by scores of the 2006 FCAT Reading test.

Given instruction using the Sunshine State Standards, Economically Disadvantaged students in grades six through eight will improve their reading skills as evidenced by 44 percent of the students reaching the state required mastery level as documented by scores of the 2006 FCAT Reading test.

Given instruction using the Sunshine State Standards, Hispanic students in grades six through eight will improve their reading skills as evidenced by 44 percent of the students reaching the state required mastery level as documented by scores of the 2006 FCAT Reading test.

Given instruction using the Sunshine State Standards, Students With Disabilities in grades six through eight will improve their reading skills as evidenced by 44 percent of the students reaching the state required mastery level as documented by scores of the 2006 FCAT Reading test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement Instructional Focus/Data activities school-wide that highlight specific benchmarks in reading.	Principal Curriculum Specialist Language Arts Chairperson Mathematics Chairperson	8/4/2005	5/24/2006
Utilize Differentiated Instruction in order to focus on individualized needs in each classroom.	Principal AP Curriculum Department Chairpersons Classroom Teachers	8/8/2005	5/31/2006
Involve teachers in data-driven decision making by providing teachers with all available data to enable them to analyze the ongoing progress of their students as they monitor student progress	Principal AP Curriculum Curriculum Specialist Department Chairpersons Classroom Teachers	08/08/05	05/31/06
Facilitate staff development in appropriate reading strategies, including CRISS and Reciprocal Teaching.	Principal AP Curriculum Reading Leader	08/08/05	05/31/06
Implement Vertical teaming to improve reading	Principal	08/08/05	05/31/06

comprehension across the grade levels.	AP Curriculum Department Chairpersons Classroom Teachers		
Encourage Extended Learning Activities to all students in the form of before and after-school tutoring, writing workshops, and FCAT Academy Saturdays.	Principal AP Curriculum Curriculum Specialist	08/08/05	05/31/06

Research-Based Programs

Read XL

Read 180 for ESE students

Prentice Hall Literature Series

Professional Development

Data Analysis

Data Driven Decision Making

Differentiated Instruction for Struggling Readers

CRISS (Creating Independence through Student-owned Strategies)

Reciprocal Teaching

Test item specifications and Rubrics

Planning for Effective Instruction in the Two-Hour Block

EETT- Enhancing Education Through Technology

Evaluation

FCAT 2006 Reading results

District Assessment in Reading

Gates MacGinitie Reading Test

Oral Fluency Test

Tutoring Attendance Log

Pre/Post Test for Tutoring program

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
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 2 STATEMENT:

Cutler Ridge Middle School students will be proficient in Mathematics.

