
SCHOOL IMPROVEMENT PLAN

2006-2007



School Name: 1241 - Cutler Ridge Elementary School

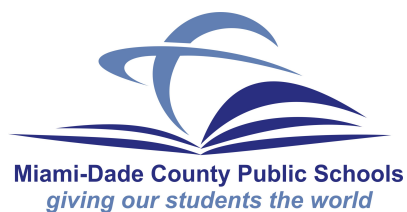
FeederPattern: Miami Southridge Senior

Region: Regional Center VI

District: 13 - Miami-Dade

Principal: Adrienne Wright-Mullings

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Cutler Ridge Elementary School

Cutler Ridge Elementary School serves some 1,025 multiethnic students, pre-kindergarten through fifth grade at the main campus and kindergarten through fifth at the Assurant Satellite Learning Center. After analyzing and evaluating pertinent data such as Florida Comprehensive Assessment Test (FCAT) Results, the School Climate Survey, the Organizational Performance Self Assessment Survey, the 2005-2006 Percentage Attendance Report, the 2005-2006 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 schoolwide priorities for the 2006-2007 school year.

Given instruction using the Sunshine State Standards, 87 percent of students in grades three through five will score at a level 3 or above on the 2007 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, 83 percent of students in grades three through five will score at a level 3 or above on the 2007 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, 86 percent of students in grade four will score a 3.5 or above as documented on the 2007 FCAT Writing+ Test.

Given instruction using the Sunshine State Standards, 50 percent of students in grade five score at a level 3 or above as documented by the 2007 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 2005-2006 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 95.83 percentage score of the previous year as documented by the Percentage of Attendance Report.

Given a school-wide focus on the use of technology, 72 percent of students in grades one through five will score 72 percent or higher on the administration of the 2006 school-site developed technology post-test. In addition, 75 percent of students in grades three through five will complete the FCAT Explorer program before the end of the 2006-2007 school year.

Given instruction using the Sunshine State Standards, 63 percent of students in grades 4 and 5 will meet the minimum health-related standards as documented on the 2007 FITNESSGRAM as compared to the the 2006 FITNESSGRAM.

Students in grades K through 5 will create a minimum of 3 pieces of writing or artistic expression which will reflect, support and correlate with various state, district, county and school-wide sponsored contests, events and school calendar activities.

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

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

Cutler Ridge Elementary School

VISION

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

MISSION

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

CORE VALUES

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

School Demographics

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

Cutler Ridge Elementary serves 1025 students in pre-kindergarten through fifth grade which represents: 19.7 percent African American; 47.9 percent Hispanic; 26.5 percent Caucasian and 5.9 other; 48.7 percent free/reduced meal program; 17 percent mobility rate; 8 percent Limited English Proficient (LEP) population.

Two miles away, students of the Assurant Group's employees attend the Satellite Learning Center. The satellite serves 227 students of middle 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 eighty-nine full-time and ninety part-time/itinerant faculty and staff members (inclusive of two afterschool programs): three administrators, sixty-six regular classroom teachers, one media specialist, two media clerks, five Special Education teachers, one ESOL teacher, two counselors, nine full-time and two part-time special area teachers, one computer specialist, one itinerant speech pathologist, two part-time teachers, two full-time paraprofessionals, fifteen part-time paraprofessionals, seven secretaries/clerks, six custodials, one itinerant zone mechanic, five part-time security monitors, one cafeteria manager, seven food service workers, three cafeteria monitors, two after school care managers and forty-six afterschool care workers. The ethnicity of the full-time faculty and staff is: white non-hispanic, thirty-six percent; black non-hispanic, thirty-two percent; hispanic, thirty-two percent. Part-time faculty and staff is comprised of white, twenty-five percent, black, twenty-seven percent; hispanic, forty-six percent and asian, two percent.

