
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 4581 - Redland Elementary School

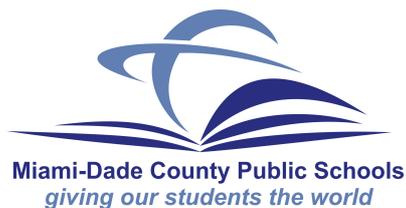
FeederPattern: South Dade Senior

Region: Regional Center VI

District: 13 - Miami-Dade

Principal: Eileen Wood Medina

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Redland Elementary School

Redland Elementary School, with a current population of 1,086, began operations in the fall of 1926. The school is located at 24501 South West 162nd Avenue, Homestead, Florida 33031. Since its inception, the administration, faculty, and staff made a commitment to provide the students, parents, and community with all the elements essential for a very successful educational program. A strong, rapidly growing, middle class community surrounds Redland Elementary. The ethnic characteristics of this population are as follows: 61 percent Hispanic, 32 percent White Non-Hispanic, four percent African-American, and three percent Asian/ Indian. Nineteen percent of the students are Limited English Proficient and 65 percent are eligible for free/reduced priced meals. The required Florida Comprehensive Assessment Test results were outstanding, granting us a school-wide letter grade of an "A."

Given instruction using the Sunshine State Standards, students in grades three through five will improve their reading skills as evidenced by 76 percent of students reaching the state required mastery level on the 2006 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, Students with Disabilities (SWD) in grades three through five will improve their reading skills as evidenced by 44 percent of students reaching the state required mastery level, as documented by the scores on the 2006 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, students in grades three through five will improve their mathematics skills as evidenced by 67 percent of the students reaching the state required mastery level on the 2006 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, 50 percent of Students with Disabilities (SWD) will demonstrate increased mathematics performance as evidenced by scoring a level 3 or higher on the 2006 administration of the FCAT Mathematics subtest.

Given instruction using the Sunshine State Standards, 50 percent of Limited English Proficiency (LEP) students will demonstrate increased mathematics performance as evidenced by scoring a level 3 or higher on the 2006 administration of the FCAT Mathematics subtest.

Given instruction in the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by 87 percent of the students reaching the state required mastery level on the 2006 FCAT Writing+ Test.

Given instruction using the Sunshine State Standards, students in grade five will increase their mean scale points from 287 to the state average mean scale score of 296 as evidenced on the 2006 FCAT Science Test.

Given increased attention to communication with all stakeholders, there will be a five percent increase in the number of parents participating in at least two parent workshop/meetings as documented by sign-in sheets and attendance logs.

Given increased attention to student attendance with all stakeholders, the students will improve their average yearly percent attendance from 95.64 to 95.94, as evidenced by an increase of three tenths percent a year on the 2005-2006 Percentage of Attendance Report.

Given increased attention to enhancing the use of technology at our school, we will improve our score on the System for Technology Accountability and Rigor (STaR) Survey in the category of Teacher Use of Technology as evidenced by an advanced rating of 3.6.

Given instruction using the Sunshine State Standards, students in grades four and five will improve their physical fitness level, as evidenced by 79 percent of students attaining a FitnessGram Award.

Given increased attention to after-school student enrichment opportunities for students, 15 percent of students will participate in an extra curricular activity, such as Academic Excellence Programs, Chorus, Safety Patrol, and others, as documented by the attendance logs.

Redland Elementary School will improve its ranking on the State of Florida ROI index publication from the 84 percentile in 2003 to the 90 percentile on the next publication of the index.

The 2005 Organizational Performance Improvement Snapshot Survey provides insight into the school dynamics in a variety of categories. Disaggregating the data allows us to identify the strengths and weaknesses that will guide continuous improvement in all areas. Two areas of focus will be the Process Management and Strategic Planning Category. The Process Management Category attained a score of 4.1, the second lowest overall. This category reflects the procedural and organizational components of a school setting. Schools require precise procedures and clear guidelines in order to be an effective and efficient organization. In order to promote these qualities, procedural expectations will be delineated in the staff handbook, constant re-evaluation, of the effectiveness of policy will guide reform, and a variety of communication mediums will be employed to educate and streamline change. In-house surveys, administrative team meetings, and grade level meetings will serve as tools for re-evaluations. The Strategic Planning Category received a 4.0 rating, the lowest overall. This objective defines our ability to improvise, adapt, and overcome adversities that impact our instruction. Through the initiation of administrative teams, Academic Excellence committees, and surveys targeting our learning communities, we will be empowered with knowledge and foresight to plan strategically. Thus, Strategic Planning will spearhead our school wide initiatives and endeavors.

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.

