

Miami-Dade County Public Schools

Cutler Ridge Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Cutler Ridge Elementary School

20210 CORAL SEA RD, Cutler Bay, FL 33189

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

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

I. School Information

School Mission and Vision

Provide the school's mission statement.

Cutler Ridge Elementary, in partnership with families and community stakeholders, is committed to working together to create an environment that is safe, respectful, and nurturing, geared toward enhancing each child's sense of wellbeing and mastery of skills for lifelong learning.

Provide the school's vision statement.

Our vision at Cutler Ridge Elementary is to foster a powerful sense of community while guiding students to become accomplished future citizens.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Anaya-santana, Anna	Media Specialist	The teacher will assist in overseeing the implementation of the SIP. As part of the Leadership Team and SIP Committee, she will attend data chats and grade-level planning meetings to assist teachers in differentiation and planning.
Casado, America	Teacher, K-12	The teacher will assist in overseeing the implementation of the SIP. As part of the Leadership Team and Special Areas Chairperson, she will attend data chats and grade-level planning meetings to assist teachers in differentiation and planning.
Montealto, Melissa	Teacher, K-12	The teacher will assist in overseeing the implementation of the SIP. As part of the Leadership Team and Pre-K Chairperson, she will attend data chats and grade-level planning meetings to assist teachers in differentiation and planning.
Viera, Jaqueline	Teacher, K-12	The teacher will assist in overseeing the implementation of the SIP. As part of the Leadership Team and Third Grade Chairperson, she will attend data chats and grade-level planning meetings to assist teachers in differentiation and planning.
Mazin, Michelle	Teacher, K-12	The teacher will assist in overseeing the implementation of the SIP. As part of the Leadership Team and Fourth Grade Chairperson, she will attend data chats and grade-level planning meetings to assist teachers in differentiation and planning.
Cristobal, Elizabeth	Teacher, K-12	The teacher will assist in overseeing the implementation of the SIP. As part of the Leadership Team and Fifth Grade Chairperson, she will attend data chats and grade-level planning meetings to assist teachers in differentiation and planning.
Novoa-Regalado, Elizabeth	School Counselor	The school counselor will assist in overseeing the implementation of the SIP. As part of the Leadership Team and EESAC Chairperson, she will lead our school in SEL instruction and school initiatives.
Wright-Mullings, Adrienne	Principal	The Principal will oversee that the SIP is implemented with fidelity. As part of the Leadership Team, she will attend data chats and grade-level meetings to assist teachers in differentiation and planning.
Zarceno, Marla	Assistant Principal	The Assistant Principal will oversee that the SIP is implemented with fidelity. As part of the leadership team, she will attend data chats and grade-level meetings to assist teachers in differentiation and planning.
Barreto, Stephanie	Teacher, K-12	The teacher will assist in overseeing the implementation of the SIP. As part of the Leadership Team and SIP Committee, she will attend data chats and

Name	Position Title	Job Duties and Responsibilities
Cerda, Christina	Teacher, K-12	grade-level planning meetings to assist teachers in differentiation and planning.
Cerda, Christina	Teacher, K-12	The teacher will assist in overseeing the implementation of the SIP. As part of the Leadership Team and Kindergarten Chairperson, she will attend data chats and grade-level planning meetings to assist teachers in differentiation and planning.
Rodriguez, Jackeline	Teacher, K-12	The teacher will assist in overseeing the implementation of the SIP. As part of the Leadership Team and First Grade Chairperson, she will attend data chats and grade-level planning meetings to assist teachers in differentiation and planning.
Mcleod, Nadine	Teacher, K-12	The teacher will assist in overseeing the implementation of the SIP. As part of the Leadership Team and Sip Committee, she will attend data chats and grade-level planning meetings to assist teachers in differentiation and planning.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Engaging all stakeholders (parents, students, and staff) is vital for the overall success of our school. This process begins by keeping everyone informed of pertinent school information via our social media accounts, website, School Messenger and PTSA. Opportunities for all stakeholders to share, participate and provide input in the development of our school improvement plan is done in a variety of ways. These include collaborating with teachers through grade level meetings to review data results and target interventions to meet the needs of the students, promoting teacher leaders, sharing of best-practices, in-house mentoring, parent conferences, EESAC meetings, leadership meetings, parent nights, Title I open house and school's climate survey.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State’s academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The school improvement plan is monitored on an ongoing basis by Administration and the Leadership Team. This includes department meetings with a focus on data analysis and student attendance, monthly leadership meetings, faculty meetings, parent conferences to discuss academic growth and Attendance Review Committee (ARC) meetings. Data from Performance Matters will be analyzed to monitor the growth in Science. Progress Monitoring, i-Ready diagnostics & growth checks will be analyzed to monitor the impact of Differentiated Instruction. Meeting agendas, & walkthroughs will assist