Cutler Ridge Elementary provides 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 agree that the leadership team frequently sets directions for the school, shares the mission and vision of the school, creates a positive working environment, and involves its employees in the day to day operation of the school.

District Strategic Planning Alignment:

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

Stakeholder Engagement:

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

Faculty & Staff:

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

Data/Information/Knowledge Management:

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

Education Design:

Findings of the Organizational Performance Self Assessment Survey indicate that on a scale of one to five, 4.3 of the faculty and staff agree that the processes that drive the function of the school are:

Extended Learning Opportunities: Academic Excellence Program, Full time and part-time gifted program, enrichment activities for all academic areas, 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 agree that this process has been impacted due to the following additional areas: student attendance, student referrals, student/parental support, and parenting skills.

GOAL 1: READING

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

Florida Education Priorities

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

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<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 type="checkbox"/>

GOAL 1 STATEMENT:

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

Needs Assessment

Results of the 2006 FCAT Reading Test indicate that 83 percent of students in grades three through five scored a level 3 or above. Specifically, the data indicates that students in grade three responded to the Comparison Benchmark items with 67 percent accuracy, a decrease of 8 percentage points. The data also indicates that students in grade four responded to the Main Idea/Purpose Benchmark items with 59 percent accuracy, a decrease of 11 percentage points, students in grade five responded to the Reference and Research Benchmark items with 67 percent accuracy, a decrease of 8 percentage points and also responded to the Comparisons Benchmark items with 67 percent accuracy, a decrease of 10 percentage points from the 2005 FCAT Reading administration.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards, 87 percent of students in grades three through five will score at a level 3 or above on the 2007 administration of the FCAT Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide activities for students in grades K through five with the opportunity to apply their Reading skills to real life situations.	Principal, Assistant Principal and Teachers	08/11/06	05/25/07	District Strategic Plan	\$0.00
Implement and monitor the components of the Comprehensive Research-Based Reading Plan (CRRP) with emphasis on Main Idea/Purpose, Comparisons, and Reference and Research benchmark items in grades K through five.	Principal, Assistant Principal and Teachers	08/11/06	05/25/07	District Strategic Plan	\$0.00
Enhance reading instruction and technology through the use of computer software in grades K through five (i.e. Reader Rabbit, Accelerated Reader, FCAT Explorer, and Riverdeep).	Principal, Assistant Principal and Teachers	09/11/06	05/25/07	District Strategic Plan	\$2000.00
Provide parent reading workshops in English and Spanish to foster their understanding of the various district initiatives and how they can assist their child with accomplishing academic requirements.	Principal, Assistant Principal and Teachers	10/24/06	05/22/07	District Strategic Plan	\$2500.00
Utilize the Continuous Improvement Model to conduct on-going analysis of data in grades K through five, which involves teachers using data-driven decision-making to identify student strengths and weaknesses.	Principal, Assistant Principal and Teachers	08/11/06	05/25/07	Continuous Improvement Model	\$0.00
Identify and enroll targeted students in third through fifth grades who scored Level 1 and 2 on the reading portion of the spring 2006 FCAT Reading Test in intensive reading courses. This will be accomplished through pull-out tutoring conducted by highly qualified paraprofessionals utilizing the Voyager Program, America Reads!, Early Success and Soar to Success to drive the tutoring sessions.	Principal, Assistant Principal, and Teachers	08/11/06	05/25/07	District Strategic Plan	\$30000.00
Develop Student Support Plans to identify	Principal, Assistant Principal and	09/11/06	05/25/07	Continuous	\$0.00

areas of improvement needed within reading in grades K through five using the frameworks provided by BEAR, OWL, DRAW, CRISS, Core Reading Plan, Early Success, DIBEL Results within the Continuous Improvement Model.	Teachers			Improvement Model	
Provide enrichment activities in the area of reading to maintain and/or improve the academic achievement of students scoring Levels 3 through 5.	Principal, Assistant Principal and Teachers	08/29/06	05/25/07	District Strategic Plan	\$5000.00