Redland Elementary School

VISION

The vision of Redland Elementary School is to provide society with engaged, productive members who put knowledge to work. Redland Elementary School strives to educate and nurture students to reach their potential. To achieve this, the entire school community focuses on meeting individual student needs.

MISSION

Redland Elementary School is a quality school that is dedicated to excellence in education for all students. Realizing that literacy is the cornerstone of excellence in education; the leadership, professional staff and stakeholders are all deeply committed to providing each and every student with the opportunities that enhance student achievement.

CORE VALUES

Excellence, Integrity, Equity, and Citizenship represent Redland Elementary's core values.

School Demographics

Redland Elementary School is a suburban school located in a predominantly Hispanic community. Its student population for the 2005-2006 school year consists of approximately 1086 students in kindergarten through fifth grade, with an ethnic breakdown of 61 percent Hispanic, 32 percent White Non-Hispanic, four percent African-American, and three percent Asian/ Indian. The number of students qualifying for free or reduced priced lunch averages around 65 percent each year. Our Special Education Program constitutes 12 percent of the enrollment. Limited English Proficiency students constitutes 19 percent of the enrollment. The average daily attendance for the school is 93.97 percent.

Redland Elementary is a public school utilizing allocated funds to defray expenditures for differentiated programs to address the specific need of the students. In addition, specialty programs provided include Special Education Programs with an inclusion model for students with diagnosed exceptionalities; Limited English Proficiency Program provides instruction in English for Students of Other Languages; and an Academic Excellence Program (AEP) is implemented for students who will benefit from enrichment opportunities. These programs will focus on improving the educational achievement of all students.

Three administrators, a principal, and two assistant principals, serve as the instructional leaders of the school. There are 48 certified classroom teachers, six Special Education teachers, two Reading Coaches, two elementary guidance counselors, a speech pathologist, a media specialist, 15 special area teachers, and a part-time media clerk employed at the school. Thirty eight percent of the teachers hold a Masters degree and eight percent hold a Specialist degree. Its faculty and staff population for the 2005-2006 school year consists of approximately 78 employees, with an ethnic breakdown of 38 percent Hispanic, 37 percent White Non-Hispanic, and 24 percent African-American.

The Florida Department of Education grades Redland Elementary School as an "A" school, as a result of our FCAT Achievement scores. On the 2005 FCAT Test 73 percent of the students in grades three through five met high standards in Reading and 64 percent met a high standards in Mathematics. Score on the 2005 FCAT Writing indicated that 84 percent of the students in fourth grade met high standards.

School Foundation

Leadership:

The status of our school in the area of Leadership according to the Organizational Performance Self Assessment Survey, states that our school ranked a 4.4 out of 5. The data indicates a positive working environment with set direction, vision, and mission is present.

District Strategic Planning Alignment:

The status of our school in the area of Strategic Planning according to the Organizational Performance Self Assessment Survey, states that our school ranked a 4 out of 5. The data indicates that staff members need encouragement to actively participate in the goals and objectives of our school.

Stakeholder Engagement:

The status of our school in the area of Customer and Market Focus according to the Organizational Performance Self Assessment Survey, states that our school ranked a 4.4 out of 5. Data indicates that the level of customer satisfaction is adequately high.

Faculty & Staff:

The status of our school in the area of Human Resources Focus according to the Organizational Performance Self Assessment Survey, states that our school ranked a 4.3 out of a 5. Data indicates that staff members utilize a team approach to the overall function of the school.

Data/Information/Knowledge Management:

The status of our school in the area of Measurement, Analysis, and Knowledge Management according to the Organizational Performance Self Assessment Survey, states that our school ranked a 4.4 out of a 5. Data indicates the staff's ability to utilize data to monitor the progress of its employees and school functions is adequately high.

Education Design:

The status of our school in the area of Process Management according to the Organizational Performance Self Assessment Survey, states that our school ranked a 4.1 out of 5. Students in need of intervention are afforded the opportunity to participate in in-house and after-school tutoring programs, three times a week. We provide our students with the highest quality education to empower them to be lifelong learners and responsible citizens.

Performance Results:

The status of our school in the area of Business Results according to the Organizational Performance Self Assessment Survey, states that our school ranked a 4.3 out of 5. Utilizing the Continuous Improvement Model, Redland Elementary will foster systemic growth. Our goal is to create an efficient and effective organization and an institution built on promoting high academic achievement. These efforts will yield determined, responsible, life learners who nurture their creativity and individuality.

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

GOAL 1 STATEMENT:

All students will demonstrate increased performance in reading.

