

# SCHOOL IMPROVEMENT PLAN 2007 - 2008

## Redland Elementary School (4581)

Feeder Pattern - South Dade Senior

Regional Center VI

District 13 - Miami-Dade

Principal - Eileen Wood Medina

Superintendent - Rudolph F. Crew, Ed.D.





# School Improvement Plan 2007-2008



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## EXECUTIVE SUMMARY

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# School Improvement Plan

## 2007-2008



Redland Elementary School, with a current population of 1,012, began operations in the fall of 1926. The school is located at 24501 Southwest 162nd Avenue, Homestead, Florida 33031. Following the destruction of Hurricane Andrew, the current facility was built and erected in 1996. The 11 year old campus has one two-story building and a one level building surrounding two courtyards that contain 50 classrooms. Additionally, a modular building with 11 classrooms was added three years ago. The Media Center is equipped with eight brand new computers and a state of the art television studio.

Redland Elementary School has a tri-ethnic student population with a mobility index of over 28 percent and a grade configuration of pre kindergarten through fifth grade with a current student enrollment of 1012 students, as well as 18 students in the pre-kindergarten program. The gifted program services 35 students. The English Language Learner (ELL) students constitute 24.1 percent of the student population. The ethnic breakdown of the school is 26 percent White, five percent Black, 67 percent Hispanic, and two percent Other. The student population eligible to receive free or reduced priced meals is 63.4 percent. The special education student population comprises 10.7 percent of the enrollment. Our inclusion rate is approximately 52.77 percent. Four percent of the students were retained for the 2006-2007 school year. In the Reading portion of the FCAT, students in third through fifth grades scored the following: in third grade 20 percent scored a Level 1 and 17 percent scored a Level 2, in fourth grade 23 percent scored a Level 1 and 14 percent scored a Level 2, in fifth grade 22 percent scored a Level 1 and 15 percent scored a Level 2. In the Mathematics portion of the FCAT students in third through fifth grades scored the following; in third grade 21 percent scored a Level 1 and 18 percent scored a Level 2, in fourth grade 23 percent scored a Level 1 and 22 percent scored a Level 2, in fifth grade 15 percent scored a Level 1 and 31 percent scored a Level 2. In addition, students in the subgroup who did not meet adequate yearly progress in mathematics were Economically Disadvantaged students. In Reading, the subgroup of English Language Learners did not meet adequate yearly progress. Redland Elementary was designated a Title I school following the 2006-2007 school year; therefore, the school is implementing the first year of a voluntary pre-kindergarten. The average daily attendance rate for the 2006-2007 school year was 95.07 percent, a .80 percent increase over the 2005-2006 school year.

The faculty and staff at Redland Elementary School work along side the community to improve the lives of our children and their families. We provide the community with basic literacy, parenting classes and English for Speakers of other Languages (ESL) through the Parent Academy. Redland Elementary School has identified several challenges. During the 2006-2007 school year our attendance percentage increased. However, student attendance continues to be a challenge. At the school site, incentive programs have been established to increase attendance. Chronically absent students have been identified and strategies implemented to support the attendance program.

Redland Elementary School has 111 full-time faculty and staff members, three of which are beginning teachers. The ethnic breakdown of the staff is as follows: 38 percent White, 24 percent Black, and 38 percent Hispanic. The staff includes three administrators, 55 classroom teachers, six Special Education teachers, two guidance counselors, one media specialist, one media clerk, one Title I Reading Coach, one speech pathologist, 13 special area teachers, two paraprofessionals, one Microsystems technician, one full-time substitute teacher, five full time custodians, two full-time cafeteria workers, one part-time zone mechanic and one full-time security monitor. The school also has 27 part-time faculty and staff members, 11 percent are White, 15 percent are Black and 74 percent are Hispanic. The instructional faculty at Redland Elementary School holds approximately 40 advanced degrees: 32 Master's Degrees, seven Specialist's Degrees, one Doctorate Degree and one National Board Certified teacher. The Leadership Team includes the principal, two assistant principals, two Reading Coaches, one Mathematics coach, and one Student Service representative.

Currently, the average class size in kindergarten is 17 students, 18 in first grade, 18.2 in second grade and 20 in third grade, bringing the average class size for the primary grades to 18.3. Additionally, the average class size for the intermediate grades is 21.5 students, 22 in fourth grade and 21 in fifth grade. The average class size for Special Education is twelve. Redland Elementary belongs to the South Dade Feeder Pattern. Our elementary students can attend Redland Middle School or South Dade Middle School.

Improving student attendance continues to be critical to the success of the students. The full implementation of Connect-ED as a daily parent notification increased the communication between home and school. The percent of attendance for the 2005-2006 school year was 94.27. Attendance incentives and a revamped school attendance policy raised the percent of attendance for the 2006-2007 school year to 95.03. Trend data indicates that the second grading period continues to exhibit the lowest percentage of attendance. A variety of special programs are provided at Redland Elementary. The school was designated a Title I school following the 2006-2007 school year. A Special Education (SPED) program with a consultative/collaborative model and a Limited English Proficiency Program for English Language Learners is implemented across all grade levels. We have also been the recipients of a Title III grant that provides us the Waterford Early Reading Program servicing Limited English Proficient Students in four classrooms. A Gifted Resource Program focuses on mathematics, science, and social studies. A drama and hands-on science Academic Excellence Program provides our students with the opportunity to participate in enrichment activities. Remediation programs have been established for students not making progress as evidenced by DIBELS, a progress monitoring tool.