in monitoring the collaborative planning and mindfulness portions of the SIP. Data will be reviewed in faculty meeting as well as in EESAC where stakeholders will give input and approve the SIP.

Demographic Data	
2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	95%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
2021-22 ESSA Identification	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History	2021-22: B 2019-20: B 2018-19: B 2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	10	10	14	6	12	0	0	0	52
One or more suspensions	1	0	0	0	1	0	0	0	0	2
Course failure in English Language Arts (ELA)	0	1	0	2	0	0	0	0	0	3
Course failure in Math	0	1	0	2	5	2	0	0	0	10
Level 1 on statewide ELA assessment	0	0	0	9	15	15	0	0	0	39
Level 1 on statewide Math assessment	0	0	0	4	12	11	0	0	0	27
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	4	8	18	26	28	20	0	0	0	104

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	1	0	9	9	12	0	0	0	31

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	6	2	3	9	1	0	0	0	0	21
Students retained two or more times	0	0	0	4	0	0	0	0	0	4

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	12	13	14	11	11	0	0	0	61
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	2	2	5	1	4	0	0	0	14
Course failure in Math	0	0	0	6	2	3	0	0	0	11
Level 1 on statewide ELA assessment	0	0	0	3	7	10	0	0	0	20
Level 1 on statewide Math assessment	0	0	0	3	7	13	0	0	0	23
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	3	3	16	13	12	0	0	0	47
	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	2	1	8	5	13	0	0	0	29

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	2	0	4	1	1	0	0	0	8
Students retained two or more times	0	0	0	1	0	0	0	0	0	1

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	11	10	11	9	13	8	0	0	0	62
One or more suspensions	0	0	0	1	0	0	0	0	0	1
Course failure in ELA	0	0	0	2	0	3	0	0	0	5
Course failure in Math	0	0	0	7	2	2	0	0	0	11
Level 1 on statewide ELA assessment	0	0	0	28	17	15	0	0	0	60
Level 1 on statewide Math assessment	0	0	0	18	11	19	0	0	0	48
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	12	14	21	42	22	24	0	0	0	135
	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	21	13	16	0	0	0	50

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	6	0	3	10	0	0	0	0	0	19
Students retained two or more times	0	0	0	4	0	0	0	0	0	4

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

District and State data will be uploaded when available.

Accountability Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	51			48			56		
ELA Learning Gains	62			42			63		
ELA Lowest 25th Percentile	63			13			57		
Math Achievement*	55			33			60		
Math Learning Gains	84			33			73		
Math Lowest 25th Percentile	79			36			58		

Accountability Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
Science Achievement*	34			40			44		
Social Studies Achievement*									
Middle School Acceleration									
Graduation Rate									
College and Career Acceleration									
ELP Progress	51			29			65		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	60
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	479
Total Components for the Federal Index	8
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	39	Yes	3	
ELL	54			
AMI				

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
ASN				
BLK	52			
HSP	64			
MUL				
PAC				
WHT				
FRL	59			

Accountability Components by Subgroup
 Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	51	62	63	55	84	79	34					51
SWD	18	32	33	29	68	70	23					
ELL	56	69		50	81		15					51
AMI												
ASN												
BLK	38	58	64	46	81	55	21					
HSP	56	66	64	59	84	94	36					50
MUL												
PAC												
WHT												
FRL	50	60	63	55	82	79	29					55

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	48	42	13	33	33	36	40					29
SWD	13	14		13	21		9					

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
ELL	41	25		24	50		30					29
AMI												
ASN												
BLK	27	8		20	8							
HSP	54	50		37	42		44					30
MUL												
PAC												
WHT												
FRL	45	43	15	28	35	38	40					22

2018-19 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18	ELP Progress
All Students	56	63	57	60	73	58	44					65
SWD	16	39	41	24	64	50	6					55
ELL	54	66	64	48	67	46	30					65
AMI												
ASN												
BLK	38	60	59	50	71	68	23					
HSP	61	63	58	62	72	50	46					65
MUL	62	50		77	80							
PAC												
WHT	69	75		69	83							
FRL	54	61	57	57	70	59	40					64

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

School, District and State data will be uploaded when available.

