
SCHOOL IMPROVEMENT PLAN

2006-2007



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 1,100, began operations in the fall of 1926. The school is located at 24501 Southwest 162nd Avenue, Homestead, Florida 33031. Since its inception, the administration, faculty, and staff have made a commitment to provide students, parents, and community with all the elements essential for a very successful educational program. A strong, rapidly growing, middle class community composed of young families surrounds Redland Elementary. The ethnic characteristics of this population are as follows: 64 percent Hispanic, 30 percent White Non-Hispanic, four percent African-American, and two percent Asian/ Indian. Twenty-one percent of the students are Limited English Proficient and 64 percent are eligible for free/reduced priced meals. The required state tests results granted us a school-wide letter grade of an "A."

Redland Elementary utilizes the Plan-Do Study-Act model to support continuous improvement in student achievement. This allows for the evaluation of all processes at the school which may need improvement. In order to accomplish this, Redland Elementary plans for changes to bring about the improvement of student achievement during the summer months, implements the plan, takes action to incorporate the plan into the day-to-day instruction and constantly analyzes the process and data.

Given instruction using the Sunshine State Standards, 74 percent of students in grades three through five will score Level 3 or above on the 2007 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, 69 percent of students in grades three through five will score Level 3 or above on the 2007 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, 95 percent of students in grade four will score a 3.5 or above on the 2007 administration of the FCAT Writing+ Test.

Given instruction using the Sunshine State Standards, 50 percent of students in grade five will score a Level 3 or above on the 2007 administration of the FCAT Science Test.

Given increased attention to communication with all stakeholders, 59 percent of parents will participate in at least two parent workshops/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 94.27 to 94.77, as evidenced by the 2006-2007 Percentage of Attendance Report.

Given increased attention to enhancing the use of technology at our school, we will increase its usage and the ratio of computers to students in the classroom setting.

Given instruction using the Sunshine State Standards, students in grades four and five will improve their physical fitness level, as evidenced by 59 percent of students attaining a FITNESSGRAM Gold/Silver

Award.

Given increased attention to after-school student enrichment opportunities for students, 31 percent of students will participate in an extra curricular activity, such as Academic Excellence Programs, Chorus, Safety Patrol, Student Government and other clubs, as documented by the attendance logs.

Redland Elementary School will increase its ranking on the State of Florida ROI index from the 73 percentile in 2004 to the 80 percentile as written on the next publication.

The 2006 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 4.2, the 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 Faculty and Staff Handbook, constant reevaluation of the effectiveness of policy will guide reform, and a variety of communication mediums will be employed to educate and streamline change. The Strategic Planning Category received a 4.3 rating, the second 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 2006-2007 school year consists of approximately 1100 students in kindergarten through fifth grade, with an ethnic breakdown of 64 percent Hispanic, 30 percent White Non-Hispanic, four percent African-American, and two percent Asian/ Indian. The number of students qualifying for free or reduced priced lunch averages around 64 percent each year. Our Special Education Program constitutes 13.2 percent of the enrollment. Limited English Proficiency Students constitutes 21 percent of the enrollment. The average daily attendance for the school is 94.27 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 which provides instruction in English for Students of Other Languages; and an Academic Excellence Program (AEP) that is implemented for students who benefit from enrichment strands of instruction. 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 56 certified classroom teachers, six ESE 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. Forty-three percent of the teachers hold a Masters degree, seven percent hold a Specialist degree, and one percent holds a Doctoral Degree. Currently, Redland Elementary employs two National Board Certified Teachers. Redland Elementary has five full-time custodians, four full-time clerical staff members, one full-time cafeteria manager, one full-time cafeteria assistant manager, one hourly custodian, one hourly clerical staff members, two hourly paraprofessionals, and seven part-time cafeteria workers.

The Florida Department of Education grades Redland Elementary School as an "A" level school, as a result of our FCAT Achievement scores. On the 2006 FCAT Test 71 percent of the students in grades three through five met a high standard in Reading and 66 percent met a high standard in Mathematics. Scores on the 2006 FCAT Writing Test indicated that 95 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 Improvement Snapshot, states that our school ranked a 4.5 out of 5, an increase of one tenth from the 2005 OPIS results. The data indicates a positive working environment with set directions, 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 Improvement Snapshot, states that our school ranked a 4.3 out of 5, an increase of three tenth from the 2005 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 Improvement Snapshot, 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 2005 OPIS results.