Our Dade Partners include Super Wheels and Price Cutters. Through their support and contributions, we will continue to encourage all stakeholders to participate in our learning community. Through the efforts of the bilingual department, Redland Elementary is a recipient of the Title III grant which provides the school with the Waterford Early Reading Program focusing on direct and systematic instruction and the Waterford Early Math and Science giving students a solid foundation in basic mathematics and science skills. Redland Elementary is also the recipient of ELLIS. The ELLIS technology addresses the needs of non-native students to foster successful English language learning. In addition, Redland Elementary is a Reading First school. As a Reading First school, we continuously focus on increasing the quality and the consistency of classroom instruction by providing systematic and explicit initial instruction, and by providing differentiated instruction delivered individually or in small groups.

Given instruction using the Sunshine State Standards, students in grades three through five will increase their reading skills as evidenced by 76 percent meeting high standards on the 2008 administration of the FCAT Reading test.

Given instruction using the Sunshine State Standards, English Language Learners in grades three through five will increase their reading skills as evidenced by 58 percent meeting high standards on the 2008 administration of the FCAT Reading test.

Given instruction using the Sunshine State Standards, students in grades three through five will increase their mathematics skills as evidenced by 72 percent meeting high standards on the 2008 administration of the FCAT Mathematics test.

Given instruction using the Sunshine State Standards, Economically Disadvantaged students in grades three through five will increase their mathematics skills as evidenced by 62 percent meeting high standards on the 2008 administration of the FCAT Mathematics test.

Given instruction based on the Sunshine State Standards, students in grade four will demonstrate proficiency in writing, as evidenced by a one percentage point increase in the number of students meeting high standards on the 2008 FCAT Writing+ Test.

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades five will increase by 25 percentage points to 62 percent on the 2008 FCAT Science test as compared to the 2007 administration.

Given the school wide emphasis on parental and community involvement with all stakeholders, 73 percent of parents will participate 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 attendance percentage rate as evidenced by an increase of 0.5 percentage points on the 2007-2008 Percentage of Attendance Report.

Given an emphasis on the use of technology in education, all students will augment their usage of the FCAT Explorer Program as evidenced by a 10% increase during the 2007-2008 school year as compared to the 2006-2007 school year.

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, students in grades four and five will improve their physical fitness level, as evidenced by 70 percent of students attaining a FITNESSGRAM Award.

Given increased emphasis on after-school student enrichment opportunities for students, 35 percent of students will participate in an extra curricular activity as documented by the attendance logs.

Redland Elementary School will improve its ranking on the State of Florida ROI index from the 73 percentile in 2004 to the 74 percentile as written on the next publication.

The results of the Spring 2007 Organizational Performance Improvement Snapshot indicate that faculty and staff members rated having knowledge of how the work location is doing financially as the lowest element. The administration at Redland Elementary will continue to offer invitations to faculty and staff members to participate in the Educational Excellence School Advisory Council (EESAC) meetings. This will provide adequate information regarding the school's operational budget. In addition, faculty and staff members provided an overall rating of 4.0 out of 5 in the area of resources needed to do their job. As the second lowest scoring element of the OPIS survey, the administration will continue to extend invitations for the EESAC meetings to faculty and staff members as a way of attaining knowledge on the day-to-day operation of the school.



# School Improvement Plan 2007-2008



## 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.

## 4581 - 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.

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### ***School Demographics***

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Redland Elementary School, with a current population of 1,012, began operations in the fall of 1926. The school is located at 24501 Southwest 162nd Avenue, Homestead, Florida 33031. Following the destruction of Hurricane Andrew, the current facility was built and erected in 1996. The 11 year old campus has one two-story building and a one level building surrounding two courtyards that contain 50 classrooms. Additionally, a modular building with 11 classrooms was added three years ago. The Media Center is equipped with eight brand new computers and a state of the art television studio.

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Redland Elementary School has 111 full-time faculty and staff members, three of which are beginning teachers. The ethnic breakdown of the staff is as follows: 38 percent White, 24 percent Black, and 38 percent Hispanic. The staff includes three administrators, 55 classroom teachers, six Special Education teachers, two guidance counselors, one media specialist, one media clerk, one Title I Reading Coach, one speech pathologist, 13 special area teachers, two paraprofessionals, one Microsystems technician, one full-time substitute teacher, five full time custodians, two full-time cafeteria workers, one part-time zone mechanic and one full-time security monitor. The school also has 27 part-time faculty and staff members, 11 percent are White, 15 percent are Black and 74 percent are Hispanic. The instructional faculty at Redland Elementary School holds approximately 40 advanced degrees: 32 Master's Degrees, seven Specialist's Degrees, one Doctorate Degree and one National Board Certified teacher. The Leadership Team includes the principal, two assistant principals, two Reading Coaches, one Mathematics coach, and one Student Service representative.

The Florida Department of Education grades Redland Elementary School as a "B" level school, as a result of our FCAT Achievement scores. On the 2007 FCAT Test 71 percent of the students in grades three through five met high standards in Reading and 67 percent met high standards in Mathematics. Scores on the 2006 FCAT Writing Test indicated that 89 percent of the students in fourth grade met high standards.



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## ***School Foundation***

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### **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, a decrease of one tenth from the Fall 2006 OPIS results. The data indicates a positive working environment with set directions, vision, and mission 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 4.1 out of 5, a decrease of two tenth from the Fall 2006 OPIS results. The data indicates that staff members 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, yet showed no increase from the Fall 2006 OPIS results.