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The area of Science was our lowest proficiency score. However, it was our greatest area of increase from last year to this year. The data component that showed the lowest performance was 5th Grade Science with 46% of the students demonstrating proficiency (as compared to 34% the previous year). The contributing factors were the following: science labs and science vocabulary need to be taught with more fidelity beginning in the lower grades. Additionally, our 3rd grade ELA proficiency was at 48% proficiency this school year a decrease from last year.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

There was no area of decline, however the area that showed the least amount of growth was ELA/Reading. In 2023, 52% of the students demonstrated proficiency on the FAST PM3 Assessment as compared to 51% proficiency in the 2022 FSA Assessment. The factors that contributed to this include: additional assistance needed for teachers implementing intervention, maximizing instructional time during intervention, and implementing differentiated instruction with fidelity.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

5th grade Mathematics had an 11% difference between school achievement and state achievement. Factors that contributed to this were a new teacher to the grade level, lack of staying on pace, and the lack of standards-aligned instruction.

Which data component showed the most improvement? What new actions did your school take in this area?

The data component which demonstrated the most improvement was 5th Grade Science. The students scoring proficiency on the 2023 Science NGSSS assessment was 50% as compared to 34% in 2022. The action taken to improve student performance was to create a dedicated room for science labs and to hire a Science Interventionist who assisted in ensuring science labs were completed with fidelity. The Interventionist later became a full-time teacher who taught science to not only 5th grade, but also 3rd and 4th grade.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Based on the EWS data, the area of concern identified is attendance. Based on attendance data, 22% of students were absent 16-30 days and 8% of students were absent 31+ days. This is an increase from last year's attendance record.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1. Implementation of Differentiated Instruction and Intervention with fidelity.
2. Improve school culture/staff morale & foster a collaborative environment
3. Improve attendance

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Other**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2023 end-of-year student school climate survey, 21% of students indicated that they do not feel the school cares about their social and emotional well-being. Based on the data and the identified need of making a connection with each student, we will implement the Targeted Element of social-emotional learning.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

With the evidence-based strategy of social emotional learning, there will be an increase of 5% of students in 4th and 5th grade that will indicate that the school cares about their social and emotional well being on the end-of-year School Climate Survey.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Teachers and staff will work together to ensure that class begins everyday with a moment for Panther Pause. Every morning, an announcement will be made by the school counselor or an administrator reminding teachers to implement a Panther Pause activity before they begin teaching. Data chats will be conducted to review progress monitoring data from i-Ready and F.A.S.T to evaluate student reading progress. Students in the right mindset are more able to retain information and demonstrate growth.

Person responsible for monitoring outcome:

Elizabeth Novoa-Regalado (eregalado@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Within the targeted element of social-emotional learning, our school will focus on the evidence-based strategy of student engagement. Student engagement initiatives will assist in our efforts to engage our students holistically, cognitively, behaviorally, physically, and emotionally. Student engagement refers to a student's intermittent interest, optimism, curiosity, passion, and degree of attention that is shown when they are learning or being taught.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

We want our students motivated, engaged, and ready to learn, and mindfulness exercises used in our Panther Pause program can help us to achieve our goals; Including improving our student's reading achievement.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Administration and Leadership Team members will ensure that teachers have the resources necessary to implement their daily mindfulness. As a result, teachers will have the tools necessary to have daily mindfulness activities.

Person Responsible: Elizabeth Novoa-Regalado (eregalado@dadeschools.net)

By When: From 8/14-9/29

Every morning, an announcement will be made by the school counselor or/and administrator, reminding teachers to administer the "Panther Pause" activity before they begin teaching. As a result, teachers will be reminded to implement their daily mindfulness activity.