Needs Assessment

The results obtained from the School Performance Accountability Report indicate that 67 percent of the students tested made learning gains and 73 percent of students achieved high standards in reading. The scores reflect a five percentage point increase in students achieving high standards in reading. An analysis of data across grade levels indicates that 87 percent of Students with Disabilities (SWD) scored below the state required mastery level on the FCAT Reading Test. Forty percent of third grade students tested did not meet the state required mastery level in reading. Culling the data across grade levels shows evidence that the third grade will need to improve student skills in the main idea/ purpose cluster. Thirty-seven percent of fourth grade students tested did not meet the state required mastery level in reading. An analysis of grade four reading achievement dictates that improved instruction in the content clusters words/phrases and reference/ research is paramount. Thirty-one percent of fifth grade students tested did not meet the state required mastery level in reading. The main idea/ purpose content cluster is indicated as the area of greatest need in grade five. This year’s concerted instructional effort in these areas should result in an increase in student achievement.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades three through five will improve their reading skills as evidenced by 76 percent of students reaching the state required mastery level on the 2006 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, Students with Disabilities (SWD) in grades three through five will improve their reading skills as evidenced by 44 percent of students reaching the state required mastery level, as documented by the scores on the 2006 administration of the FCAT Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Disaggregate and analyze data from the 2005 FCAT Reading test to identify strengths and weaknesses in student performance.	Administration, Reading Coaches, and Language Arts/Reading Teachers	8/8/2005	5/19/2006
Provide an uninterrupted 120-minute block of reading instruction for students in kindergarten through fifth grade with the exception of third grade students who will receive an uninterrupted 150- minute block of reading instruction daily.	Administration	8/8/2005	5/24/2006
Utilize Accelerated Reader/ STAR and FCAT Explorer computer- assisted resource to reinforce and enhance reading skills.	Administration, Reading Coaches, Media Specialist, and Language Arts/Reading Teachers	8/8/2005	5/24/2006
Analyze data from interim reading test and adjusts supplementary and differentiated instruction.	Administration, Reading Coaches, and Language Arts/Reading Teachers	10/10/2005	5/24/2006
Offer an after-school tutoring program three times a week for LEP students who scored at FCAT Achievement Level 1 or 2 on the FCAT Reading subtest utilizing Measuring Up FCAT materials.	Administration, Reading Coaches, LEP Tutors and Language Arts/ Reading Teachers	9/19/2005	5/24/2006
Classroom paraprofessionals in collaboration with Reading/ Language Arts teachers will provide an in-house tutoring program utilizing Voyager Passport that consists of an in-class and pull-out model during the school day for third though fifth grade general education students, students with learning disabilities, and Limited English Proficient students who did not score at or above FCAT Achievement Level 3 on the Reading subtest.	Administration, Reading Coaches, Identified Paraprofessionals, and Language Arts/ Reading Teachers	10/3/2005	5/24/2006

Implement District's Comprehensive Research-based Reading Plan with intensive focus on guided reading and vocabulary development.	Administration, Reading Coaches, and Language Arts/ Reading Teachers	8/8/2005	5/24/2006
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Research-Based Programs

The Houghton Mifflin Core Reading Program, Voyager, Soar to Success

Professional Development

Professional development for all teachers will include training on a variety of classroom assessments: screening, diagnostics, progress monitoring, initial instruction, immediate intervention, intensive intervention, the Comprehensive Research-Based Reading Plan (CRRP), data analysis, and differentiated instruction to ensure student achievement. Additionally, in-services will include training on the resources required for the implementation of the School Improvement Plan: Best Practices, FCAT Explorer, Project Right Beginnings, Project BEAR and Project OWL. Other in-services such as CRISS, data driven analysis, and/or District or Regional Center initiatives will be scheduled based on teacher surveys.

Evaluation

Weekly, monthly, and interim assessments to monitor student progress and redirect learning activities will occur on an on-going basis, during school and in all tutorial programs. Monthly and interim assessments will be directed by the reading coach. Compiled data will be shared with classroom teachers. Achievement of the objective will be considered when students demonstrate improved reading comprehension, as evidenced by 76 percent of students reaching the state required mastery level as documented by scores on the 2006 administration of the FCAT Reading subtest. Additional assessment instruments: Dynamic Indicators of Basic Early Literacy Skills (DIBELS), and Diagnostic Assessment of Reading (DAR).

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

GOAL 2 STATEMENT:

All students will demonstrate increased performance in mathematics.