Faculty & Staff:

The status of our school in the area of Human Resources Focus according to the Organizational Performance Improvement Snapshot, states that our school ranked a 4.4 out of a 5, an increase of one tenth from the 2005 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 Improvement Snapshot, states that our school ranked a 4.5 out of a 5, an increase of one tenth from the 2005 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 Improvement Snapshot, states that our school ranked a 4.2 out of 5, an increase of one tenth from the 2005 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 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 Improvement Snapshot, states that our school ranked a 4.4 out of 5, an increase of one tenth from the 2005 OPIS 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.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 1 STATEMENT:

All students will be proficient in reading.

Needs Assessment

The results obtained from the School Performance Accountability Report indicate that 63 percent of the students tested made learning gains and 71 percent of students achieved high standards in reading. The scores reflect a two percentage point decrease in students achieving high standards in reading. Thirty-four 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 increase student skills in the reference/ research cluster. Forty-five 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 increased instruction in the content cluster reference/research is paramount. Forty percent of fifth grade students tested did not meet the state required mastery level in reading. The words/phrases content cluster is indicated as the area of greatest need in grade five.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards, 74 percent of students in grades three through five will score Level 3 or above on the 2007 administration of the FCAT Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Disaggregate and analyze data from the 2006 FCAT Reading test to identify strengths and weaknesses in student performance.	Administration, Reading Coaches, and Language Arts/Reading Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
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	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
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	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Classroom paraprofessionals in collaboration with Reading/ Language Arts teachers will provide an in-house tutoring program that consists of an in-class and pull-out model during the school day for third through fifth grade general education students, students with 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	9/25/2006	5/30/2007	District Strategic Plan	\$2500.00
Analyze data from interim reading test and adjust supplementary and differentiated instruction.	Administration, Reading Coaches, and Language Arts/Reading Teachers	10/16/2006	5/30/2007	District Strategic Plan	\$0.00
Provide students not meeting grade level expectations in kindergarten through fifth grade with intervention programs such as Voyager Passport, Early Success, and Soar to Success.	Administration	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Offer an after-school tutoring program for students scoring in the bottom 25th percentile on the 2006 SAT Reading Test and on the 2006 FCAT Reading Test utilizing Measuring Up materials, with a focus on the reference/research content area for fourth	Administration, Reading Coaches, Tutors and Language Arts/ Reading Teachers	9/07/2006	5/30/2007	District Strategic Plan	\$4000.00

grade and words/phrases for fifth grade.					
Provide enrichment activities through the Academic Excellence Program for students scoring Level 3 and above on the 2006 FCAT Reading Test.	Administration and AEP Teacher	9/11/2006	5/17/2007	District Strategic Plan	\$2000.00

Research-Based Programs

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

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 BEAR and Project OWL. Other in-services such as CRISS will be scheduled based on teacher surveys, data driven analysis and/or District or Regional Center initiatives.

Evaluation

2007 FCAT Reading Test

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 2 STATEMENT:

All students will be proficient in mathematics.

Needs Assessment

The data obtained from the School Performance Accountability Report indicate that 62 percent of the students tested made learning gains and 66 percent achieved high standards in mathematics. The scores reflect a five percentage point decline in students achieving learning gains in mathematics and reflect a two percentage point increase in students achieving high standards compared with the 2005 test scores. The required level of performance was achieved. The 2006 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, 34 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 algebraic thinking, data analysis, and geometry strands. Continuous instruction is needed for student achievement levels to rise; (b) Grade four demonstrated overall needs with the geometry, algebraic thinking, and data analysis strands; (c) The data from grade five reflects 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 need 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction using the Sunshine State Standards, 69 percent of students in grades three through five will score Level 3 or above on the 2007 administration of the FCAT Mathematics Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide students with performance-based activities incorporating the use of manipulatives, problem solving, critical thinking and communication.	Administration and Mathematics Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize Riverdeep and FCAT Explorer computer-assisted resources to reinforce and enhance mathematics skills.	Administration and Mathematics Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
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	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Utilize the District's Mathematics Long-Range Plans for kindergarten through fifth grade.	Administration and Mathematics Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Disaggregate and analyze data from the 2006 FCAT Mathematics test to identify strengths and weakness and develop an instructional focus calendar for mathematics.	Administration and Mathematics Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide differentiated instruction to students in need of increased instruction in the content areas of number sense, data analysis, geometry, and algebraic thinking.	Administration and Mathematics Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide after-school tutoring for students performing in the lowest 25 percentile utilizing Measuring Up FCAT materials in the areas of geometry, algebraic thinking, data analysis and number sense.	Administration, Reading Coaches, Tutors, and Mathematics Teachers	09/07/2006	5/30/2007	Continuous Improvement Model	\$4000.00
Provide enrichment activities through the Academic Excellence Program for students scoring Level 3 and above on the 2006 FCAT Mathematics Test.	Administration and AEP Teacher	9/11/2006	5/17/2007	District Strategic Plan	\$2000.00