Person Responsible: Elizabeth Novoa-Regalado (eregalado@dadeschools.net)

By When: From 8/14-9/29

Each morning, teachers will take a moment to implement their Mindfulness activity for the "Panther Pause" program. The length of time for the activities can range from 1 to 5 minutes. Students will be guided through the activity and participate along with their students. Teachers will be able to use these activities at any time throughout the day to assist individual students. As a result, students will benefit from having a moment of mindfulness to start the day each day.

Person Responsible: Elizabeth Novoa-Regalado (eregalado@dadeschools.net)

By When: From 8/14-9/29

On Mondays and Fridays, the counselor will lead the school in a mindfulness activity on the morning announcements. As a result, students will improve academically from having a chance to be mindful each morning.

Person Responsible: Elizabeth Novoa-Regalado (eregalado@dadeschools.net)

By When: From 8/14-9/29

#2. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2023 NGSSS Science Assessment, 50% of 5th grade students were proficient as compared to the state average of 51% and district average of 50%. Based on the data and contributing factors of lack of curriculum implementation, a low percentage of attendance, and data-driven instruction, we will implement the Targeted Element of Science.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

With the implementation of hands-on essential labs, an additional 5% of 5th grade students will score at or above grade level on the 2024 NGSSS Science Assessment.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Teachers will keep a log of essential labs completed on a monthly basis. Students will have the corresponding lab work in their interactive notebooks. The administration will monitor to ensure that labs are being implemented with fidelity.

Person responsible for monitoring outcome:

Nadine Mcleod (339533@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Within the Targeted Element of Science, our school will focus on the evidence-based strategy of standards-aligned instruction with a focus on hands-on essential labs in the classroom.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

After studying the academic content from each science topic, students will be able to apply the content learned in a standards-aligned essential lab. This connection will allow the students in a multi-modal approach to learning which will in turn allow them to take the steps necessary to understand concepts and increase proficiency.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Science teachers will participate in vertical planning sessions to share Grade Level Expectations and ensure appropriate scaffolding of content is followed. Fifth grade teachers will collaboratively plan for the Essential Labs in the District Pacing Guides.

Person Responsible: Nadine Mcleod (339533@dadeschools.net)

By When: From 8/14-9/29

Teachers will meet with the Leadership Team to review the Essential Labs that were conducted. Topic Assessment data from quarter 1 will be analyzed, and targeted essential labs will be implemented to remediate deficiencies. Teachers will continue collaboratively planning for the Essential Labs from the District pacing guide that supplement the content being taught in the next quarter. As a result, instruction will be tailored to the needs of the students.

Person Responsible: Adrienne Wright-Mullings (pr1241@dadeschools.net)

By When: From 8/14-9/29

Teachers will meet with the Leadership Team to review the Essential Labs that were conducted. Data analysis will also be done of the Topic assessments from the second quarter and create Essential Labs that can remediate any Topics that students struggled with. 5th-grade teachers will continue collaboratively planning for the Essential Labs from the District pacing guide that supplement the content being taught in the next quarter. Vertical planning will occur again so that information can be discussed on topics that may require more time in teaching before they arrive to fifth grade. As a result, instruction will be tailored to the needs of the students.

Person Responsible: Marla Zarceno (235573@dadeschools.net)

By When: From 8/14-9/29

Teachers will tutor the students before/after school as a crunch-time for the Science assessment at the end of the school year. Essential Labs will also be a part of the tutoring sessions. As a result, students will have an opportunity to remediate topics with a hands-on approach.

Person Responsible: Nadine Mcleod (339533@dadeschools.net)

By When: From 8/14-9/29

#3. Instructional Practice specifically relating to Collaborative Planning

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2023 F.A.S.T. PM 3 results, the 3rd-5th grade ELA average proficiency score was 46%, Math, was 53%, and overall science proficiency score was 46%. This indicates a critical need for standard-aligned instruction, through collaborative planning in ELA, Math, and Science for our students. Based on the data and the identified needs, we will implement the targeted element of collaborative planning.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

With the implementation of collaborative planning, an additional 5% of the students in grades 3-5 will score at or above grade level in ELA, Mathematics, and Science by the PM 3 administration of the F.A.S.T. in May 2024.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

The administrative team will conduct walk-throughs on pre-scheduled collaborative planning meeting dates. They will ensure that meetings are being held, review standards, and contribute to the topics discussed. Meeting notes will be submitted to the grade-level chairperson and passed on to administration. Collaborative planning will be monitored through meeting schedules, agendas, sign-in sheets, and meeting minutes summarizing topics that were discussed.