### **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 4.4 out of a 5, no change from the Fall 2006 OPIS results. 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 4.5 out of a 5, no change from the Fall 2006 OPIS results. 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 4.2 out of 5, no change from the Fall 2006 OPIS results. Students in need of intervention are afforded the opportunity to participate in in-house and after-school tutoring programs, two times a week. We provide our students with the highest quality education to empower them with the knowledge required to be lifelong learners and responsible citizens. Advanced courses and enrichment opportunities are offered to increase opportunities for those who excel in academic achievement.

### **Performance Results:**

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-long learners who nurture their creativity and individuality.

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, a decrease of one tenth from the Fall 2006 OPIS results. Utilizing the Continuous Improvement Model, Redland Elementary will foster systemic growth. Our goal is to create an efficient and effective organization and a school built on promoting high academic achievement. These efforts will yield determined, responsible, life-long learners who nurture their creativity and individuality.



# School Improvement Plan 2007-2008



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## ***Schools Graded 'C' or Below***

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**Professional Development:**

**Disaggregated Data :**

**Informal and Formal Assessments:**

**Alternative Instructional Delivery Methods :**





School Improvement Plan  
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***Schools Offering Primarily Grades 6 through 12***

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

### Reading Goal

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

#### **Florida Education Priorities**

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

#### **Miami-Dade County Public Schools**

#### **District Strategic Plan**

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high- performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### **Reading Statement**

All students will be proficient in reading.

#### **Needs Assessment**

Results obtained from the School Accountability Report indicate 71 percent of the students tested in reading scored a Level 3 or higher, 37 percent of the students did not make learning gains. The 2008 school performance in reading will need to demonstrate an increase in students achieving high standards by five percentage points. Students in grade three received the least amount of percentage points in the Main Idea/Purpose and Reference/Research Clusters. Students in grade four received the least amount of percentage points in the Comparison and Reference/Research Clusters. Fifth grade students received the least amount of percentage points in the Words/Phrases and Main Idea/Purpose Clusters. Therefore, these specific clusters will be the focus. In accordance with the No Child Left Behind Act (NCLB), English Language Learners at Redland Elementary failed to meet Adequate Yearly Progress (AYP) with 44 percent of English Language Learners scoring at or above grade level. Fifty-seven percent of the lowest 25 percent demonstrated learning gains in reading. Students in the lowest 25th percentile in reading have been identified. Intervention programs targeting these students will be closely monitored for individual student gains.

#### **NCLB Subgroup Target**

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

### Measurable Objective

Given instruction using the Sunshine State Standards, students in grades three through five will increase their reading skills as evidenced by 76 percent meeting high standards on the 2008 administration of the FCAT Reading test.

Given instruction using the Sunshine State Standards, English Language Learners in grades three through five will increase their reading skills as evidenced by 58 percent meeting high standards on the 2008 administration of the FCAT Reading test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Disaggregate and analyze data from the 2007 FCAT Reading test to identify strengths and weaknesses in student performance placing particular focus on English Language Learners.	Administration, Reading Coaches, and Language Arts/Reading Teachers	8/20/2007	6/04/2008	Continuous Improvement Model	0
Utilize Accelerated Reader/ STAR, Riverdeep, and FCAT Explorer computer-assisted resource to reinforce and enhance reading skills.	Administration, Reading Coaches, Media Specialist, and Language Arts/Reading Teachers	8/20/2007	6/04/2008	Continuous Improvement Model	0
Implement District's Comprehensive Research-Based Reading Plan with intensive focus on small group differentiated instruction and vocabulary development.	Administration, Reading Coaches, and Language Arts/ Reading Teachers	8/20/2007	6/04/20078	District-wide Literacy Plan	0
Provide an in-house tutoring program that will consist of an in-class and pull-out model during the school day for third through fifth grade general education students, Students With Disabilities, and English Language Learners who did not score at or above FCAT Achievement Level 3 on the Reading subtest.	Administration, Reading Coaches, Hourly Teachers/ Paraprofessionals, and Language Arts/ Reading Teachers	9/24/2007	6/04/2008	Continuous Improvement Model	10000
Implement bi-weekly assessments which are aligned to the instructional focus calendar to monitor student progress.	Administration, Reading Coaches, and Language Arts/Reading Teachers	9/14/2007	6/04/2008	Continuous Improvement Model	0
Provide students not meeting grade level expectations in kindergarten through fifth grade remediation through the intervention program Voyager Passport and Waterford Early Reading Program for English Language Learners.	Administration, Reading Coaches and Reading Teachers	8/20/2007	6/04/2008	Continuous Improvement Model	6000
Offer a tutorial program for students scoring in the bottom 25th percentile on the 2007 SAT Reading test and on the 2007 FCAT Reading test with focus on the reference/research content area for fourth grade and words/phrases for fifth grade.	Administration, Reading Coaches, Tutors and Reading Teachers	9/15/2007	3/20/2008	Continuous Improvement Model	6000
Provide enrichment activities through the Academic Excellence Program for students scoring Level 3 and above on the 2007 FCAT Reading test.	Administration and AEP Teacher	9/24/2007	5/09/2008	Academic Enrichment Opportunities	2000
Monitor and maintain students scoring Level 3 or higher by providing enrichment strategies throughout the Reading instructional block.	Administration and Reading Teachers	8/20/2007	6/4/2008	Academic Enrichment Opportunities	0
Facilitate District's Interim Assessments to evaluate students' progress with the Sunshine State Standards (SSS).	Administration and Reading Coaches	11/5/2007	6/4/2008	Continuous Improvement Model	0
Implement the Continuous Improvement Model (CIM) to monitor student achievement and the instructional program on an on-going basis.	Administration	8/20/2007	6/4/2008	Continuous Improvement Model	0
Use the Regional Center Data Debriefing Protocols to conduct data debriefing session.	Administration and Reading Coaches	8/20/2007	6/4/2008	Continuous Improvement Model	0

### Research-Based Programs

The Houghton Mifflin Core Reading Program, Voyager Passport, and Early Success



# School Improvement Plan 2007-2008



## **Professional Development**

Professional development for all teachers will include training on the three types of classroom assessment (screening, diagnostics and progress monitoring initial instruction, immediate, intensive and intervention), the Comprehensive Research-Based Reading Plan (CRRP), using assessments and analysis of assessment data 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: Advanced Academics, Best Practices, FCAT Explorer, Project Right Beginnings, Project Becoming Effective Active Readers and Project Opening Words of Literacy. Other in-services such as Creating Independence through Student-owned Strategies (CRISS) will be scheduled based on teacher surveys, data driven analysis and/or District or Regional Center initiatives.

