
SCHOOL IMPROVEMENT PLAN

2006-2007



School Name: 6761 - Redland Middle School

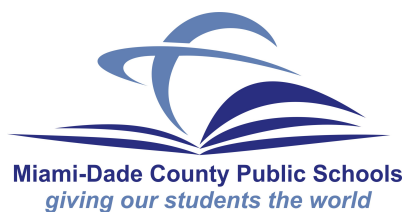
FeederPattern: South Dade Senior

Region: Regional Center VI

District: 13 - Miami-Dade

Principal: Craig DePriest

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Redland Middle School

Redland Middle School is located in the agricultural area of south Miami-Dade County. During the past six years, the demographics of the school have changed from a majority White Non-Hispanic to a majority Hispanic population. The percentage of students on free and reduced price meals has increased to over 76 percent. There are approximately 1449 students at Redland Middle School with a faculty that consists of nineteen percent beginning teachers. Over 90 percent of the students are provided bus transportation to school. The staff and community, in conjunction with the Educational Excellence School Advisory Council, have reviewed and analyzed data to identify the following objectives as school wide priorities for the 2006-2007 school year.

In order to achieve these objectives, Redland Middle School will implement the following strategies: Competency-Based Curriculum, Sunshine State Standards, Comprehensive Reading Plan, Grade Level Expectations, School-to-Career Initiatives, Bridges to Careers in Mathematics and Science, CRISS strategies, FCAT Explorer, Riverdeep, STAR Reading, Accelerated Reader, book fairs, after school tutorial program, FCAT Camps, Science Fair, and Family Involvement Nights. These strategies are designed for all students including Limited English Proficient (LEP) and Exceptional Student Education (ESE).

Given instruction based on the Sunshine State Standards, 51 percent of students in grades six through eight, will score a Level 3 or higher in Reading on the 2007 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, 51 percent of Economically Disadvantaged students, in grades six through eight, will score a Level 3 or higher in Reading on the 2007 administration of the FCAT Test.

Given instruction based on the Sunshine State Standards, 51 percent of Black students, in grades six through eight, will score a Level 3 or higher in Reading on the 2007 administration of the FCAT Test.

Given instruction based on the Sunshine State Standards, 51 percent of Hispanic students, in grades six through eight, will score a Level 3 or higher in Reading on the 2007 administration of the FCAT Test.

Given instruction based on the Sunshine State Standards, 51 percent of Limited English Speaking students, in grades six through eight, will score a Level 3 or higher in Reading on the 2007 administration of the FCAT Test.

Given instruction based on the Sunshine State Standards, 51 percent of Students with Disabilities, in grades six through eight, will score a Level 3 or higher in Reading on the 2007 administration of the FCAT Test.

Given instruction based on the Sunshine State Standards, 56 percent of students in grades six through eight, will score a Level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, 56 percent of Economically Disadvantaged students, in grades six through eight, will score a Level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, 56 percent of Black students, in grades six through eight, will score a Level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, 56 percent of Hispanic students, in grades six through eight, will score a Level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, 56 percent of Limited English Speaking students, in grades six through eight, will score a Level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, 56 percent of Students with Disabilities, in grades six through eight, will score a Level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, 94 percent of eighth grade students will scores a 3.5 or higher on the 2007 FCAT Writing Test.

Given instruction using the Sunshine State Standards, 50 percent eighth grade students will score a Level 3 or higher on the 2007 FCAT Science Test.

Given the need to involve parents in student academics, parental involvement in school activities will increase two percentage points as evidenced by an analysis of school wide parent logs from all activities and Community Involvement Specialists' records. Data will be compared from the 2005-2006 to 2006-2007 school year.

Utilizing the Positive Behavior Support program, the number of suspensions and referrals will be reduced by fifteen percent, when comparing the 2005-2006 and 2006-2007 School Suspension and Referral reports.

Given the need to enhance student learning through technology, the student use of technology will increase 10 percentage points as evidenced by comparing the computer lab sign-in sheets from the 2005-2006 to 2006-2007 school year.