Person responsible for monitoring outcome:

Marla Zarceno (235573@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Our evidence-based strategy being implemented is collaborative planning. It will provide weekly support to teachers across all content areas and grade levels. These collaborative sessions will focus on planning for rigorous, standards-based lessons, as well as instruction that is explicit, systematic, scaffolded, and differentiated. Additionally, district resources, B.E.S.T standards, and progress monitoring data will be utilized during these collaborative planning sessions to make instructional decisions.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Providing weekly support to teachers across all content areas and grade levels via collaborative planning will enable students to demonstrate growth towards grade level mastery. The implementation of explicit, systematic, scaffolded, and differentiated instruction will further support student learning because collective and individual needs will be addressed utilizing the most current progress monitoring data. Teachers will use the district provided pacing guides and resources to plan instruction, and analyze assessment data to determine further plan of action, and share best practices of what works to attain higher academic performance on specific learning standards.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

An ELA and Mathematics collaborative planning schedule will be developed ensuring weekly sessions. As a result, collaborative planning structures will allow grade level/teams to develop targeted instructional strategies to address student needs.

Person Responsible: Marla Zarceno (235573@dadeschools.net)

By When: From 8/14-9/29

Pre-planning expectations will be modeled and/or shared with new and existing teachers in grades K-5. As a result, teachers will be aware of the expectations of what a collaborative session will look like.

Person Responsible: Adrienne Wright-Mullings (pr1241@dadeschools.net)

By When: From 8/14-9/29

With fidelity, collaborative planning will take place on a weekly basis ensuring that standards-aligned instruction is planned for with a focus on explicit, systematic, scaffolded, and differentiated instruction. As a result, planning sessions will ensure alignment between standards-based instruction, assessment and student needs.

Person Responsible: Marla Zarceno (235573@dadeschools.net)

By When: From 8/14-9/29

Conduct walkthroughs and debrief through student/teacher/administrative data chats. Debrief sessions will include a review of the pacing guides, resources, F.A.S.T. data, and i-ready data. As a result, the individual needs of the students will be targeted.

Person Responsible: Adrienne Wright-Mullings (pr1241@dadeschools.net)

By When: From 8/14-9/29

#4. ESSA Subgroup specifically relating to Students with Disabilities**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to 2023 data, the SWD subgroup has been below 41% on the Federal index Level for over 3 years, being at 39% in the most recent data. Based on the data and the identified need to target different subgroups, we will implement the targeted element of differentiated instruction. D.I. will ensure teachers are using relevant and recent data to drive instruction and remediate areas of need. Teachers will analyze data trends as standards are covered and plan DI groups accordingly.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

With the implementation of the evidence-based strategy of differentiated instruction, an additional 10% of our SWD population will score at a proficient level by 2024 ELA FAST PM3 statewide assessments for a total of 49% proficiency.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

The leadership team will monitor differentiation through student data chats, collaborative planning sign-in sheets and agendas, and data analysis of the L25. The team will also ensure D.I. lesson plans are aligned to current data with evidence of flexible small group and targeted skills.

Person responsible for monitoring outcome:

Adrienne Wright-Mullings (pr1241@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Within the Targeted Element of Differentiation, our school will focus on data-driven instruction. This will assist in accelerating the learning gains of our L25s as it is a systematic approach of instruction to meet the student needs. Data-driven instruction will be monitored through Performance Matters, Topic Test data, iReady, and FAST PM testing. Frequent data chats will be organized to review data and discuss findings, strategies, and best practices to meet student needs.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Through Differentiation and Data-driven instruction, our teachers will be able to target student needs. Teachers will consistently monitor student Performance Matters assessments, Topic Test data, i-Ready, and FAST PM testing to determine student progress and areas of need. Data will be used to guide instruction, remediation, DI groups and tutoring programs.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Teachers will utilize data to develop targeted areas for improvement based on the weakest standards. As a result, instruction will be aligned to student needs.