## **Evaluation**

Implementation of biweekly benchmark assessments and the redirecting of learning activities, utilizing the Continuous Improvement Model (CIM), will provide a systematic approach to progress monitoring. District Interim Assessments will be monitored by the Reading Coaches. DIBELS and STAR will be administered. Teachers will administer state adopted reading textbook assessments. Achievement of the objective will be attained if 76 percent of students in grades three through five score a Level 3 or higher, as documented by scores of the 2008 FCAT Reading test.

## Mathematics Goal

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

#### **Florida Education Priorities**

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

#### **Miami-Dade County Public Schools**

#### **District Strategic Plan**

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high- performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### **Mathematics Statement**

All students will be proficient in mathematics.

### **Needs Assessment**

Results of the 2007 FCAT Mathematics test indicate that 67 percent of students scored a Level 3 or above, and 72 percent of students tested made learning gains. The 2008 school performance in mathematics will need to demonstrate an increase in students achieving high standards by three percentage points. Students in grades three, four and five demonstrated the lowest percentage points earned in the algebraic thinking cluster. Therefore, a schoolwide focus will be placed on the instruction of this cluster. Fourth grade students demonstrated a four percent decrease in the number of students scoring a Level 3 or above on the 2007 FCAT Mathematics test. Overall, the results of the 2007 FCAT Mathematics test demonstrated 61 percent of students made learning gains and 72 percent of students in the lowest 25th percentile made adequate progress. In accordance with the No Child Left Behind Act, all tested subgroups for Redland Elementary achieved Adequate Yearly Progress (AYP) with the exception of 55 percent of Economically Disadvantage students scoring at or above grade level, one percentage point from the target. Students identified in the lowest quartile in grades three through five and those identified in need of remediation will be provided interventions and will be closely monitored for individual student gains.

### **NCLB Subgroup Target**

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Measurable Objective

Given instruction using the Sunshine State Standards, students in grades three through five will increase their mathematics skills as evidenced by 72 percent meeting high standards on the 2008 administration of the FCAT Mathematics test.

Given instruction using the Sunshine State Standards, Economically Disadvantaged students in grades three through five will increase their mathematics skills as evidenced by 62 percent meeting high standards on the 2008 administration of the FCAT Mathematics test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide students with performance-based activities incorporating the use of manipulatives, problem solving, critical thinking and communication.	Administration, Mathematics Facilitator and Mathematics Teachers	8/20/2007	6/4/2008	Continuous Improvement Model	0
Utilize Riverdeep and FCAT Explorer computer-assisted resources to reinforce and enhance mathematics skills.	Administration and Mathematics Teachers	8/20/2007	6/4/2008	Other/ Not Applicable	0
Implement bi-weekly assessments which are aligned to the instructional focus calendar to monitor student progress.	Administration, Mathematics Facilitator and Mathematics Teachers	9/14/2007	6/4/2008	Continuous Improvement Model	0
Utilize suggested Feeder Pattern Mathematics Instructional Focus Calendar for kindergarten through fifth grade.	Administration, Mathematics Facilitator and Mathematics Teachers	8/20/2007	6/4/2008	Continuous Improvement Model	0
Disaggregate and analyze data from the 2007 FCAT Mathematics test to identify strengths and weakness and adjust instructional focus calendar for mathematics.	Administration, Mathematics Facilitator and Mathematics Teachers	8/20/2007	6/4/2008	Continuous Improvement Model	0
Provide differentiated instruction to students in need of increased instruction with emphasis on the Economically Disadvantaged subgroup in the content areas of number sense, data analysis, geometry, and, particularly, algebraic thinking.	Administration, Mathematics Facilitator and Mathematics Teachers	8/20/2007	6/4/2008	Continuous Improvement Model	0
Provide small group remediation and Saturday Academy for students performing in the lowest 25 percentile utilizing V-Math.	Administration, Mathematics Facilitator, Hourly Teachers, and Mathematics Teachers	09/15/2007	3/20/2008	Continuous Improvement Model	20000
Monitor and maintain students scoring a Level 3 or higher by providing enrichment strategies utilizing FCAT Explorer during the Mathematics instructional block.	Administration, Mathematics Facilitator, Mathematics Teacher, and AEP Teacher	9/17/2007	5/9/2008	Academic Enrichment Opportunities	2000
Provide students not meeting grade level expectations in third through fifth grade remediation through the intervention program V-Math.	Administration, Mathematics Facilitator, and Mathematics Teachers	9/24/2007	6/4/2008	Continuous Improvement Model	20000
Implement the core mathematics series Addison Wesley-Scott Foresman in grades Kindergarten to five with fidelity.	Administration, Mathematics Facilitator, and Mathematics Teachers	8/20/2007	6/4/2008	Continuous Improvement Model	0
Use the Regional Center Data Debriefing Protocols to conduct data debriefing session.	Administration and Mathematics Facilitator	8/20/2007	6/4/2008	Continuous Improvement Model	0
Implement the Continuous Improvement Model (CIM) to monitor student achievement and the instructional program on an on-going basis.	Administration	8/20/2007	6/4/2008	Continuous Improvement Model	0