Research-Based Programs

1. Core reading program is Houghton Mifflin which drives reading instruction in grades K-5
2. Riverdeep Reading Program; Voyager for Tier 3 Students; Soar to Success
3. Early Success; Building Early Language and Literacy Program (BELL)
4. Phonological and Early Literacy Inventory (PELI) - Pre-Kindergarten
5. Project Right Beginnings - Kindergarten
6. Becoming Effective Active Readers (BEAR) Reading Program for first grade
7. Opening Worlds of Literacy (OWL) Reading Program for second grade
8. Developing Readers and Writers (DRAW) Reading Program for third grade
9. Creating Independence through Student owned Strategies (CRISS) a district program integrating all core subject based on state standards
10. Comprehensive Research-Based Reading Program for K-12

Professional Development

1. Becoming Effective Active Readers (BEAR) Reading Program for first grade (Schedule determined by the District and Region)
2. Opening Worlds of Literacy (OWL) Reading Program for second grade (Schedule determined by the District and Region)
3. Developing Readers and Writers (DRAW) Reading Program for third grade (Schedule determined by the District and Region)
4. Creating Independence through Student owned Strategies (CRISS) a district program integrating all core subject based on state standards (Schedule determined by the District and Region)
5. Core Reading Plan i.e. Guided Reading; Soar to Success (Schedule determined by the District and Region)
6. Early Success (Schedule determined by the District and Region)
7. Continuous Improvement Model Training
8. Dynamic Indicators of Basic Early Literacy Skills (DIBELS) training; Grade Three Reading Portfolio Training.

Evaluation

Results of the 2007 FCAT Reading Test for grades three through five

Results of interim assessments administered to monitor student progress

GOAL 2: MATHEMATICS

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

Florida Education Priorities

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

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<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 type="checkbox"/>	<input type="checkbox"/>

GOAL 2 STATEMENT:

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

Needs Assessment

Results of the 2006 FCAT Mathematics Test indicate that 79 percent of students in grades three through five scored at a level 3 or above. Specifically, the data indicates that students in grade three responded to the Data Analysis Benchmark with 57 percent accuracy, a decrease of 14 percentage points. Students in grade four responded to the Algebraic Thinking Benchmark with 57 percent accuracy, a decrease of 14 percentage points. Students in grade five responded to the Measurement Benchmark with 55 percent accuracy, a decrease of 9 percentage points, the Algebraic Thinking Benchmark with 55 percent accuracy, a decrease of 9 percentage points, the Geometry Benchmark with 54 percent accuracy, a decrease of 8 percentage points and the Data Analysis Benchmark with 50 percent accuracy, a decrease of 14 percentage points from the 2005 FCAT Mathematics administration.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards, 83 percent of students in grades three through five will score at a level 3 or above on the 2007 administration of the FCAT Mathematics Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide and broadcast mathematics vocabulary school-wide over closed circuit TV during morning announcements.	Assistant Principal Counselor	10/02/06	05/25/07	District Strategic Plan	\$0.00
Develop Student Support Plans to identify areas of improvement needed within mathematics in grades K through five.	Principal Assistant Principal Teachers	09/11/06	05/25/07	District Strategic Plan	\$0.00
Improve and monitor mathematics within the Comprehensive Mathematics and Science Plan: Bridges to Career in grades K through five with emphasis on mathematics content clusters where a decrease in percentage points was noted.	Principal Assistant Principal Grade Level Chairpersons Teachers	08/09/06	05/24/07	District Strategic Plan	\$0.00
Utilize the Continuous Improvement Model to conduct on-going analysis of data in grades K through five, which involves teachers using data-driven decision-making to identify student strengths and weaknesses.	Principal Assistant Principal Teachers	08/08/06	05/25/07	District Strategic Plan	\$0.00
Identify and provide additional services for Level 1 and 2 students in grades four and five.	Principal, Assistant Principal, Teachers	09/14/06	05/05/07	District Strategic Plan	\$0.00
Provide mathematic resources to parents via Math and Science Parent Night and Parent Resource Center.	Principal, Assistant Principal, Teachers Counselors	09/14/06	05/24/07	Continuous Improvement Model	\$0.00
Students in grades one through five will utilize the computer lab and identified web-sites to enhance mathematics instruction through technology.	Assistant Principal Math and Science Professional Learning Committee (Leadership Team)	10/17/06	05/15/07	Academic Teams	\$0.00
Administer school-wide weekly mathematics timed tests in grades one through five.	Assistant Principal Teachers	09/14/06	05/05/07	District Strategic Plan	\$150.00
Administer school-site developed Mathematics Pre/Post Test and assessments from core mathematics program to monitor progress and guide instruction to grades K	Assistant Principal Teachers	08/24/06	05/10/07	District Strategic Plan	\$200.00