Person Responsible: Adrienne Wright-Mullings (pr1241@dadeschools.net)

By When: From 8/14-9/29

The administration and leadership team will conduct data-focused dialogue with teachers and staff during grade-level team planning sessions, department meetings, and leadership meetings. This collaborative effort will focus on the overall progress of all students. Bi-Weekly meetings will be held within grade levels to analyze current data, the effectiveness of resources and identify areas in need of remediation to realign instructional strategies to address deficiencies. Teachers and interventionists will continue to meet bi-monthly through common planning to address student data points and create fluid grouping based on student needs. As a result, this will foster a data-driven environment where all the student needs are addressed.

Person Responsible: Marla Zarceno (235573@dadeschools.net)

By When: From 8/14-9/29

Implement a tracking system that is geared at monitoring the academic progress of the students in both Reading and Mathematics. As a result, instruction will be aligned to student needs.

Person Responsible: Adrienne Wright-Mullings (pr1241@dadeschools.net)

By When: From 8/14-9/29

The administration will conduct walkthroughs during ELA and Mathematics with a focus on DI groups, student engagement and higher order questioning skills. As a result, instruction will be aligned to student needs.

Person Responsible: Marla Zarceno (235573@dadeschools.net)

By When: From 8/14-9/29

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

2023-2024 Title 1 funding will be utilized for afterschool tutoring. Funds have been allocated for hourly teachers and paraprofessionals. Interventions are currently implemented by teachers. All stakeholders are notified through EESAC and PTA meetings.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

According to the i-Ready AP2 data from March 2023, 37% of Kindergarteners, 68% of First Graders, and 65% of Second Graders were below grade level. Based on the data, we will implement the targeted element of instructional element of Differentiation. We are not meeting the individual needs of our students, Therefore, it is evident that we must improve our ability to differentiate instruction in each classroom based on the levels of the students we serve. We will provide the scaffolding necessary for our students to access grade-level content in order to make learning gains and move toward proficiency.

Grades 3-5: Instructional Practice specifically related to Reading/ELA

According to the PM3 administration of the F.A.S.T. ELA assessment, Third graders were 41% proficient compared to 50% throughout the State, Fourth graders were 52% proficient compared to 58% throughout the State, and Fifth graders were 46% proficient compared to 54% throughout the state. Based on the data, we will implement the targeted element of instructional element of Differentiation. Our SWD subgroup performed below the federal index for the third year. We are not meeting the individual needs of our students, Therefore, it is evident that we must improve our ability to differentiate instruction in each classroom based on the levels of the students we serve. We will provide the scaffolding necessary for our SWD subgroup to access grade-level content in order to make learning gains and move toward proficiency.

Measurable Outcomes

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;
- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

Based on the results of the F.A.S.T. PM 3, 50% of students will show reading growth from PM 1 to PM 3. Additionally, 40% of the SWD subgroup will show growth on the ELA F.A.S.T from PM 1 to PM 3.

Grades 3-5 Measurable Outcomes

Based on the results of the F.A.S.T. PM 3, 50% of students will show reading growth from PM 1 to PM 3. Additionally, 40% of the SWD subgroup will show growth on the ELA F.A.S.T from PM 1 to PM 3.

Monitoring

Monitoring

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

Student progress will be monitored through data analysis of the F.A.S.T progress monitoring test results, I-ready progress monitoring test results, and best standards-aligned test results on Performance Matters. Data chats will be conducted by the administration with teachers, teachers with students, and teachers with parents.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Wright-Mullings, Adrienne, pr1241@dadeschools.net

Evidence-based Practices/Programs

Description:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

The focus will be on the evidence-based strategy of Differentiated Instruction. We will address the needs of each student and accelerate the learning gains of our SWD subgroup. Differentiated Instruction will be monitored through the use of data trackers to drive instructional planning. Collaborative conversations will take place at leadership\ literacy team meetings which will include progress monitoring data. Vertical planning sessions will be conducted to ensure there is an alignment between grade levels and the expectations of each grade level.

Rationale:

Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

Differentiated Instruction will target the identified, specific needs of each individual learner. Teachers can make ongoing data-driven instructional decisions to adjust instruction throughout the school year.