### Research-Based Programs

Addison Wesley- Scott Foresman Mathematics Program, Riverdeep



# School Improvement Plan 2007-2008



## **Professional Development**

Professional development training will include in-services on the assessment process, 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, FCAT Item Specifications, 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**

The district's Interim Assessment Program and bi-weekly benchmark assessments will monitor student progress, as well as guide instruction. Interim assessments will be directed and monitored by the Assistant Principal, Mathematics Facilitator, and mathematics teachers. Compiled and analyzed data will be shared with administrators and classroom teachers. Achievement of the objective will be attained if 72 percent of students in grades three through five score a Level 3 or higher, as documented by scores of the 2008 FCAT Mathematics test.



## Writing Goal

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

#### **Florida Education Priorities**

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

#### **Miami-Dade County Public Schools**

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

### **Writing Statement**

All students will be proficient in writing.

### **Needs Assessment**

The 2007 School Performance Accountability Report indicates 89 percent of students tested met the state standard of 3.5 or above in writing. The scores reflect a six percentage point decrease when compared to the 2006 FCAT Writing+ test results. Students will need to show a percentage point gain. The data revealed improvement is needed in narrative writing. Though data dictates the strength is expository 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
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade four will demonstrate proficiency in writing, as evidenced by a one percentage point increase in the number of students meeting high standards on the 2008 FCAT Writing+ Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Administer District Writing Pre and Post Test and determine proficiency level to modify instruction if needed.	Administration, Reading Coaches, and Language Arts/Reading Teachers	8/30/2007	6/4/2008	District-wide Literacy Plan	0
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	8/20/2007	6/4/2008	Continuous Improvement Model	0
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	8/20/2007	6/4/2008	Continuous Improvement Model	0
Utilize word processing software as a tool to improve spelling, grammar, and format.	Administration, Reading Coaches, and Language Arts/Reading Teachers	8/20/2007	6/4/2008	Continuous Improvement Model	0
Provide differentiated instruction utilizing the Houghton Mifflin Core Reading Program's writing component.	Administration, Reading Coaches, and Language Arts/Reading Teachers	8/20/2007	6/4/2008	District-wide Literacy Plan	0
Afford teachers the opportunity to attend in-service training to improve instruction in writing skills.	Administration, Reading Coaches, and Language Arts/Reading Teachers	8/20/2007	6/4/2008	Continuous Improvement Model	400
Participate in various local, district, state, and national writing contests.	Administration, Reading Coaches, Media Specialist, and Language Arts/Reading Teachers	8/20/2007	6/4/2008	Academic Enrichment Opportunities	0
Maintain writing folders which contain evidence of pre-writing strategies and of narrative and expository writing.	Administration and Language Arts/Reading Teachers	8/20/2007	6/4/2008	Continuous Improvement Model	0
Provide differentiated instruction to students scoring a 1 or a 2 in the District writing rubric.	Administration, Reading Coaches, and Language Arts/Reading Teachers	8/20/2007	6/4/2008	Continuous Improvement Model	0
Utilize provided schoolwide writing curriculum.	Administration, Reading Coaches, and Language Arts/Reading Teachers	8/20/2007	6/4/2008	Continuous Improvement Model	0

### 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. Additionally, modeled narrative and expository writing lessons will be provided.

### Evaluation



# School Improvement Plan 2007-2008



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 attained if the number of students scoring a Level 3.5 or higher increases by one percentage point, as documented by scores on the 2008 FCAT Writing+ Test.

## Science Goal

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

#### *Florida Education Priorities*

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

#### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### Science Statement

All students will be proficient in science.

### Needs Assessment

Results of the 2007 Science FCAT administration indicate 37 percent of the students scored a Level 3 or higher, a 17 percentage point increase as compared to the 2006 FCAT Science test. The greatest area of need is Earth and Space Science. Life and Environmental Science, Scientific Thinking, and Physical and Chemical Science received equal mean points. Professional development is necessary in the areas of experimental design, scientific thinking, and integrating science across the curriculum. In addition, instruction needs to focus on improving the students' prior knowledge and hands-on exposure.

### Measurable Objective

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grades five will increase by 25 percentage points to 62 percent on the 2008 FCAT Science test as compared to the 2007 administration.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Engage students in hands-on activities through the use of science laboratory kit activities, FOSS Kits, interactive websites, and the Science Lab On Wheels.	Administration and Science Teachers	8/20/2007	6/4/2008	Continuous Improvement Model	1000
Implement a school-wide Math and Science Night.	Administration, Mathematics/Science Facilitator, Mathematics Teacher, and Science Teacher	3/20/2008	6/4/2008	Other/ Not Applicable	0
Utilize the computer lab for students in grades three through five to integrate technology into hands-on science and the Scientific Thinking strand.	Administration, Reading Coaches, and Science Teachers	8/20/2007	6/4/2008	Academic Enrichment Opportunities	0
Require the implementation of weekly science experiments in all grades.	Administration, Science Facilitator, and Science Teachers	8/20/2007	6/4/2008	Continuous Improvement Model	0
Implement bi-weekly science benchmark assessments to monitor student progress.	Administration, Science Facilitator, and Science Teachers	9/14/2007	6/4/2008	Continuous Improvement Model	0
Use themed trade books to interrelate benchmarks for Reading and Science.	Administration, Reading Coaches, Media Specialist, and Science Teachers	8/20/2007	6/4/2008	District-wide Literacy Plan	0
Conduct training on how to integrate science themed books to address Reference and Research strand using collaborative planning with the Media Specialist.	Administration, Reading Coaches, and Media Specialist	8/20/2007	6/4/2008	Education Innovation	0
Implement the hands-on science Academic Excellence Program to provide enrichment opportunities for students.	Administration, Reading Coaches	9/24/2007	5/9/2008	Advanced Academics	2000
Provide practice in the Scientific Thinking strand.	Administration, Science Facilitator, and Science Teachers	8/20/2007	6/4/2008	Continuous Improvement Model	0
Implement the Continuous Improvement Model (CIM) to monitor student achievement and the instructional program on an on-going basis.	Administration	8/20/2007	6/4/2008	Continuous Improvement Model	0
Use the Regional Center Data Debriefing Protocols to conduct data debriefing session.	Administration and Science Facilitator	8/20/2007	6/4/2008	Continuous Improvement Model	0