through five.					
Provide enrichment activities in the area of mathematics to maintain and/or improve the academic achievement of students scoring Levels 3 through 5.	Assistant Principal Teachers	08/11/06	05/25/07	District Strategic Plan	\$2000.00

Research-Based Programs

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

Professional Development

1. "Building Bridges" Mathematics and Science Comprehensive Program, a district prescriptive mathematics program for all grades
2. SMILE, a district mathematics/science program, based on state standards (schedule determined by District and Region)
3. Technology Integration (October 2006)
4. Continuous Improvement Model training

Evaluation

Results of the 2007 FCAT Mathematics Test for grades three through five

Results of interim assessments administered to monitor student progress

Results of school-site developed mathematics pre/post tests for grades one through five

Assessments from the core mathematics 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

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

GOAL 3 STATEMENT:

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

Needs Assessment

Results of the 2006 FCAT Writing+ Test indicate that 89 percent of the students scored a level 3.5 or higher. In addition, results indicated that narrative writing is a strength with 93 percent scoring 3.5 or above as compared to 85 percent in expository.

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 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, 86 percent of students in grade four will score a 3.5 or above as documented on the 2007 FCAT Writing+ Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Utilize Continuous Improvement Model in grades K 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 Principal Teachers	08/11/06	05/25/07	District Strategic Plan	\$200.00
Recognize students in grades K through five for their exceptional writing over the closed circuit TV and certificates.	Principal Assistant Principal Media Specialist Teachers	08/11/06	05/24/07	School-to-Career	\$2000.00
Conduct monthly writing prompts to monitor student progress in grades one through five.	Assistant Principal Teachers	08/11/06	05/24/07	District-wide literacy plan	\$150.00
Utilize Florida Writing Assessment tool to direct instruction in grades one through five.	Principal Assistant Principal Reading Coach Teacher	08/11/06	05/24/07	District Strategic Plan	\$0.00
Utilize writing conventions to express ideas in daily journal entries in grades one through five utilizing resources such as Write Time for Kids.	Teacher Students	08/11/06	05/24/07	District-wide literacy plan	\$0.00
Provide enrichment activities in the area of writing to maintain and/or improve the academic achievement of students scoring levels 3.5 through 6.	Assistant Principal Teachers	08/11/06	05/25/07	District Strategic Plan	\$5000.00
Provide opportunities in class for peer evaluation in grades one through five using the rubric scale.	Teacher Students	08/11/06	05/24/07	Academic Teams	\$0.00

Research-Based Programs

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

1. FCAT Writing+ Workshop
2. Continuous Improvement Model training

Evaluation

Results of 2007 FCAT Writing+ Test

Results of the monthly writing prompts administered to monitor student progress

GOAL 4: SCIENCE

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

Florida Education Priorities

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

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 type="checkbox"/>	<input type="checkbox"/>

GOAL 4 STATEMENT:

All students will increase their scientific knowledge.