Given instruction using the National Standards for Physical Education, the number of annual award recipients will increase by 3 percentage points, as measured by the 2006-2007 FITNESSGRAM.

Given an increased emphasis on participation in the All Star Program, regular attendance in the program will increase from 80 percent in the 2005-2006 school year to 90 percent in the 2006-2007 school year.

Improve Redland Middle School's ranking, on the State of Florida ROI index publication, from the 44th percentile in 2004-2005 to the 46th percentile on the next publication of the index.

The results of the employee self-assessment as part of the school survey indicate that the lowest scores were obtained in the areas of Strategic Planning (3.9) and Business Results (4.0). Strategic Planning scores ranged from 4.0 - 3.6. Faculty and staff felt that the organization did not ask for their ideas (3.6), did not know the parts of the organization's plans that affected them and their work (4.0) and how to tell if we are making progress on their work group's part of the plan (4.0).

The Business Results responses ranged from 4.4 - 3.2, making these indicators among the lowest in the survey. Stakeholders felt they did not know the financial status of their organization (3.2) but also felt that their work products met all requirements for high quality and excellence (4.4). The wide range of these responses indicates that it is possible that some of the staff needs to have better communication with the Leadership Team. The school will address the target indicators and develop a survey that will be administered to staff twice a year. The survey will be anonymous and ask for input and areas of concern. Meetings will also be held to identify issues of concern and discuss strategies to address those topics. The principal will also disseminate information on budget and hold meetings as part of EESAC and faculty meetings. School leaders will provide technical support and professional growth opportunities to develop skills that stakeholders need in order to make informed decisions. The new climate will spur higher staff morale and motivation effecting students in all areas.

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 Middle School

VISION

Redland Middle School exists to enrich the diverse lives of those who are members of this school and this community by: providing educational excellence and supporting the multi-cultural aspects of this diverse community. We, the faculty and staff of Redland Middle School, insure the best educational experience for our students by involving all the stakeholders to work together toward a common goal. It is our belief that all students can learn and become productive members of this society.

MISSION

The mission of Redland Middle School, in partnership with our stakeholders, will ensure a safe environment that: encourages educational excellence, promotes individual achievement, celebrates multi-cultural diversity, and demands personal responsibility for learning success.

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.

School Demographics

Redland Middle School was established in 1926. It is located on 10.45 acres in the agricultural area of South Miami-Dade County, Florida, at 16001 SW 248 Street. There are fifteen freestanding buildings, housing multiple classrooms and offices, which include a media center, cafeteria, gymnasium, and auditorium. We also have six portables and a concreatable housing eleven classrooms. The school is wired to provide Internet and Intranet access with three computer labs each equipped with 40 computers. Each classroom on average at Redland contains two to three computers so the students and teachers both have access.

Redland Middle School is located in a rural farmland community ranging from middle to low income. It serves approximately 1,452 students in grades 6 through 8. The ethnic breakdown consists of 11 percent White (non-Hispanic), 28 percent Black, 59 percent Hispanic, and 2 percent of other nationality. Fifty-three percent of our population at Redland is male and 47 percent female. Approximately 68 percent of our students' qualify for free or reduced lunch, making Redland Middle a Title I school.

Our exceptional student population constitutes 18 percent of the enrollment. This enrollment includes emotionally handicapped, specific learning disabilities, educable mentally handicap, other health impaired, visually impaired, orthopedically impaired, autistic, language impaired, speech impaired, and severely emotionally disturbed, which is new to our school this year. These students are serviced in accordance to their needs. We offer 20 inclusion classes made up of all grades, self-contained classed for emotionally handicapped and the severely emotionally disturbed students. Additionally, we assist our Special Education students who are included in the general curriculum with a consultation/collaboration teacher. Our Limited English Proficiency students constitute six percent of our school population. Currently, we offer after school tutoring in Math, Reading and Language Arts to meet the needs of our LEP students. With regard to high academics, we now offer advanced classes in all subject areas and honors classes for Foreign Language, Math and Science. Our gifted and advanced enrollment has doubled since last year.