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

2007 FCAT Mathematics Test

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 3 STATEMENT:

All students will be proficient in writing.

Needs Assessment

The results obtained from the School Performance Accountability Report indicate that 95 percent of students tested met the state standard of 3.5 or above in writing. The scores reflect an eleven percentage point increase when compared to the 2005 FCAT Writing+ Test results. Students will need to maintain or show growth on the 2007 FCAT Writing+ Test. The needs assessment reveals that students require further development in the writing benchmarks. The data revealed that 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	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction using the Sunshine State Standards, 95 percent of students in grade four will score a 3.5 or above on the 2007 administration of the FCAT Writing+ Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		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	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
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	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
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	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize word processing software as a tool to improve spelling, grammar, and format.	Administration, Reading Coaches, and Language Arts/Reading Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Participate in various local, district, state, and national writing contest.	Administration, Reading Coaches, Media Specialist, and Language Arts/Reading Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
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	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Provide teachers the opportunity to attend in-service training to improve instruction in writing skills.	Administration, Reading Coaches, and Language Arts/Reading Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$1600.00

Research-Based Programs

The Houghton Mifflin Core Reading Program

Professional Development

Professional development training for teachers will include: Vocabulary development, 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

2007 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 4 STATEMENT:

All students will be proficient in science.

Needs Assessment

The results of the 2006 FCAT Science Test reflected a mean scale score of 282. The scores reflect a decrease of five mean scale points when compared to the 2005 test score of 287. The scores also indicate that we are performing below the state average mean scale score of 299. Additionally, 20 percent of students in grade five met high standards on the 2006 FCAT Science Test, 15 percentage points below the state average. An analysis of the data reveals that students require intensive remediation in all benchmarks. The areas of greatest need (in ranking order from most need to least need) are Earth & Space, Life & Environment, Scientific Thinking, and Physical & Chemical. 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, 50 percent of students in grade five will score a Level 3 or above on the 2007 administration of the FCAT Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Engage students in hands-on activities through the use of FOSS Kits, interactive websites, and the Science Lab On Wheels.	Administration and Science Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$2000.00
Implement a school-wide Math and Science Night.	Administration, Mathematics Teacher, and Science Teacher	9/6/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize the computer lab on a weekly basis in grades three through five to integrate technology into hands-on science and the Scientific Thinking strands.	Administration, Reading Coaches, and Science Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Require the implementation of weekly science experiments in all grades.	Administration and Science Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$2000.00
Implement monthly Science benchmark assessments to monitor student progress.	Administration and Science Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Use themed trade books to interrelate benchmarks for Reading and Science.	Administration, Reading Coaches, Media Specialist, and Science Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Conduct training on how to integrate science benchmarks through the use of technology.	Administration and Reading Coaches	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement school wide "Word of the Day" program on the morning announcements to assist in the acquisition of science vocabulary and focus on Earth and Space and Life and Environment, two areas of greatest need.	Administration, Reading Coaches	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

Harcourt-Brace Science Program, FOSS, Riverdeep Science Component

Professional Development

Professional Development training will focus on Science scope and sequence, FOSS kits, integration of Science themed trade books, fostering scientific thinking, and strategies to maximize hands-on learning opportunities in science.

Evaluation

Pre and Post Tests, 2007 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.)

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

District Strategic Plan

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

GOAL 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 54 percent of parents participated in school functions. A total of 15 percent of parents attended several FCAT Parent Nights and eight percent attended PTA meetings. There is a need to offer a variety of parental activities to increase parental involvement and assist parents in helping their children at home.