Needs Assessment

Results of the 2006 FCAT Science Test indicate that 30 percent of students in grade five scored a level 3 or above. Specifically, the data indicates that students in grade five responded to the Physical/Chemical Cluster with 58 percent accuracy, a decrease of 4 percentage points, to the Earth/Space cluster with 50 percent accuracy, a decrease of 12 percentage points, to the Life/Environment Cluster with 54 percent accuracy, a decrease of 8 percentage points, and to the Scientific Thinking Cluster with 58 percent accuracy, a decrease of 9 percentage points from the 2005 FCAT Science Test administration.

Measurable Objective

Given instruction using the Sunshine State Standards, 50 percent of students in grade five score at a level 3 or above as documented by the 2007 FCAT Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Utilize science logs to record science experiments to include hands-on experiences in the classroom as well as the science lab.	Assistant Principal Teachers	08/11/06	05/15/07	District Strategic Plan	\$0.00
Improve and monitor mathematics within the Comprehensive Mathematics and Science Plan: Bridges to Career in grades K through five with emphasis on science content clusters where a decrease in percentage points was noted.	Assistant Principal Teachers	08/11/06	05/25/07	District Strategic Plan	\$0.00
Administer school-site developed pre/post science test in grades one through five.	Assistant Principal Teachers	08/15/06	05/08/07	District Strategic Plan	\$0.00
Students in grades one through five will utilize the computer lab and identified web-sites to enhance science instruction through technology.	Assistant Principal Math and Science Professional Learning Committees Teachers	10/17/06	05/08/07	Academic Teams	\$0.00
Utilize the Continuous Improvement Model to conduct on-going analysis of data in grades K through five, which involves teachers using data-driven decision-making to identify student strengths and weaknesses.	Principal Assistant Principal Teachers	08/11/06	05/24/07	District Strategic Plan	\$0.00
Coordinate and plan a school-wide annual Science Fair.	Assistant Principal Teachers	10/17/06	05/08/07	District Strategic Plan	\$0.00
Coordinate and schedule Family Science Night in order to provide parents with science related information, resources and hands-on activities.	Assistant Principal Science Fair Chairperson Teachers	10/17/06	04/24/07	Academic Teams	\$0.00
Utilize Science FOSS Kits to support instruction and hands-on experiences in grades one through five.	Teachers	08/11/06	05/15/07	District Strategic Plan	\$0.00
Provide enrichment activities in the area of science to maintain and/or improve the academic achievement of students scoring Levels 3 through 5.	Assistant Principal Teachers	08/22/06	05/25/07	District Strategic Plan	\$3000.00

Research-Based Programs

1. State adopted science McGraw Hill Series

Professional Development

1. "Building Bridges" Mathematics and Science Comprehensive Program, a district prescriptive program, based on a state standard
2. Technology Integration (October 2006); SMILE, a district mathematics/science program, based on state standards schedule determined by District and Region
3. Continuous Improvement Model training

Evaluation

Results of the 2007 FCAT Science Tes

Results of interim assessments administered to monitor student progress

Results of school-site developed science pre/post tests

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

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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:

Increase school-wide parental involvement.

Needs Assessment

Data on the 2005-2006 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.

Database will record and assist with monitoring parent participation in school-wide or grade level events and special program attendance.

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 2005-2006 attendance sign-in logs.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Schedule and attend monthly Educational Excellence School Advisory Council (EESAC) meetings, PTA Board and General Meetings, to provide updates to parent representatives about school improvement efforts.	EESAC Chairperson	08/11/06	05/24/07	District Strategic Plan	\$0.00
Utilize student services team and outside agencies, to make personal contacts, and coordinate parent workshops to increase parental involvement.	Administrators Counselors	08/11/06	05/24/07	District Strategic Plan	\$0.00
Develop database to log in parental participation at workshops and other school events and updating on a regular basis.	Administrators Counselors	08/11/06	05/24/07	District Strategic Plan	\$200.00
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.	All Faculty and Staff	08/08/06	05/24/07	District Strategic Plan	\$2000.00
Collect and review questionnaires (parent surveys) and sign-in logs for all parental involvement activities to determine participation level.	Administrators Staff	08/11/06	05/24/07	District Strategic Plan	\$200.00