Needs Assessment

The data obtained from the School Performance Accountability Report indicates that 67 percent of the students tested made learning gains and 64 percent achieved high standards in mathematics. An analysis of data across grade levels indicate that 78 percent of Students with Disabilities (SWD) scored below the state required mastery level on the FCAT Mathematics Test. The scores reflect a three percentage point decline in students achieving learning gains in mathematics and reflect a percentage point increase in students achieving high standards compared with the 2005 test scores. The required level of performance was achieved. The 2005 school performance in mathematics will need to show a three percentage point increase in the percent of students achieving high standards and a three percentage point increase in the percent of students making learning gains. Currently, 36 percent of the student population in grades three through five are scoring below the criteria mandated by the state. A comparative analysis of the data for students in grade three through five indicates the following areas of need: (a) Grade three demonstrated the greatest need for improvement in the number sense mathematics strands. Its lowest achievement area was algebraic thinking. Data analysis and geometry are strands which need continuous instruction for student achievement levels to rise; (b) Grade four ranked second in overall needs with the number sense and measurement strands requiring immediate and continuous instruction; (c) The data from grade five reflected lower percentages of correct responses in the five strands in comparison to grades three and four. Again, the data analysis and number sense strands showed the lowest areas of student performance. Increased and continuous instruction is needed in these areas for significant student achievement to be realized. Professional development needs will focus on the

Addison Wesley- Scott Foresman Mathematics Program, Best Practices, Riverdeep and FCAT Explorer.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades three through five will improve their mathematics skills as evidenced by 67 percent of the students reaching the state required mastery level on the 2006 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, 50 percent of Students with Disabilities (SWD) will demonstrate increased mathematics performance as evidenced by scoring a level 3 or higher on the 2006 administration of the FCAT Mathematics subtest.

Given instruction using the Sunshine State Standards, 50 percent of Limited English Proficiency (LEP) students will demonstrate increased mathematics performance as evidenced by scoring a level 3 or higher on the 2006 administration of the FCAT Mathematics subtest.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide an uninterrupted daily 60 minute block in mathematics for grades kindergarten through fifth grade.	Administration	8/8/2005	5/24/2006
Provide students with performance-based activities incorporating the use of manipulatives, problem solving, critical thinking and communication.	Administration and Mathematics Teachers	8/8/2005	5/24/2006
Utilize Riverdeep and FCAT Explorer computer-assisted resources to reinforce and enhance mathematics skills.	Administration and Mathematics Teachers	8/8/2005	5/24/2006
Conduct weekly meetings to assess and evaluate student performance pertaining to the Sunshine State Standards (benchmarks) and develop lessons in mathematics which address these needs.	Administration and Mathematics Teachers	8/24/2005	5/24/2006
Utilize the District's Mathematics Long-Range Plans for kindergarten through fifth grade.	Administration and Mathematics Teachers	8/8/2005	5/24/2006
Disaggregate and analyze data from the 2005 FCAT Mathematics test to identify strengths and weaknesses and develop an instructional focus calendar for mathematics.	Administration and Mathematics Teachers	8/8/2005	5/24/2006
Provide differentiated instruction utilizing Riverdeep software, during after-school tutoring three times a week, for Limited English Proficient, LEP, students performing in the lowest 25 percentile.	Administration, Reading Coaches, LEP Tutors, and Mathematics Teachers	9/19/2005	5/24/2006

Research-Based Programs

Addison Wesley- Scott Foresman Mathematics Program, Riverdeep

Professional Development

Professional development training will include in-services on the assessment and analysis of assessment data, and differentiated instruction for all students. In-services will include training on the resources required for the implementation of the School Improvement Plan such as: Riverdeep, Best Practices, Hands-On Math Experience, FCAT Explorer, and the Addison Wesley- Scott Foresman Mathematics Program. Other in-services will be scheduled based on teacher surveys, data driven analysis and/or District or Regional Center initiatives.

Evaluation

Weekly, monthly, and interim assessments to monitor student progress and redirect learning activities will occur on an on-going basis, during school and in all tutorial programs. Monthly and interim assessments will be directed and monitored by the assistant principal and the Mathematics Department Chairperson. Compiled data will be shared with the classroom teachers. Achievement of the objectives will be considered accomplished if students demonstrate increased proficiency in mathematics, as evidenced by 67 percent or more of the students achieving high standards and 70 percent or more making learning gains, as documented by scores on the 2006 administration of the FCAT Mathematics subtest.

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

GOAL 3 STATEMENT:

All students will be able to incorporate the following elements in their writing: focus, organization, support, and conventions.