### Research-Based Programs

Scott Foresman Core Science Series (Florida Edition)

### Professional Development

Professional development training will focus on Science scope and sequence and the FCAT Item Specifications. In addition, Professional development training will be provided in the area of laboratory kit activities, Scott Foresman Lab ZONE, integration of Science themed trade books, fostering scientific thinking, and strategies to maximize hands-on learning opportunities in science. With the implementation of the new Scott Foresman Science core basal program, in-service opportunities will be provided to all science teachers by our Science Facilitator.

### Evaluation

Third, fourth, and fifth grade teachers will administer unit tests to monitor student performance. Fifth grade teachers will facilitate bi-weekly assessments to monitor student progress. Achievement of the objective will be attained if 62 percent of fifth grade students score a Level 3 or higher, as documented by the 2008 FCAT Science test.

## Parental Involvement Goal

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

#### *Florida Education Priorities*

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

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

### **Parental Involvement Statement**

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

### **Needs Assessment**

Sign-in sheets indicate 68 percent of parents participated in Parent-Teacher Conference Night. Sign-in sheets and attendance logs from the 2006 school year indicated 43 percent of parents did not attend Open House, Science Fair or PTA meetings. Volunteer logs indicate the need for further communication as to the School Volunteer Program. Poor participation in the annual SAT/FCAT Parent Nights negatively impacted student achievement. Less than five percent of parents attend PTA meetings. Strategies will be implemented to increase parental awareness and participation in order to impact student achievement in an effective manner.

### Measurable Objective

Given the school wide emphasis on parental and community involvement with all stakeholders, 73 percent of parents will participate in at least two parent workshop/meetings as documented by sign-in sheets and attendance logs.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Inform and invite parents to utilize the on-site Parent Resource Center.	Administration, School Counselor and Community Involvement Specialist	8/20/2007	6/4/2008	Other/ Not Applicable	0
Announce special events on the morning announcements, school marquee and through Connect-ED to promote communication, awareness, and support of school activity.	Administration and School Counselor	8/20/2007	6/4/2008	Improve Public Perception	0
Provide parents with bilingual parent workshops throughout the year to foster the home-school connection.	Administration, Classroom Teachers, and School Counselors	8/20/2007	6/4/2008	Other/ Not Applicable	0
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, School Counselors and Community Involvement Specialist	8/20/2007	6/4/2008	Other/ Not Applicable	0
Recruit parent's active participation in decision-making groups such as the PTA and School Advisory Council	Administration, Classroom Teachers, School Counselors, and Community Involvement Specialist	8/20/2007	6/4/2008	Other/ Not Applicable	0
Provide and maintain a Parent Resource Center with instructional materials for check-out and use at home.	Administration, School Counselors, and Community Involvement Specialist	8/20/2007	6/4/2008	Other/ Not Applicable	0
Provide Parenting Education resources through the Community Involvement Specialist (CIS) and the Parent Academy.	Administration and Community Involvement Specialist	9/5/2007	6/4/2008	Other/ Not Applicable	0
Participate in the planned Parent/Teacher conference days.	Administration, School Counselors, Teachers, and Community Involvement Specialist	10/16/2007	2/19/2008	Other/ Not Applicable	0

### Research-Based Programs

PTA.org National Standards: Communicating and School Decision Making and Advocacy, Center for Effective Parenting, and Families Building Better Readers

### Professional Development

Parents will be encouraged to participate in all school-site activities including: Parent-Teacher Association (PTA), Title I Instructional Fair, Open House, and Educational Excellence School Advisory Council (EESAC). These activities will foster involvement in the school, increase parent-teacher communication, and promote participation in the Parent Academy.

### Evaluation

This goal will be evaluated by: Title I parent workshop sign-in sheets, school wide activity parent sign-in logs, PTA membership, increased volunteer program registration, School Climate Survey, and Parent Resource Center logs. Achievement of the objective will be attained if 73 percent of parents participate in at least two parent workshops/meetings as documented by the 2007-2008 parent participation logs.



## Discipline & Safety Goal

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

#### *Florida Education Priorities*

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

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

### **Discipline & Safety Statement**

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

### **Needs Assessment**

An assessment of the 2006-2007 Percentage of Attendance Report depict that Redland Elementary has a 95.03 average daily percent attendance. The report reflects the school is 0.36 percentage points below the county's 95.39 percentage of attendance. Although the attendance percentage showed an increase of 0.76 points from the 2005-2006 school year, student attendance continues to be of strong focus at Redland Elementary.