Research-Based Programs

1. Parent Assuring Student Success (PASS) Program
2. The Bilingual Parent Outreach Program (BOP)

Professional Development

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

Evaluation

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

GOAL 6: DISCIPLINE & SAFETY

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

Florida Education Priorities

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

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 6 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 49 on the Percentage of Attendance Report for the 2005-2006 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 95.83 percentage score of the previous year as documented by the Percentage of Attendance Report.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Monitor attendance daily in order to provide incentives to encourage students who come to school daily and to identify students with chronic absences.	Principal Assistant Principal Leadership Team Clerical Staff	8/14/2006	6/1/2007	District Strategic Plan	\$1500.00
Create and obtain a signed contract by administration, teacher, counselor, student and parent that delineates specific expectations of Attendance Plan and Procedures.	Administration Teachers Clerical Staff	8/14/2006	5/25/2007	District Strategic Plan	\$150.00
Provide staff with guidelines for classroom safety and emergency procedures.	Administrators	08/08/06	05/24/07	District Strategic Plan	\$0.00
Conduct monthly meetings with identified safety committee members who will assist with implementation of the Attendance Plan, school-wide discipline and safety.	Administrators Leadership Team Attendance and Safety Committee	08/11/06	05/24/07	District Strategic Plan	\$0.00
Monitor student injury/accident reports, outdoor suspensions, and attendance bulletins in grades K through five as a proactive measure in modifying behaviors that may result in students being absent from school.	Administrators Counselors	08/11/06	05/24/07	District Strategic Plan	\$0.00
Participate in drills i.e. lock down drills (yellow and red), fire drills, bus drills, tornado drills and provide feedback to faculty and staff.	Administrators Faculty and Staff	08/11/06	05/24/07	District Strategic Plan	\$0.00
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.	Administrators Counselors	08/11/06	05/24/07	District Strategic Plan	\$0.00
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.	Administrators Teachers Clerical Staff	08/11/06	05/24/07	District Strategic Plan	\$0.00

Research-Based Programs

Not Applicable

Professional Development

1. Safety and emergency procedures training
2. Continous Improvement Model training

Evaluation

Results from the 2006-2007 Percentage Attendance Report will be analyzed to determine whether the average percentage of attendance has increased to 96.83 percent or above.

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

GOAL 7 STATEMENT:

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

Needs Assessment

Results indicate that 71 percent of students in grades one through five scored 70 percent or higher on the 2005 administration of the school-site developed technology post-test. In addition, results of the 2005-2006 FCAT Explorer computer program indicate that 61 percent of students in grades three through five completed the program successfully in the area of reading and 77 percent of students in grades three through five completed the program successfully in the area of mathematics.