Needs Assessment

The results obtained from the School Performance Accountability Report indicate that 84 percent of students tested met the state standard of 3.5 or above in writing. The scores reflect a two percentage point increase when compared to the 2004 FCAT Writing test results. Students will need to show a three percentage point gain. The needs assessment reveals that students require further development in the writing benchmarks. The data revealed improvement is needed in expository writing. Though data dictates the strength is narrative writing, continuous instruction is required as we seek to raise student achievement levels. On-going data conversations amongst grade group members regarding progress on monthly assessments will drive instruction. Additionally, professional development needs such as vocabulary development and using the rubric to score student writing will be addressed.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction in the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by 87 percent of the students reaching the state required mastery level on the 2006 FCAT Writing+ Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Administer District Writing Pre and Post Test and determine proficiency level to modify instruction if needed.	Administration, Reading Coaches, and Language Arts/Reading Teachers	8/8/2005	5/24/2006
Administer a school wide prompt each semester in second through fifth grades, and analyze results for the purpose of improving writing instruction.	Administration, Reading Coaches, and Language Arts/Reading Teachers	8/8/2005	5/24/2006
Implement school wide "vivid verb of the week" program on the morning announcements to assist in the acquisition of vocabulary.	Administration, Reading Coaches, Media Specialist, and Language Arts/Reading Teachers	8/8/2005	5/24/2006
Utilize word processing software as a tool to improve spelling, grammar, and format.	Administration, Reading Coaches, and Language Arts/Reading Teachers	8/8/2005	5/24/2006
Participate in various local, district, state, and national writing contest.	Administration, Reading Coaches, Media Specialist, and Language Arts/Reading Teachers	8/24/2005	5/24/2006
Afford teachers the opportunity to attend in-service training to improve instruction in writing skills.	Administration, Reading Coaches, and Language Arts/Reading Teachers	8/8/2005	5/24/2006
Provide differential instruction utilizing the Houghton Mifflin Core Reading Program's writing component for students scoring a 1 or a 2 in the District writing rubric.	Administration, Reading Coaches, and Language Arts/Reading Teachers	8/8/2005	4/24/2006

Research-Based Programs

The Houghton Mifflin Core Reading Program

Professional Development

Professional development training for teachers will include: Project Right Beginnings, Project BEAR, Project OWL, Best Practices, Project Draw, and holistic scoring of student writing samples using the state and county rubric.

Evaluation

District provided narrative and expository writing tests will be used to monitor student progress and develop a diagnostic remediation plan for students. Scores from these prompts will be analyzed to evaluate student mastery and to develop a plan to ensure effective writing practices are in place. Achievement of the objective will be evidenced when 87 percent of the students reach the state required mastery level as documented by scores on the 2006 FCAT Writing+ Test.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 4 STATEMENT:

All students will be able to apply the scientific method.

Needs Assessment

The results of the 2005 FCAT Science Test reflected a mean scale score of 287. The scores reflect an increase of 16 mean scale points when compared to the 2004 test score, 271. The scores also indicate we are performing below the state average mean scale score of 296. An analysis of the data reveals students require intensive remediation in all benchmarks. The areas of greatest need (in ranking order from most need to least need) are Earth & Space, Scientific Thinking, Physical & Chemical, and Life & environment. On-going data conversations amongst grade group members regarding progress on monthly assessments will drive instruction. Additionally, professional development needs such as experimental demonstrations and scientific thinking will be addressed.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade five will increase their mean scale points from 287 to the state average mean scale score of 296 as evidenced on the 2006 FCAT Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Engage students in hands-on activities.	Administration and Science Teachers	8/8/2005	5/24/2006
Implement a school-wide Math and Science Night.	Administration, Mathematics Teacher, and Science Teacher	9/13/2005	5/24/2006
Utilize Write Time for Kids to infuse scientific non-fiction as part of the Reading/ Language Arts block in 2nd grade.	Administration, Reading Coaches, Language Arts/Reading Teachers and Science Teachers	8/8/2005	5/24/2006
Provide practice in the Scientific Thinking strand.	Administration and Science Teachers	8/8/2005	5/24/2006
Conduct training on how to integrate science themed books to address Reference and Research strand.	Administration and Reading Coaches	8/8/2005	5/24/2006
Use science themed trade books to teach both Reference and Research and Scientific Thinking strands.	Administration, Reading Coaches, and Science Teachers	8/8/2005	5/24/2006
Provide opportunities for students to demonstrate an understanding of the scientific method through the use of lab sheets every grading period.	Administration and Science Teachers	8/8/2005	5/24/2006

Research-Based Programs

Harcourt-Brace Science Program, FOSS, Riverdeep Science Component

Professional Development

Professional Development training will focus on Science scope and sequence. Providing a workshop on the integration of science themed trade books, FOSS in-service training, and staff development on authentic learning strategies will enhance teaching and learning in science.

Evaluation

The objective will be evaluated through the use of a school site-created science Pre and Post Test and the 2006 administration of the FCAT Science Test.

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.)

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

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

GOAL 5 STATEMENT:

The school will provide increased opportunities for parents to be involved in their children's education.