Needs Assessment

Results of the 2005 FCAT Math test indicate that 47 percent of students met standards in mathematics, however, 53 percent are not achieving mastery level in mathematics. Sixty one percent of students made Learning Gains. As per the No Child Left Behind (NCLB) Adequate Yearly Progress Report, students in the African-American, Students with Disabilities, Hispanics and Economically Disadvantaged subgroups did not meet the desired 44 percent of Level 3 or above on the 2005 FCAT Mathematics test. An analysis of data for students at all grade levels indicates that 45 percent of sixth grade students, 35 percent of seventh grade students and 28 percent of eighth grade students are Level 1, suggesting the need to use specific strategies and instructional materials to improve student achievement in mathematics. Level 5 students made up one percent of the sixth and seventh grade class and three percent of the eighth grade class. Sixth grade data indicates that students scored at 56 percent in the area of Geometry. The greatest need in the sixth grade is improvement in Number Sense, Measurement, Algebraic Thinking and Data Analysis. Seventh grade data indicates that students scored highest in the area of Geometry. Additional instructional emphasis is needed in the areas of Number Sense, Measurement, Algebraic Thinking, and Data Analysis. Eighth grade data indicates that students scored highest in the area of Number Sense and Data Analysis. Additional instructional emphasis is needed in the areas of Measurement, Geometry and Algebraic Thinking.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATIO N RATE
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade six through eight will improve their mathematics skills as evidenced by 50 percent of the students reaching the state required mastery level as documented by scores of the 2006 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, African American students in grades six through eight will improve their mathematics skills as evidenced by 50 percent of the students reaching the state required mastery level as documented by scores of the 2006 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Hispanic students in grades six through eight will improve their mathematics skills as evidenced by 50 percent of the students reaching the state required mastery level as documented by scores of the 2006 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Economically Disadvantaged students in grades six through eight will improve their mathematics skills as evidenced by 50 percent of the students reaching the state required mastery level as documented by scores of the 2006 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Students with Disabilities in grades six through eight will improve their mathematics skills as evidenced by 50 percent of the students reaching the state required mastery level as documented by scores of the 2006 FCAT Mathematics Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Employ research-based instructional practices, e.g., computer and technology assisted instruction and mathematics manipulatives that impact student mastery of mathematical application skills across all grades and disciplines.	AP Curriculum Mathematics Chairperson Classroom Teachers	08/08/05	05/31/06
Implement Instructional Focus activities school-wide that highlight specific benchmarks in mathematics.	Principal AP Curriculum Mathematics Chairperson Classroom Teachers	08/08/05	05/31/06
Use differentiated instructional techniques in order to focus on individualized needs in each classroom.	Principal AP Curriculum Department Chairpersons Classroom Teachers	08/08/05	05/31/06
Facilitate data-driven decision making by providing teachers with all available data to enable them to analyze and monitor the ongoing progress of their students.	Principal AP Curriculum Curriculum Specialist Department Chairpersons Classroom Teachers	08/08/05	05/31/06

Implement Vertical Teaming to improve mathematics performance across the grade levels.	Principal AP Curriculum Department Chairpersons Classroom Teachers	08/08/05	05/31/06
Encourage Extended Learning Activities to all students in the form of after-school tutoring and academic enrichment.	Principal AP Curriculum Curriculum Specialist	08/08/05	05/31/06

Research-Based Programs

Prentice Hall Mathematics Series

A + Math

Riverdeep

Professional Development

Data Analysis

Data Driven Decision Making

Differentiated Instruction for the Two-Hour Block

Test item specifications and Rubrics

Planning for Effective Instruction in the Two-Hour Block

Edusoft Software

Using Manipulatives in Math

FCAT Explorer

EETT-Enhancing Education Through Technology

Riverdeep Training

CRISS Strategies

Evaluation

FCAT 2006 Mathematics test results

District Quarterly Assessments

Tutoring Attendance Log

Pre/Post Test for Tutoring program

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
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 3 STATEMENT:

Cutler Ridge Middle School students will be proficient in Writing techniques.

Needs Assessment

An analysis of the 2005 FCAT Writing test compared to the results of the 2004 FCAT Writing test reveals the following trends among our eighth graders: (a) Students mean score in Expository writing remained constant at 3.8 and decreased in Persuasive writing from 3.7 to 3.5; (b) The percent of students scoring 3.5 or above in Expository writing decreased from 78 percent in 2004 to 74 percent in 2005; (c) The percent of students scoring 3.5 or above in Persuasive writing decreased from 70 percent in 2004 to 62 percent in 2005; (d) Students scored slightly higher in Expository writing than Persuasive writing. Further improvement will require a systematic, interdisciplinary approach to writing instruction between all core subjects

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade 8 will improve their writing skills as evidenced by a one percent increase in the number of students reaching the state required mastery level as documented by scores of the 2006 FCAT Writing Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement reading activities school-wide that correlate to effective writing techniques.	Reading Specialist Language Arts Chairperson Classroom Teachers	08/08/05	05/31/06
Conduct District mandated pre and post tests to all students in preparation of the eighth grade writing test using persuasive prompts.	Test Chairperson Language Arts Chairperson Classroom Teachers	08/08/05	05/31/06
Use differentiated instructional techniques in order to focus on individualized needs in each classroom	Principal AP Curriculum Department Chairpersons Classroom Teachers	08/08/05	05/31/06
Facilitate data-driven decision making by providing teachers with all available data to enable them to analyze and monitor the ongoing progress of their students.	Principal AP Curriculum Curriculum Specialist Department Chairpersons Classroom Teachers	08/08/05	05/31/06
Implement Vertical Teaming to improve writing across the grade levels.	Principal AP Curriculum Department Chairpersons Classroom Teachers	08/08/05	05/31/06
Encourage Extended Learning Activities to all students for writing tutorials	Principal AP Curriculum Curriculum Specialist	08/08/05	05/31/06