Action Steps to Implement

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
<p>(8/14-9/29) Teachers will give all Standards-Aligned Progress Monitored tests biweekly to the students. Following completion, the teacher will pull reports on their performance and find areas of weakness that need to be remediated through Differentiated Instruction. Teachers will collaborate within the grade level to share best practices on how to reach the needs of all individual learners. F.A.S.T. test results also be used to make data-driven informed decisions to address the needs of learners. Teachers will meet with parents periodically to share the progress of the student and ways the parent can help their child improve.</p>	<p>Wright-Mullings, Adrienne, pr1241@dadeschools.net</p>
<p>The School Literacy Leadership team will meet periodically to discuss the data across grade levels. Using the data to drive instruction, the team will develop a schedule of teachers who require additional support to reach the needs of their students and then provide that support. The team will also keep the staff informed of new reading initiatives, best practices, and school-wide reading initiatives and incentives.</p>	<p>Wright-Mullings, Adrienne, pr1241@dadeschools.net</p>

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

The School Improvement Plan (SIP) is disseminated to stakeholders via EESAC, the school website (www.cutlerridgeelem.com), and faculty meetings. All stakeholders including parents, students, community members and teachers, are invited to our EESAC meetings. These meetings are held quarterly. During the meeting, the SIP is reviewed and evaluated. Members of our School Leadership Team share any available data and current action plans to address the targeted areas of the SIP. Additionally, information is shared during our Annual Title I Parent Meeting and discussed during our Open House at the start of the school year. Throughout the year, our school website holds a variety of resources including the SIP, Title I information, and curriculum materials. Information is always sent home in both English and Spanish to address the needs of our community. Moreover, meetings are usually held in both languages to ensure our stakeholders understand our school goal.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Cutler Ridge Elementary recognizes the importance of strong relationships with parents, families, and community stakeholders to fulfill its mission, meet student needs, and ensure effective communication. To achieve these goals, school information, curriculum materials, and Title I resources are shared on our school website www.cutlerridgeelem.com. Moreover, information is shared during our Title I Annual Parent Meeting. There is a collaboration among faculty, parents, students and community to provide input in the update and review of the Parent and Family Engagement Plan. The partnership between school and home will assist in providing high-quality instruction for all learners.

As a Title I school, Cutler Ridge Elementary strives to involve parents in the planning and implementation of the Title I Program and extends an open invitation to our school's parent resource center, in order to inform parents regarding available programs and other referral services. In addition, Cutler Ridge Elementary increases parental engagement/involvement through developing our Title I School-Parent Compact; scheduling the Title I Orientation Meeting (Open House); and other documents/activities necessary in order to comply with dissemination and reporting requirements. Our Community Liaison Specialist works with all parents to target 100% of the school population. Moreover, the school conducts informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents' schedules as part of our goal to empower parents and build their capacity for involvement. Due to the input of these surveys, the school varies the times of workshops and meetings in an effort to give all parents the opportunity to attend and become involved. Cutler Ridge Elementary has a Community Liaison Specialist that completes Title I Administration Parental Involvement Monthly School Reports and submits to Title I Administration.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

The school offers Title III After School Tutoring for our ELL Learners. Moreover, hourly teachers are hired to provide assistance in core subject areas including reading, mathematics, and science which are

targeted Areas of Focus on our SIP (Differentiated Instruction and Science). Our school will once again participate in S.T.E.A.M. Designation.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

Title III:

Cutler Ridge Elementary receives funds from Title III and utilizes the funds to supplement and enhance the programs for English Language Learners (ELL) and immigrant students. The funds are used to implement and/or provide:

- tutorial programs
- professional development on best practices, as well as coaching and mentoring for ELL and content area teachers
- reading and supplementary instructional materials
- hardware and software for the development of language and literacy skills in reading, mathematics, and science.

Violence Prevention Programs:

Cutler Ridge Elementary offers a non-violence and anti-drug program to students that incorporate group lessons, community speakers, and counseling. We are also in the process of becoming a No Place for Hate School.

Nutrition Programs:

- Cutler Ridge Elementary adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- Nutrition education, as per state statute, is taught through physical education.
- The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.