Needs Assessment

A data assessment of parent sign-in logs reveals that 49 percent of parents participated in school functions. There is a need to offer a variety of parental activities to increase parental involvement and assist parents in helping their children at home. According to the Office of Family and Community Involvement, "evidence continues to be positive and convincing that students make greater gains when schools engage families in learning." Research results released in December 2002 by the Southwest Educational Development Laboratory show that "programs and special efforts to engage families are related to strong and consistent improvement in academics. Also, students in schools with highly rated parent partnership programs made greater gains on state tests than those in school with lower rated programs."

Measurable Objective

Given increased attention to communication with all stakeholders, there will be a five percent increase in the number of parents participating in at least two parent workshop/meetings as documented by sign-in sheets and attendance logs.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Inform and invite parents to utilize the on-site Parent Resource Center.	Administration and School Counselor	8/8/2005	5/24/2006
Announce special events on the school marquee to promote communication, awareness, and support of school activity.	Administration and School Counselor	8/8/2005	5/24/2006
Distribute and/or post a bilingual newsletter for families to communicate pertinent school information and establish a home-school connection.	Administration, Homeroom Teachers, and School Counselors	8/8/2005	5/24/2006
Maintain an on-going line of communication (in student's home language) between the home and the school through the use of student progress reports, report cards, letters, flyers, school newsletters, parent/teacher conferences, and home visits.	Administration, Classroom Teachers, Media Specialist, and School Counselors	8/8/2005	5/24/2006
Promote the Parent Academy.	Administration and School Counselors	8/8/2005	5/24/2006
Provide, through a PTA sponsored event in conjunction with Miami-Dade County School Police, a informative meeting regarding the "Amber Watch" program.	Administration and School Counselor	10/17/2005	5/24/2006
Recruit parent's to actively participate in decision-making groups such as the PTA and School Advisory Council.	Administration, Classroom Teachers, and School Counselors	8/8/2005	5/24/2006

Research-Based Programs

National Standards for PTA

Professional Development

Parents will be encouraged to actively participate in the following activities: an in-service during the Resource Fair on FCAT Explorer to acquaint parents with instructional material that can be used at school and at home; a parent workshop during October's P.T.A. meeting will provide insight on the use of Accelerated Reader Program as a technology-based reading monitoring tool; the Educational Excellence School Advisory Council (EESAC) Workshop Series, a series of workshops presented during the school year that seeks to train parents on how to effectively participate in helping to make informed decisions on the school operation and its budget; and Regional Center/School-Based Parent Involvement Workshops that address the needs of parents in helping their child achieve academically and in helping them enhance their own personal growth.

Evaluation

Parental and community involvement will show a five percent increase in the number of parents that will participate in at least two parent workshop/meetings as reflected in the tally of data obtained from activity workshop sign-in sheets, logs of attendance and delivery of service.

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

GOAL 6 STATEMENT:

The school will promote programs and practices that develop students with responsible attendance habits.

Needs Assessment

An assessment of the 2004-2005 Percentage of Attendance Report depict that Redland Elementary has a 95.64 average daily percent attendance. The report reflects that we are .54 percentage points below the county's 96.18 average daily percent attendance. According to research studies in UCLA, "there is a direct correlation between attendance and academic achievement. Students who go to class invariably do better in school and maximize their chances for success down the road." Students with poor attendance habits miss instruction leading them to fall behind and face constant remediation. The 2005 Student Assistance Profile shows a strong correlation between attendance and academic achievement among 23 percent of students identified as at-risk.

Measurable Objective

Given increased attention to student attendance with all stakeholders, the students will improve their average yearly percent attendance from 95.64 to 95.94, as evidenced by an increase of three tenths percent a year on the 2005-2006 Percentage of Attendance Report.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide the parents with the Student/ Parent Handbooks describing the school's attendance policy.	Administration and Classroom Teachers	8/8/2005	5/24/2006
Notify parents after three student absences.	Administration and Classroom Teachers	8/11/2005	5/24/2006
Contact the school counselor for intervention after a student has accumulated five absences.	Administration, Classroom Teachers, and School Counselors	8/8/2005	5/24/2006
Inform the parents that after five unexcused absence a child school records will be subpoenaed by the Dade County State Attorney's Office and a mandatory meeting will be scheduled.	Administration, Classroom Teachers, and School Counselors	8/15/2005	5/24/2006
Schedule a conference with the Assistant Principal and Parent to review the attendance pattern of students with seven or more absences.	Administration, Classroom Teachers, and School Counselors	8/17/2005	5/24/2006
Initiate the "Attendance Raffle" school-wide to promote and encourage daily school attendance.	Administration	8/8/2005	5/24/2006
Monitor the Attendance Bulletin daily.	Administration	8/8/2005	5/24/2006

Research-Based Programs

n/a

Professional Development

The administrative staff, clerical staff and school support staff will attend District training on the Truancy Intervention Program. The information attained will be shared with the entire learning community in order to make everyone a contributing member toward fostering students with responsible attendance habits. Parent workshops, presented by school counselors at November's PT.A. meeting, will provide insight on the correlation between attendance and academic performance and their responsibilities to ensure daily student participation in school. Professional development, such as the above, will focus on monitoring and increasing student attendance at Redland Elementary for the 2005-2006 school year.