Measurable Objective

Given a school-wide focus on the use of technology, 72 percent of students in grades one through five will score 72 percent or higher on the administration of the 2006 school-site developed technology post-test. In addition, 75 percent of students in grades three through five will complete the FCAT Explorer program before the end of the 2006-2007 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Utilize Excelsior Gradebook, Microsoft E-Mail, intranet applications and Student Performance Indicators.	Administration Technology Coordinator Office Staff Media Specialist Teachers	08/11/06	05/24/07	Continuous Improvement Model	\$0.00
Promote school web-site information, school activities, district information, and access to instructional computer programs.	Principal Assistant Principal Technology Coordinator Teachers	08/11/06	5/24/07	District Strategic Plan	\$0.00
Monitor school web- site updates and student/parent links on an on-going basis.	Principal Assistant principal Technology Coordinator	08/11/06	05/24/07	District Strategic Plan	\$0.00
Utilize FCAT Explorer in grades three through five to reinforce and enhance mathematics and reading skills.	Principal Assistant Principal Teachers	10/17/06	05/15/07	District Strategic Plan	\$0.00
Utilize Acceleratd Reader/STAR program to reinforce and enhance reading skills in grades K through five.	Media Specialist Counselor Teachers	09/26/06	05/25/07	District-wide literacy plan	\$0.00
Students in grades one through five will utilize the computer lab on a weekly basis.	Assistant Principal Media Specialist Teachers	10/17/06	05/24/07	District Strategic Plan	\$0.00
Distribute information to all parents and students to ensure access to programs such as FCAT Explorer, RiverDeep,and EasyTech, for extended curriculum support at home.	Technology Coordinator Teachers Students Parents	08/11/06	05/24/07	District Strategic Plan	\$0.00
Promote effective writing and use of technology through the implementation of various computer-based programs such as Microsoft Word, Kidspiration and Power Point in grades K through five.	Teachers	08/11/06	05/25/07	Continuous Improvement Model	\$0.00
Implement and modify existing technology plan to address student and school-site needs.	Principal Assistant Principal	08/11/06	05/25/07	District Strategic Plan	\$5000.00

	Technology Team Teachers	
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Research-Based Programs

1. Riverdeep

Professional Development

1. Easy Tech Workshop; Riverdeep training
2. FCAT Explorer training
3. Continuous Improvement Model training

Evaluation

1. Comparison of percentage of students in grades three through five that completed the FCAT Explorer program before the end of the 2006-2007 school year.
2. Comparison of the 2006-2007 school-wide results on the Pre and Post Technology Tests will indicate an increase.

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

GOAL 8 STATEMENT:

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

Needs Assessment

Results of the 2006 FITNESSGRAM indicate that 62 percent of students in grades 4 and 5 met the minimum health-related standards on the FITNESSGRAM.

Measurable Objective

Given instruction using the Sunshine State Standards, 63 percent of students in grades 4 and 5 will meet the minimum health-related standards as documented on the 2007 FITNESSGRAM as compared to the 2006 FITNESSGRAM.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Improve and monitor Physical Education program.	Principal Assistant Principal Grade Level Chairperson	09/07/06	05/25/07	District Strategic Plan	\$0.00
Supplement the physical education program with fitness education equipment and software.	Principal Assistant Principal	10/11/06	05/25/07	District Strategic Plan	\$0.00
Provide activities in the areas of cardiovascular, flexibility, and muscular strength and endurance in grades two through five.	Assistant Principal Physical Education Teachers	08/11/06	05/25/07	District Strategic Plan	\$0.00
Administer health related fitness Pre/Post Test in the areas of cardiovascular, flexibility, and muscular strength and endurance in grades four and five.	Physical Education Teachers	09/26/06	05/01/07	District Strategic Plan	\$0.00
Develop action plan to meet goals and objectives in grades K through five.	Principal Assistant Principal Grade Level Chairperson Physical Education Teachers	10/03/06	05/25/07	District Strategic Plan	\$0.00
Ensure appropriate amount of instructional time is dedicated to fitness related activities on a daily basis in grades K through five.	Assistant Principal Physical Education Teacher	08/11/06	05/25/07	District Strategic Plan	\$0.00
Implement Fun Fitness Day for grades two through five quarterly, in order to encourage health and fitness.	Principal Assistant Principal Physical Education Teachers Classroom Teachers	10/11/06	05/24/07	District Strategic Plan	\$3000.00

Research-Based Programs

Not Applicable

Professional Development

1. District provided FITNESSGRAM, health related fitness training
2. Continuous Improvement Model training

Evaluation

Results of the 2006 FITNESSGRAM, health related fitness test

GOAL 9: ELECTIVES & SPECIAL AREAS

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

Florida Education Priorities

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

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 9 STATEMENT:

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

Needs Assessment

Based on 2005-2006 data, students in grades two through five created a minimum of two pieces of art which reflected, supported and correlated to school calendar activities. Entries to state, district and school-wide contests were limited.