Measurable Objective

Given increased attention to communication with all stakeholders, 59 percent of parents will participate in at least two parent workshops/meetings as documented by sign-in sheets and attendance logs.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Inform and invite parents to utilize the on-site Parent Resource Center.	Administration and School Counselor	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Announce special events on the school marquee and through Connect-ED to promote communication, awareness, and support of school activity.	Administration and School Counselor	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide parents with bilingual parent workshops throughout the year to foster the home-school connection.	Administration, Classroom Teachers, and School Counselors	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
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	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Recruit parents to actively participate in decision-making groups such as the PTA and School Advisory Council	Administration, Classroom Teachers, and School Counselors	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Promote the Parent Academy.	Administration and School Counselors	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide, through a PTA sponsored event in conjunction with Miami-Dade County School Police, an informative meeting regarding the "Amber Watch" program.	Administration and School Counselor	9/13/2006	5/30/2007	Community Partnerships	\$0.00

Research-Based Programs

National Standards for PTA

Professional Development

Parents will be encouraged to actively participate in the following activities: an annual opening of school Resource Fair and Open House to acquaint teachers and parents with instructional material that can be used at school and at home; the Annual Technology Conference that showcases technology-based instruction and productivity programs; 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 Parent Academy, Regional Center, and/or 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 59 percent of parents participated in at least two parent workshop/meetings as reflected in the tally of data obtained from activity workshop sign-in sheets, volunteer logs, EESAC roster, and PTA logs.

GOAL 6: DISCIPLINE & SAFETY

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 6 STATEMENT:

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

Needs Assessment

An assessment of the 2005-2006 Percentage of Attendance Report depicts that Redland Elementary has a 94.27 average daily percent attendance. The report reflects the need to increase attendance. The 2006 Student Assistance Profile shows a strong correlation between attendance and academic achievement among 28 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 94.27 to 94.77, as evidenced by the 2006-2007 Percentage of Attendance Report.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Notify parents after three student absences.	Administration and Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Contact the school counselor for intervention after a student has accumulated five absences.	Administration, Classroom Teachers, and School Counselors	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
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	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
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	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Monitor the Attendance Bulletin daily.	Administration	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide the parents with the Student/ Parent Handbooks describing the school's attendance policy.	Administration and Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$525.00
Initiate the "Attendance Raffle" school-wide to promote and encourage daily school attendance.	Administration	8/14/2006	5/30/2007	District Strategic Plan	\$250.00

Research-Based Programs

n/a

Professional Development

Professional development will focus on monitoring and increasing student attendance at Redland Elementary for the 2006-2007 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

2006-2007 Percentage of Attendance Report

GOAL 7: TECHNOLOGY

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 7 STATEMENT:

The school will promote equitable and universal access to technology.

Needs Assessment

A school wide survey revealed the need for an increase in the ratio of computers to students in the classroom setting and the need for a computer lab. Redland Elementary is in need of the implementation of the District's Electronic Grade book.

Measurable Objective

Given increased attention to enhancing the use of technology at our school, we will increase its usage and the ratio of computers to students in the classroom setting.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Facilitate the use of LCD Projectors as instructional tools.	Administration, Media Specialist, and Technology Specialist	8/14/2006	5/30/2007	Continuous Improvement Model	\$2300.00
Encourage students and teachers to use the District web-based Educational Portal.	Administration, Classroom Teachers, and Media Specialist	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Monitor student achievement through web-based programs such as FCAT Explorer, and Riverdeep.	Administration and Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Initiate the District's Electronic Grade book, during the 2006-2007 school year.	Administration, Classroom Teachers, and Technology Specialist	12/01/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize the computer lab for technology assisted instruction and the Destiny web-based software to search for instructional materials.	Administration, Classroom Teachers, and Media Specialist	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Increase the ratio of computer to students in the classroom setting.	Administration	8/14/2006	5/30/2007	Continuous Improvement Model	\$10000.00
Foster collaboration and communication through the use of e-mails amongst all members of the learning community.	Administration, Classroom Teachers, Media Specialist, Reading Coaches, and School Counselors	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

Riverdeep

Professional Development

Professional development will focus on teachers implementing the use of instructional software such as Destiny, FCAT Explorer, and Riverdeep. Further staff in-services will be provided on the implementation of the Electronic Grade book. Training on use of the computer lab for technology assisted instruction and through the Teacher Education Center (TEC) and Information Technology Services (ITS) targeting individual and school-wide needs based on in-house surveys.