Research-Based Programs

FCAT Sharpen Up Writing series

Professional Development

Data Analysis
Data-Driven Decision Making
CRISS Training
Curriculum Mapping
Vertical Teaming
Integrated Writing Instruction

Evaluation

2006 FCAT Writing results
On site Pre and Post testing
Student Portfolios
Teacher Developed Writing Prompts in Language Arts classes

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
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 4 STATEMENT:

Cutler Ridge Middle School students will be proficient in Science content and understanding.

Needs Assessment

Results of the 2005 FCAT Science test indicate that the mean scale score of the eighth grade decreased five points from the 2004 FCAT Science test. The score for the 2005 test was three points higher than the district mean scale. In comparing the achievement levels of the 2005 test to the 2004 test students scored eleven percentage points lower in Physical and Chemical Science, fourteen percentage points lower in Life and Environmental Science, eleven percentage points lower in Earth and Space Science and decreased two percentage points in Scientific Thinking. Teachers in the eighth grade should focus on hands-on activities to ensure that students get the practice using scientific thinking skills in laboratory exercises.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade 8 will improve their science skills as evidenced by an increase in the mean scale score to 280 as documented by the 2006 FCAT Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Employ research-based instructional practices, e.g., computer-assisted instruction and science manipulatives that impact student mastery of mathematical application skills in science across all grades and disciplines.	Principal AP Curriculum Science Chairperson Science Teachers	08/08/05	05/31/06
Utilize Differentiated Instruction during the instructional block which incorporates CRISS and Reciprocal Teaching strategies for increasing student comprehension of science content.	Principal AP Curriculum Science Chairperson Science Teachers	08/08/05	05/31/06
Implement Vertical teaming to improve science comprehension across grade levels.	Principal AP Curriculum Science Chairperson Classroom Teachers	08/08/05	05/31/06
Provide instruction in Scientific Process Skills at all grade levels throughout the year.	AP Curriculum Science Chairperson Science Teachers	08/08/05	05/31/06
Involve teachers in data-driven decision making by providing teachers with all available data to enable them to analyze the ongoing progress of their students as they monitor student progress.	Principal AP Curriculum Curriculum Specialist Department Chairpersons Classroom Teachers	08/08/05	05/31/06
Facilitate professional development and collaborative planning to develop hands-on laboratory activities which reinforce Scientific Process Skills.	Principal AP Curriculum Science Chairperson Science Teachers	08/08/05	05/31/06

Research-Based Programs

Riverdeep
Glencoe Science Series
FCAT Sharpen Up Science

Professional Development

Data Analysis

Data Driven Decision Making

Differentiated Instruction

CRISS

Test item specifications and Rubrics

Planning for Effective Instruction in the Two-Hour Block

EETT-Enhancing Education Through Technology

Evaluation

2006 FCAT Science results

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
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 5 STATEMENT:

Cutler Ridge Middle School will continue to involve parents in the educational process of their students

Needs Assessment

Results of the 2004 School Climate Survey indicate that 73 percent of parents believe that teachers include them in matters directly affecting their child's progress in school, 87 percent of parents believe that the staff in the principal's office treat them with respect when they contact the school, 78 of parents believe that the school staff responds to needs and concerns in a reasonable period of time, and 73 percent of parents believe that the overall climate or atmosphere at the school is positive and helps their child learn. Additionally, 81 percent of the parent respondents on the School Climate Survey indicated that they felt their child was getting a good education at Cutler Ridge Middle School. Membership in the PTSA during the 2004 school year was 130. One hundred seventy nine parents attended the 2004 sixth grade orientation held before the opening of school. Five hundred fourteen parents attended 2004 Open House activities. One Hundred and thirty-two parents attended the annual Curriculum Fair Night.