Measurable Objective

Students in grades K through 5 will create a minimum of 3 pieces of writing or artistic expression which will reflect, support and correlate with various state, district, county and school-wide sponsored contests, events and school calendar activities.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Invite parents and community to talent showcases and exhibits.	Principal Assistant Principal Teachers	08/11/06	05/25/07	District Strategic Plan	\$0.00
Distribute information to teachers, staff, students and parents about various district-wide community sponsored contests, competitions, cultural dates and events through emails and informational flyers.	Principal Assistant Principal Grade Level Chairpersons Teachers	08/11/06	05/25/07	District Strategic Plan	\$200.00
Provide opportunities for student participation in all open competitions and/or exhibitions provided by district and community partners.	Principal Assistant Principal Counselor Grade Level Chairpersons Teachers Students	08/11/06	05/25/07	District Strategic Plan	\$500.00
Provide activities for students in grades K through five through the after school care program.	Principal Assistant Principal After School Care Manager Selected staff members	08/11/06	05/25/07	District Strategic Plan	\$0.00
Identify students in grades K through five to participate in special programs such as "Arts for Learning" and other special programs, contests, events, or exhibitions.	Administrators Special Area Teachers	08/11/06	05/24/07	District Strategic Plan	\$0.00

Research-Based Programs

1. Arts for Learning Program
2. Artsonia

Professional Development

1. Individual teacher training in selected special area courses offered to students such as the student services curriculum (LEGADO, Holocaust, African American Voices, etc)
2. Attendance at district scheduled workshops for the various special area courses, i.e. Arts for Learning.
3. Continuous Improvement Model training

Evaluation

Database will record and assist with monitoring students' submission of pieces of writing or artistic expressions created by students in grades K through five in the 2006-2007 school year.

GOAL 10: RETURN ON INVESTMENT

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

Florida Education Priorities

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

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<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 10 STATEMENT:

Cutler Ridge Elementary School ranked at 89th percentile statewide in 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 School ranked at the 89 percentile on the State of Florida ROI index.

Measurable Objective

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

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Become more informed about the use of financial resources in relation to school programs.	Principal Assistant Principal Teachers	08/08/06	05/25/07	District Strategic Plan	\$0.00
Collaborate with the district on resource allocation.	Principals	08/11/06	05/25/07	District Strategic Plan	\$0.00
Consider shared use of facilities, partnering with community agencies.	Principal Assistant Principals Community Representatives	08/11/06	05/25/07	District Strategic Plan	\$0.00
Consider reconfiguration for existing resources or taking advantage of a broader resource base, e.g., private foundations, volunteer networks.	Principal Assistant Principal Educational Excellence School Advisory Council	08/11/06	05/27/07	District Strategic Plan	\$0.00

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

Cutler Ridge Elementary will improve its ranking by 3 percentile on the next State of Florida ROI index publication.

EESAC Compliance

YES	NO	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><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></p>

Budget:

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

Training:

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

Instructional Materials:

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

Technology:

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

Staffing:

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

Student Support Services:

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

Other Matters of Resource Allocation:

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

Benchmarking:

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

School Safety & Discipline:

The EESAC recommended to continue the 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
Goal 1: Reading	\$39,500.00
Goal 2: Mathematics	\$2,350.00
Goal 3: Writing	\$7,350.00
Goal 4: Science	\$3,000.00
Goal 5: Parental Involvement	\$2,400.00
Goal 6: Discipline & Safety	\$1,650.00
Goal 7: Technology	\$5,000.00
Goal 8: Health & Physical Fitness	\$3,000.00
Goal 9: Electives & Special Areas	\$700.00
Goal 10: Return On Investment	\$0.00
<hr/>	
Total:	\$64,950.00

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