Evaluation

The 2005-2006 Percentage of Attendance Report will depict that Redland Elementary attained a 95.94 average yearly percent attendance or above, an increase of one average daily percentage point.

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

Miami-Dade County Public Schools

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

GOAL 7 STATEMENT:

The school will promote equitable and universal access to technology.

Needs Assessment

The 2004 System for Technology Accountability and Rigor (STaR) Survey in the category of Teacher Use of Technology depicts our rating as 3.3, which is .7 below the state target. Technology is a valuable tool in enhancing student achievement. Through the use of technology teachers can monitor student performance by gathering data, and disaggregating the information to guide the curriculum and identify student needs. In addition, technology enables students the facet to reinforce the educational content presented in classroom in the home setting. As technology revolutionizes our society, it is vital that we encompass these changes in our 21st century classrooms and prepare our students for tomorrow's world.

Measurable Objective

Given increased attention to enhancing the use of technology at our school, we will improve our score on the System for Technology Accountability and Rigor (STaR) Survey in the category of Teacher Use of Technology as evidenced by an advanced rating of 3.6.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Increase the ratio of computer to students in the classroom setting.	Administration	8/8/2005	5/24/2006
Facilitate the use of LCD Projectors as instructional tools.	Administration, Media Specialist, and Technology Specialist	8/8/2005	5/24/2006
Utilize Destiny web-based software to search for instructional materials.	Administration, Classroom Teachers, and Media Specialist	8/8/2005	5/24/2006
Encourage students and teachers to use the District web-based Educational Portal.	Administration, Classroom Teachers, and Media Specialist	8/8/2005	5/24/2006
Monitor student achievement on web-based programs such as Atomic Learning, FCAT Explorer, and Riverdeep in third, fourth and fifth grade.	Administration and Classroom Teachers	8/8/2005	5/24/2006
Foster collaboration and communication through the use of e-mails amongst all member of the learning community.	Administration, Classroom Teachers, Media Specialist, Reading Coaches, and School Counselors	8/8/2005	5/24/2006
Initiate the District's Electronic Grade book, during the 2005- 2006 school year.	Administration, Classroom Teachers, and Technology Specialist	10/17/2005	5/24/2006

Research-Based Programs

Riverdeep

Professional Development

Professional development will focus on teachers implementing the use of instructional software such as Destiny, Atomic Learning, FCAT Explorer, and Riverdeep. Further staff in-services will be provided through the Teacher Education Center (TEC) and Information Technology Services (ITS) targeting individual and school-wide needs based on in-house surveys.

Evaluation

The 2005 System for Technology Accountability and Rigor (STaR) Survey in the category of Teacher Use of Technology will reflect an advanced rating of 3.6.

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 type="checkbox"/>

Miami-Dade County Public Schools

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

GOAL 8 STATEMENT:

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

Needs Assessment

An assessment of student performance on the 2005 FitnessGram Summary reflected 24 percent of fourth and fifth grade students failed to attain a healthy physical fitness level. According to research by Berlin & Colditz in 1990, physical inactivity is a positive risk factor for developing coronary heart disease. Physically active people have lower incidences of heart attacks and death due to coronary heart disease. Through Physical Education we provide our students with knowledge they require to stay fit and healthy.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades four and five will improve their physical fitness level, as evidenced by 79 percent of students attaining a FitnessGram Award.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Assign students to walk/run daily developing their cardio-fitness.	Administration and Physical Education Teachers	8/8/2005	5/24/2006
Assign curl-up exercise weekly to develop a student's abdominal muscles.	Administration and Physical Education Teachers	8/8/2005	5/24/2006
Provide instruction on healthy eating habits.	Administration, Physical Education Teachers, Science Teachers, and School Counselors	8/8/2005	5/24/2006
Modify physical fitness activities for students with varying abilities.	Administration and Physical Education Teachers	8/8/2005	5/24/2006
Utilize the WHALE TALE Program to teach students about water safety.	Administration and Physical Education Teachers	5/1/2006	5/24/2006
Participate in the "Jump Rope for Heart" Program.	Administration and Physical Education Teachers	2/1/2006	2/28/2006
Monitor student athletic performance monthly through fitness tests.	Administration and Physical Education Teachers	8/8/2005	5/24/2006

Research-Based Programs

FitnessGram

Professional Development

Professional development will focus on the implementation of CRISS strategies, assessment utilizing FitnessGram, the use of manipulatives, and problem solving games reflecting FCAT strategies.