### Measurable Objective

Given increased attention to student attendance with all stakeholders, the students will improve their attendance percentage rate as evidenced by an increase of 0.5 percentage points on the 2007-2008 Percentage of Attendance Report.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Notify parents of any absence through the Connect-ED system and personally after three student absences.	Administration and Classroom Teachers	8/20/2007	6/4/2008	Truancy Prevention	0
Contact the school counselor and Community Involvement Specialist for intervention after a student has accumulated five absences.	Administration, Classroom Teachers, School Counselors, and Community Involvement Specialist	8/20/2007	6/4/2008	Truancy Prevention	0
Inform the parents that after ten unexcused absence a child's grade may be withheld until the Attendance Committee meets to review student's attendance history.	Administration, Classroom Teachers, and School Counselors	8/20/2007	6/4/2008	Truancy Prevention	0
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	8/20/2007	6/4/2008	Truancy Prevention	0
Monitor the Attendance Bulletin daily.	Administration	8/20/2007	6/4/2008	Truancy Prevention	0
Provide the parents with the Student/Parent Handbook describing the district's and school's attendance policy.	Administration and Classroom Teachers	8/20/2007	6/4/2008	Truancy Prevention	400
Initiate the "Attendance Raffle" school-wide to promote and encourage daily school attendance.	Administration	8/20/2007	6/4/2008	Continuous Improvement Model	250

### Research-Based Programs

n/a

### Professional Development

Professional development will focus on monitoring and increasing student attendance at Redland Elementary for the 2007-2008 school year. 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 in the achievement of fostering students with responsible attendance habits. Parent workshops will provide insight on the correlation between attendance and academic performance and their responsibilities to ensure daily student participation in school.

### Evaluation

The 2007-2008 Percentage of Attendance Report will depict that Redland Elementary has a 95.53 average daily percent attendance or above.

## Technology Goal

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

#### **Florida Education Priorities**

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

#### **Miami-Dade County Public Schools**

#### **District Strategic Plan**

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

### **Technology Statement**

The school will promote equitable and universal access to technology.

### **Needs Assessment**

Technology is a valuable tool in the education of students and the increase in student achievement. An increase in the ratio of computers to students in the classroom and the replacement of obsolete equipment has been a stepping stone to facilitating the access to software programs and web based programs. The increase of LCD projectors and laptop computers enables students to infuse technology into the classroom and instruction. Overcrowding precludes the additions of further computer labs at Redland Elementary; therefore, limiting the time students spend engaged in web-based programs.

### Measurable Objective

Given an emphasis on the use of technology in education, all students will augment their usage of the FCAT Explorer Program as evidenced by a 10% increase during the 2007-2008 school year as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Facilitate the use of computers in the media center and computer lab before and after school.	Administration, Media Specialist, and Technology Specialist	8/20/2007	6/4/2008	Continuous Improvement Model	0
Encourage students and parents to utilize FCAT Explorer at home.	Administration, Classroom Teachers, and Media Specialist	8/20/2007	6/4/2008	Other/ Not Applicable	0
Monitor student achievement through FCAT Explorer.	Administration and Classroom Teachers	8/20/2007	6/4/2008	Continuous Improvement Model	0
Provide bilingual workshops for parents on the usage of FCAT Explorer.	Administration, Technology Specialist, and Community Involvement Specialist	8/20/2007	6/4/2008	Other/ Not Applicable	0
Provide professional development for teachers on the implementation of FCAT Explorer.	Administration and Reading Coaches	8/20/2007	6/4/2008	Other/ Not Applicable	0
Increase the ratio of computers to students in the classroom setting.	Administration	8/20/2007	6/4/2008	Continuous Improvement Model	10000

### Research-Based Programs

n/a

### Professional Development

Professional development will focus on teachers implementing the use of the instructional software, FCAT Explorer. Further staff in-services will be provided on the implementation of the computer lab for technology assisted instruction and the implementation of Reading Plus.

### Evaluation

Needs assessment surveys will indicate the increase of the usage of technology in education as evidenced by the use of FCAT Explorer as an instructional tool at Redland Elementary.

## Health & Physical Fitness Goal

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

#### *Florida Education Priorities*

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

#### *Miami-Dade County Public Schools*

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

### **Health & Physical Fitness Statement**

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

### ***Needs Assessment***

One hundred percent of eligible students were assessed using the FITNESSGRAM during the 2006-007 school year. Results of the 2006-2007 FITNESSGRAM indicate 35 percent of students in grades four and five did not pass 83 percent or more. Sixty-five percent of students in grades four and five received the FITNESSGRAM Gold or Silver Award. The school's Physical Education department promotes collaboration. Annual field day activities are provided for all students in kindergarten through fifth grade as a means to encourage cooperation within grade levels. An effort will be made to introduce character education into the physical education instruction.

### Measurable Objective

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, students in grades four and five will improve their physical fitness level, as evidenced by 70 percent of students attaining a FITNESSGRAM Award.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Assign students to walk/run daily developing their cardio-fitness.	Administration and Physical Education Teachers	8/20/2007	6/4/2008	Healthcare & Healthy Choices	0
Assign curl-up and push-up exercises weekly to develop a student's muscular strength and endurance.	Administration and Physical Education Teachers	8/20/2007	6/4/2008	Healthcare & Healthy Choices	0
Provide instruction on healthy eating habits.	Administration, Physical Education Teachers, Science Teachers, and School Counselors	8/20/2007	6/4/2008	Healthcare & Healthy Choices	0
Modify physical fitness activities for students with varying abilities.	Administration and Physical Education Teachers	8/20/2007	6/4/2008	Healthcare & Healthy Choices	0
Utilize the WHALE TALE Program to teach students about water safety.	Administration and Physical Education Teachers	5/5/2008	6/4/2008	Healthcare & Healthy Choices	0
Participate in the "Jump Rope for Heart" Program.	Administration and Physical Education Teachers	2/4/2008	2/29/2008	Healthcare & Healthy Choices	0
Monitor student athletic performance monthly through fitness tests.	Administration and Physical Education Teachers	8/20/2007	6/4/2008	Continuous Improvement Model	0
Provide all students in kindergarten through fifth grade 30 minutes of physical education activity on a daily basis.	Administration and Physical Education Teachers	8/20/2007	6/4/2008	Continuous Improvement Model	0

### Research-Based Programs

Moving into the Future: National Standards for Physical Education

### 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 70 percent of students attaining a FITNESSGRAM Award on the 2008 assessment.