Measurable Objective

Given school-wide focus on Parental Involvement in school sponsored activities, attendance will increase 20 percent compared to 2004 as evidenced by attendance records and membership in the PTSA.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Promote regular home-school communication through "Watch for it Wednesdays" and school monthly calendars to inform parents of school activities, events, and other important information.	Principal Assistant Principal	08/08/05	05/31/06
2. Conduct workshops for parents on various topics related to the adolescent child, family counseling issues, community resources and other pertinent topics.	Principal AP Curriculum Counselors Curriculum Specialist Community Involvement Specialist	08/08/05	05/31/06
3. Recruit parents as volunteers to provide assistance in instruction and/or mentoring for students	Principal Curriculum Specialist Community Involvement Specialist	08/08/05	05/31/06
6. Communicate with parents and caregivers regarding outreach activities, student progress, and intervention strategies through many sources including the Electronic E-News Bulletin.	Principal AP Curriculum Counselors Curriculum Specialist Community Involvement Specialist	08/08/05	05/31/06
4. Encourage parents to share their careers with students on Career Days.	Curriculum Specialist Community Involvement Specialist	08/08/05	05/31/06
5. Encourage parents and caregivers to Family Math and Science Night, Curriculum Fair, and the Literary Café.	Principal AP Curriculum Curriculum Specialist Department Chairpersons	08/08/05	05/31/06
7. Encourage parents to share their concerns and ideas by hosting a monthly "coffee talk" with the Principal	Principal AP Community Involvement Specialist Curriculum Specialist	08/08/05	05/31/06

Research-Based Programs

National Standards for Parent and Family Involvement Programs by the National PTSA

Professional Development

Monthly Title 1 Community Involvement Workshops

Monthly EESAC meetings

Monthly PTSA meetings

Monthly Breakfast with the Principal meetings

Monthly Parent Informational meetings

Evaluation

School Climate Survey

Volunteer Registration List

Parent Sign In Sheets

Volunteer Log

Workshop Attendance Rosters

PTSA Membership Rosters

EESAC Attendance Rosters

Community Involvement Specialist Records

Parent Resource Center Log

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
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 6 STATEMENT:

Cutler Ridge Middle School students will foster an atmosphere of Discipline and Safety while on campus.

Needs Assessment

Results of the 2004-2005 School Center for Special Instruction (SCSI) Statistics report indicate that 31 percent of standard curriculum students were serviced in SCSI. Fifty percent of the students who were placed in SCSI served one time only, while 22 percent served twice, 14 percent served three times, and nine percent served four or more times.

Measurable Objective

Given the Schoolwide Initiative to foster an atmosphere of discipline and safety the school's overall indoor suspension rate will decrease by three percent for the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Foster an effective in school SCSI program.	Principal Assistant Principals SCSI Instructor	8/4/2005	5/24/2006
Maintain parental involvement in all areas of the school program.	Principal Assistant Principals Community Involvement Specialist	8/4/2005	5/24/2006
Maintain an effective referral system to counselors.	Principal Assistant Principals SCSI Instructor Counselors	8/4/2005	5/24/2006
Facilitate the child study team model to effectively communicate discipline expectations to teachers, parents, and students.	Principal Assistant Principals Counselors Team Leaders Classroom Teachers ESE Specialist	8/4/2005	5/24/2006
Utilize Peer Mediation procedures to allow students to solve problems on their own.	Trust Counselor Assistant Principals Peer Mediators	8/4/2005	5/24/2006
Develop alternative disciplinary options such as work detail and career options during the school day in lieu of indoor suspension.	Principal Assistant Principals SCSI Instructor Counselors	8/4/2005	5/24/2006
Develop a before school detention program.	Principal Assistant Principals SCSI Instructor	8/4/2005	5/24/2006

Research-Based Programs

n/a

Professional Development

Child Study Team(CST) training meetings

Conflict Resolution training meetings

Peer mediation training meetings

Evaluation

2006 District Suspension Report

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
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 7 STATEMENT:

Cutler Ridge Middle School will employ the usage of electronic educational tools to assist teachers.