Evaluation

Weekly, monthly, and quarterly assessments will monitor student progress and redirect learning activities on an on-going basis. Achievement of the objective will be considered when students demonstrate acceptable fitness levels, as evidenced by 79 percent of students attaining a FitnessGram Award on the 2006 assessment.

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.)

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

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

GOAL 9 STATEMENT:

All students will be given the opportunity to pursue areas of interest and special talents.

Needs Assessment

An assessment of student participation in extra-curricular activities during the 2004-2005 school year reflected eight percent of the student body participated. Further scrutiny revealed that students had limited opportunities afforded to them. According to the Department of Education, "students in after school programs show better achievement in school." Before and after school enrichment programs foster a variety of student skill based on their specific needs and interest.

Measurable Objective

Given increased attention to after-school student enrichment opportunities for students, 15 percent of students will participate in an extra curricular activity, such as Academic Excellence Programs, Chorus, Safety Patrol, and others, as documented by the attendance logs.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Initiate an Academic Excellence Program in Drama to develop students' performing arts skills.	Administration and Academic Excellence Teachers	9/5/2005	5/24/2006
Afford students with the opportunity to audition for the school Chorus	Administration and Music Teachers	8/15/2005	5/24/2006
Encourage student membership in the Future Educators of America Club.	Administration and Future Educators of America Club Sponsor	8/15/2005	5/24/2006
Provide training for students participating as Safety Patrols.	Administration and Safety Patrol Sponsor	8/8/2005	5/24/2006
Facilitate student participation in the Steel Drum Band.	Administration and Music Teachers	8/15/2005	5/24/2006
Utilize a Principal-Operated After School Care Program to provide enrichment for students.	Administration and After School Care Managers	8/8/2005	5/24/2006
Initiate an Academic Excellence Program using Chess to develop students' critical thinking skills.	Administration and Academic Excellence Teachers	9/5/2005	5/24/2006

Research-Based Programs

n/a

Professional Development

Professional development will be provided by Advanced Academics in the implementation of the Drama and Chess programs. After School Care leaders will be provided with 10 hours of in-service training in the areas of arts and crafts, technology, and dance.

Evaluation

The 2005-2006 club attendance sheets for Redland Elementary will depict that 15 percent of the students school-wide are participating in an after school extra curricular activity.

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.)

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

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

GOAL 10 STATEMENT:

Redland Elementary school will rank at or above the 90th percentile statewide in the ROI index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the FLDOE indicates that in 2003, Redland Elementary ranked at the 84 percentile on the State of Florida ROI index. As a result, there is a need to increase six percentile points on the State of Florida ROI index.

Measurable Objective

Redland Elementary School will improve its ranking on the State of Florida ROI index publication from the 84 percentile in 2003 to the 90 percentile on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Become more informed about the use of financial resources in relation to school programs.	Administration	8/8/2005	5/24/2006
Collaborate with the district on resource allocation.	Administration	8/8/2005	5/24/2006
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Administration	8/8/2005	5/24/2006
Consider shared use of facilities, partnering with community agencies.	Administration	8/8/2005	5/24/2006

Research-Based Programs

n/a

Professional Development

n/a

Evaluation

On the next State of Florida ROI index publication, Redland Elementary will show progress toward reaching the 90 percentile.

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 engaging in budget training, EESAC members reviewed the needs of the school as it pertains to the expenditures of funds.

Training:

Members made suggestions for training that directly impact teacher instruction and student performance.

Instructional Materials:

EESAC members recommended and voted to enhance the book collection in our media center.

Technology:

EESAC members recognized the need to further enhance technology in the classroom to increase student achievement.

Staffing:

EESAC members were trained on the school budget and advised of current expenditures related to the staffing needs of the school. Members concurred with the current practices.

Student Support Services:

EESAC members recognized the function of the student support services program and the role it plays in assisting with student performance.

Other Matters of Resource Allocation:

EESAC members recommended student incentives to promote attendance, reading, and overall academic achievement. Some of these incentive programs include the Attendance Raffle, Accelerated Reader Stars, and Student of the Month.

Benchmarking:

EESAC members agreed that Interim Progress Assessments and quarterly DIBELS reading screenings will be determinants in benchmarking.

School Safety & Discipline:

EESAC members agreed to enhance student safety through the initiation of the “Walk Safe Program.”

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

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

Required Signatures:

Principal

EESAC Chair

UTD Steward

EESAC Parent Representative

EESAC Business/Community Representative

EESAC Student Representative, as applicable

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

Region Superintendent