## Electives & Special Areas Goal

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

#### *Florida Education Priorities*

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

#### *Miami-Dade County Public Schools*

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

### **Electives & Special Areas Statement**

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

### ***Needs Assessment***

Opportunities to pursue areas of interest and special talents were afforded to all students during the 2006-2007 school year. Thirty-three percent of students participated in some extra-curricular activity during the 2006-2007 school year. Limited transportation reduces the number of students who can participate in after school activities.



### Measurable Objective

Given increased emphasis on after-school student enrichment opportunities for students, 35 percent of students will participate in an extra curricular activity as documented by the attendance logs.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Afford students with the opportunity to audition for the school Chorus	Administration and Music Teachers	8/20/2007	9/21/2007	Academic Enrichment Opportunities	0
Provide training for students participating as Safety Patrols.	Administration and Safety Patrol Sponsor	8/20/2007	9/21/2007	Healthcare & Healthy Choices	0
Facilitate student participation in the Steel Drum Band, Art Club, Purple Martin Club and Media Club.	Administration, Music Teachers, Art Teachers and Club Sponsors	8/20/2007	6/4/2008	Academic Enrichment Opportunities	0
Provide enrichment to students through a Principal Operated and student produced trading cards.	Administration, After School Care Managers, and Art Teachers	8/20/2007	6/4/2008	Academic Enrichment Opportunities	5000
Implement an Academic Excellence Program in Drama to develop students' performing arts skills.	Administration and Academic Excellence Teachers	9/18/2007	5/9/2008	Academic Enrichment Opportunities	2750
Implement a Chess program through Title I to develop critical thinking skills in students.	Administration and Chess Facilitator	9/18/2007	5/9/2008	Academic Enrichment Opportunities	2500
Encourage student membership in the Future Educators of America.	Administration and Future Educators of America Club Sponsor	8/20/2007	6/4/2008	Academic Enrichment Opportunities	0
Implement an Academic Excellence Program in Science to develop students' critical thinking skills and hands-on exposure.	Administration and Academic Excellence Teachers	9/18/2007	5/9/2008	Academic Enrichment Opportunities	2750

### Research-Based Programs

n/a

### Professional Development

Professional development will be provided by Advanced Academics in the implementation of the Drama and Hands-on Science 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 2007-2008 attendance sheets for Redland Elementary will depict that 38 percent of the students school-wide are participating in an after school extra curricular activity.

## Return On Investment Goal

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

#### *Florida Education Priorities*

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

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

### **Return On Investment Statement**

Redland Elementary school will rank at or above the 80th percentile statewide in the ROI index of value and cost effectiveness of its programs.

### **Needs Assessment**

The most recent data supplied from the FLDOE indicate that in 2005, Redland Elementary ranked at the 73 percentile on the State of Florida Return on Investment (ROI) index.

### Measurable Objective

Redland Elementary School will improve its ranking on the State of Florida ROI index from the 73 percentile in 2004 to the 74 percentile as written on the next publication.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Become more informed about the use of financial resources in relation to school programs.	Administration	8/20/2007	6/4/2008	Continuous Improvement Model	0
Collaborate with the district on resource allocation.	Administration	8/20/2007	6/4/2008	Continuous Improvement Model	0
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Administration	8/20/2007	6/4/2008	Continuous Improvement Model	0
Consider planned use of facilities, partnering with community agencies.	Administration	8/20/2007	6/4/2008	Continuous Improvement Model	0
Use student data to target specific areas for improvement and make purchases that will assist.	Administration	8/20/2007	6/4/2008	Continuous Improvement Model	0
Use student performance data to influence decision-making.	Administration	8/20/2007	6/4/2008	Continuous Improvement Model	0

### 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 80th 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 further enhance the book collection in our media center.

**Technology:**

EESAC members recognized the need to further enhancement of technology in the classrooms 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 continue to enhance student safety through the "Walk Safe Program."

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***Budget Summary***

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<b>BY GOAL</b>	<b>TOTAL BUDGET</b>
Reading	24000
Mathematics	42000
Writing	400
Science	3000
Parental Involvement	0
Discipline & Safety	650
Technology	10000
Health & Physical Fitness	0
Electives & Special Areas	13000
Return On Investment	0
<b>Total</b>	<b>93050</b>



# School Improvement Plan 2007-2008



Date of Review: \_\_\_\_\_

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

\_\_\_\_\_  
\_\_\_\_\_

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

*Required Signatures:*

\_\_\_\_\_  
*Principal*

\_\_\_\_\_  
*EESAC Chair*

\_\_\_\_\_  
*UTD Steward*

\_\_\_\_\_  
*EESAC Parent Representative*

\_\_\_\_\_  
*EESAC Business/Community Representative*

\_\_\_\_\_  
*EESAC Student Representative, as applicable*

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

\_\_\_\_\_  
*Region Superintendent*