Needs Assessment

Miami Dade County is implementing a district wide implementation for all schools to be utilizing the Pinnacle Electronic gradebook program. This program allows for teachers, students and parent interaction through a web-based program, With 100 percent usage of this program our school site will encourage parent involvement and notification of student performance as well as provide for a more efficient method of record keeping

Measurable Objective

Given the Schoolwide Initiative of Educational Technology, teachers will incorporate the utilization of the electronic gradebook as evidenced by 100 percent of teacher participation at the end of 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Facilitate monthly gradebook trainings for all faculty.	Principal Gradebook Administrators	8/4/2005	5/24/2006
Communicate through electronic email directions and processes required for proper usage of gradebook.	Principal Gradebook Administrators	8/4/2005	5/24/2006
Monitor teacher usage to ensure timely deadlines and reporting of grades.	Principal Gradebook Administrators	8/4/2005	5/24/2006
Facilitate parent access through Parent Internet Viewer.	Principal Gradebook Administrators	8/4/2005	5/24/2006
Facilitate printing of schoolwide Interim Progress reports based on the gradebook program.	Principal Gradebook Administrators	8/4/2005	5/24/2006

Research-Based Programs

n/a

Professional Development

1. Monthly Gradebook Training for all new teachers.
2. Periodic Electronic Email reports and updates.

Evaluation

2005-2006 Gradebook Manager Report

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
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 8 STATEMENT:

Cutler Ridge Middle School students will improve their health and fitness to ensure a positive and healthy lifestyle.

Needs Assessment

Based on the District Physical Fitness Test Summary Report for the 2004- 2005 school year, 71 percent of the students enrolled in Physical Education classes were awarded Presidential Fitness Certification. To properly assess both student fitness performance and programmatic success, a pre- and post-test will be administered to determine student baseline measures. Student health-related fitness is assessed through the implementation of the FITNESSGRAM test program.

Measurable Objective

Given the results of the 2004-2005 Fitnessgram, 74 percent of students enrolled in Physical Education classes will achieve the Presidential Fitness Award as documented by the 2005-2006 Fitnessgram report.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Administer a pre and post physical fitness test to all students enrolled in Physical Education classes	Principal Assistant Principals Physical Education Teacher	8/4/2005	5/24/2006
Monitor the physical education program to ensure that teachers select activities specifically related to assessment component items, which would enhance specificity of training	Principal Assistant Principals Physical Education Teacher	8/4/2005	5/24/2006
Monitor the lunch program to ensure healthy student eating habits.	Principal Assistant Principals Assistant Principals Physical Education Teacher Cafeteria Manager	8/4/2005	5/24/2006
Develop an action plan for the school to insure input from the department to meet the goals and objectives as stated.	Principal Assitant Principals Physical Education Teacher	8/4/2005	5/24/2006
Ensure that an appropriate amount of instructional time in dedicated to fitness related activities on a daily basis.	Principal Assistant Principals Physical Education Teacher	8/4/2005	5/24/2006

Research-Based Programs

n/a

Professional Development

Fitnessgram training

Presidential Award Program training

Evaluation

Administer the FITNESSGRAM, health-related fitness test

Develop a prescriptive report for each student

Physical Fitness Post 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
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 9 STATEMENT:

Cutler Ridge Middle School will involve male students in meaningful programs to promote self esteem, discipline, and academic achievement.