Evaluation

Computer lab sign-in logs, technology sign-out sheets, teacher surveys

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 8 STATEMENT:

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

Needs Assessment

An assessment of student performance on the 2006 FITNESSGRAM summary reflected 56 percent of students attained 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 the physical skills and the 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 59 percent of students attaining a FITNESSGRAM Gold/Silver Award.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Assign students to walk/run daily developing their cardio-fitness.	Administration and Physical Education Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Assign curl-up and push-up exercises weekly to develop a student's muscular strength and endurance.	Administration and Physical Education Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Provide instruction on healthy eating habits.	Administration, Physical Education Teachers, Science Teachers, and School Counselors	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Assign a variety of flexibility exercises to improve student's flexibility.	Administration and Physical Education Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize the WHALE TALE Program to teach students about water safety.	Administration and Physical Education Teachers	5/1/2007	5/30/2007	District Strategic Plan	\$0.00
Participate in the "Jump Rope for Heart" Program.	Administration and Physical Education Teachers	2/1/2007	2/28/2007	District Strategic Plan	\$0.00
Monitor student athletic performance monthly through fitness tests.	Administration and Physical Education Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00

Research-Based Programs

FITNESSGRAM

Professional Development

Professional development will focus on the implementation of CRISS strategies, assessment utilizing FITNESSGRAM, Manipulative Skills, and problem solving games reflecting FCAT strategies and incorporating curriculum integration.

Evaluation

FITNESSGRAM Award

GOAL 9: ELECTIVES & SPECIAL AREAS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 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 2005-2006 school year reflected 28 percent of the student body participated. Further scrutiny reveals that while innovative opportunities were provided to students, other students had limited opportunities afforded to them. Limited transportation reduces the number of students who can participate in after school activities.

Measurable Objective

Given increased attention to after-school student enrichment opportunities for students, 31 percent of students will participate in an extra curricular activity, such as Academic Excellence Programs, Chorus, Safety Patrol, Student Government and other clubs, as documented by the attendance logs.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Afford students with the opportunity to audition for the school Chorus	Administration and Music Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide training for students participating as Safety Patrols.	Administration and Safety Patrol Sponsor	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Facilitate student participation in the Steel Drum Band.	Administration and Music Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize a Principal-Operated After School Care Program to provide enrichment for students.	Administration and After School Care Managers	8/14/2006	5/30/2007	District Strategic Plan	\$5000.00
Initiate an Academic Excellence Program in Drama to develop students' performing arts skills.	Administration and Academic Excellence Teachers	9/11/2006	5/4/2007	District Strategic Plan	\$2750.00
Provide an Academic Excellence Program using Chess to develop students' critical thinking skills.	Administration and Academic Excellence Teachers	9/11/2006	5/4/2007	District Strategic Plan	\$0.00
Encourage student membership in the Future Educators of America club, Purple Martin club, Art club, and Student Government.	Administration and Future Educators of America Club Sponsor	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

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 2006-2007 attendance sheets for Redland Elementary will depict that 31 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.)

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 10 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 2004, Redland Elementary ranked at the 73 percentile on the State of Florida ROI index. As a result, there is a need to increase seven percentile points on the State of Florida ROI index.

Measurable Objective

Redland Elementary School will increase its ranking on the State of Florida ROI index from the 73 percentile in 2004 to the 80 percentile as written on the next publication.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Become more informed about the use of financial resources in relation to school programs.	Administration	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Collaborate with the district on resource allocation.	Administration	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Administration	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Consider shared use of facilities, partnering with community agencies.	Administration	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

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"/>	<i>The majority of the Board of Directors/EESAC members are not employed by the school. The Board of Directors SAC is composed of the principal, and an appropriately balanced number of teachers, education support employees, students (for middle, junior high and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.</i>

Budget:

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.”

Budget Summary

BY GOAL	TOTAL BUDGET
Goal 1: Reading	\$8,500.00
Goal 2: Mathematics	\$6,000.00
Goal 3: Writing	\$1,600.00
Goal 4: Science	\$4,000.00
Goal 5: Parental Involvement	\$0.00
Goal 6: Discipline & Safety	\$775.00
Goal 7: Technology	\$12,300.00
Goal 8: Health & Physical Fitness	\$0.00
Goal 9: Electives & Special Areas	\$7,750.00
Goal 10: Return On Investment	\$0.00
Total:	\$40,925.00

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

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

Required Signatures:

Principal

EESAC Chair

UTD Steward

EESAC Parent Representative

EESAC Business/Community Representative

EESAC Student Representative, as applicable

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

Region Superintendent