Needs Assessment

The 5000 Role Models of Excellence program addresses the problems experienced by young males in urban school districts. Rising statistics related to suspensions, expulsions, as well as the proliferation of weapons, violence and disruption in our community necessitates the implementation of this program at our school. More than 5,000 mentors and volunteers in our community have stepped forward to join us in helping to guide our children from boyhood to manhood.

Measurable Objective

Given the Schoolwide Initiative to involve students in meaningful programs to promote self esteem, discipline, and academic achievement with a focus on future goals and aspirations male students in grade six through eight will be targeted and nominated to the 5000 Role Models of Excellence program as evidenced by 2005 attendance records from special events.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Promote awareness of the 5000 Role Model program at our school.	Principal Assistant Principals 5000 Role Model Sponsor	8/4/2005	5/24/2006
Target students AYP subgroups who will benefit from the 5000 Role Model program content.	Principal Assistant Principals 5000 Role Model Sponsor	8/4/2005	5/24/2006
Inform parents of the program through letters home sent with the student.	Principal Assistant Principals 5000 Role Model Sponsor Community Involvement Specialist	8/4/2005	5/24/2006
Participate in schoolwide activities showcasing student involvement during the 2005-2006 school year.	Principal Assistant Principals 5000 Role Model Sponsor	8/4/2005	5/24/2006
Attend district-wide conferences for students to provide exposure to local and national Role Model Mentors who will address issues that affect all youth.	Principal Assistant Principals 5000 Role Model Sponsor	8/4/2005	5/24/2006
Organize monthly visitations from Role Models to address an array of issues facing our students.	Principal Assistant Principals 5000 Role Model Sponsor	8/4/2005	5/24/2006

Research-Based Programs

n/a

Professional Development

5000 Role Model Mentor workshop

Evaluation

5000 Role Model Attendance records for 2005-2006

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
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 10 STATEMENT:

Cutler Ridge Middle School will rank at or above the 90th percentile statewide in the Return on Investment(ROI) index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the FLDOE indicate that in 2004, Cutler Ridge Middle School ranked at the 57th percentile on the State of Florida ROI index.

Measurable Objective

Cutler Ridge Middle School will improve its ranking on the State of Florida Return on Investment(ROI) index publication from the 57th percentile in 2004 to the 60th 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 relation to school programs.	Principal	8/4/2005	5/24/2006
Collaborate with the district on resource allocation.	Principal	8/4/2005	5/24/2006
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal	8/4/2005	5/24/2006
Consider shared use of facilities, partnering with community agencies.	Principal	8/4/2005	5/24/2006

Research-Based Programs

n/a

Professional Development

n/a

Evaluation

On the next State of Florida ROI index publication, Cutler Ridge Middle School will show progress toward reaching the 60th percentile.

EESAC Compliance

YES	NO	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<i>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.</i>

Budget:

Budget- the EESAC recommended, reviewed, and participated in the development of the budget for the 2005-2006 school year.

Training:

Training- the EESAC recognizes its role in supporting the development of an infrastructure for professional growth regarding school improvement goals and initiatives, and in promoting a collegial climate as enabling tools for continuous school improvement.

Instructional Materials:

Instructional materials- the EESAC supports continued efforts to focus school instructional materials on SIP goals and state/district standards.

Technology:

Technology- the EESAC supports the existing technology infrastructure through expenditures and services to develop students' technology competencies and to improve student achievement

Staffing:

Staffing- the EESAC has assessed the current staffing allocations to identify key personnel that will provide assistance in order to meet our school improvement goals.

Student Support Services:

Student Support Services- the EESAC supports the on-going work of the school counselors and their efforts to address student and parent needs in order to promote academic and career achievement in a school climate that demonstrates a tone of decency.

Other Matters of Resource Allocation:

Other Matters of Resource Allocation- the EESAC recommended, reviewed, and participated in the allocation of funding for various resources used by the school.

Benchmarking:

Benchmarking- the EESAC will review student performance data as a baseline for assessing progress.

School Safety & Discipline:

School Safety and Discipline- The EESAC brought issues to the committee concerning safety and discipline and discussed ways to solve problems when necessary.

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