Attendance and discipline still remains a problem at Redland Middle School. The average attendance for the school year 2005-2006 is 91.47 percent. With regard to discipline, last year Redland had 842 indoor suspensions and 1493 outdoor suspensions which includes multiple suspensions of certain students. This year we are implementing a researched-based positive behavior support plan that will decrease our suspension rate and increase our attendance rate. We have also included a PLATO recovery course this year to reduce our retention rate. The percentage of students retained this year is at 6 percent between the three grade levels.

The instructional staff at Redland Middle, are highly certified. The faculty, consisting of 88 professionals, is comprised of 28 males and 53 females. Twenty-one faculty members have Master's degrees, 8 have obtained a Specialist or Ph.D, and one teacher is Nationally Board Certified. In addition, this year we have 3 beginning teachers on our staff. The ethnic composition of our staff is as follows: 38 percent White (non-Hispanic), 32 percent Black, 28 percent Hispanic and one percent Asian.

Redland Middle School encourages a collaborative system of leadership that includes representatives from all stakeholders groups on its primary decision making cadre, the Educational Excellence School Advisory Council (ESSAC). School leaders provide the technical support and professional/personal growth opportunities that stakeholders need in order to make informed decisions. Innovation is encouraged, and new ideas are given every opportunity to succeed.

In the past decade, the demographics of the Redland community have changed from a primarily white non-Hispanic community to a Hispanic community. The impact of this demographic growth has created new challenges for the school. We have implemented academic intervention programs as well as cultural awareness activities to assist and enhance our diverse student population and our changing community. At Redland Middle School, we will continue to strive toward devoting ourselves to our students, educating them, and helping them attain success, today and in their future endeavors.

School Foundation

Leadership:

The Leadership Team at Redland Middle School builds a positive relationship with all stakeholders impacting and benefiting the overall climate of the school. According to the Organizational Performance Improvement Snapshot Assessment, an area that the school scored high (4.1) in was the school leadership. The stakeholders know the mission of the school and what the school is trying to accomplish. Staff also felt that they knew their organization's vision and that their supervisor used the school's values to guide them. They also felt that their supervisor creates a work environment that helps them do their job. Stakeholders also feel that the school lets them know what is most important and that the supervisor shares information about the organization. The lowest score (3.9) was in the category of Strategic Planning. Staff did not rate this statement high because they felt their organization did not often ask them "what they thought." Through faculty meetings, department activities, and team encounters, the school leaders share the mission of the school. Stakeholders are involved in the day-to-day operation of the school through active supervision of students as well as responses to solicitation of ideas and activities that promote student achievement.

District Strategic Planning Alignment:

The goals and objectives of the school include reading, writing, mathematics, science, parental involvement, safety, discipline, use of technology, health and physical fitness, as well as enrichment and electives. All staff members have been involved in the preliminary review of last year's School Improvement Plan. They have all pertinent data derived from FCAT scores. Each department heads devised activities and strategies to address the objectives. Meetings were held within departments and adjustments or modifications were developed and put into practice. The final plan was reviewed by the administration and presented to EESAC for further discussion and input.

The result of the survey indicates the lowest scores were in the area of Strategic Planning. The scores ranged from 3.6 to 4.0. Some stakeholders felt that in planning for the future, the organization did not ask for their input and were not aware of how the organizational plan affected them and their work. A strategy that will be implemented to address this component would be to increase communication among all stakeholders and not just the faculty. This will ensure that all stakeholders receive information regarding goals and objectives.

Stakeholder Engagement:

The School Climate Survey completed by parents, students and staff for the 2005-2006 school year yielded results that are pertinent to the overall success of the school. Parents identified many positive attributes in regards to the school. It was discovered that 64% of the parents feel the school is safe and secure, and 79% stated that textbooks, equipment, and supplies needed for learning were available. In regards to the teachers, 65% of the parents agreed that the teachers are knowledgeable and understand their subject matter, 66% indicated that teachers are friendly and easy to talk to, 63% of the parents felt that teachers do their best to include them in matters affecting their child's progress in school, 80% of the parents felt that their child is acquiring the basic skills in reading and mathematics and 55% felt that their child's school was free of gang activity and substance abuse.

In the areas of communication with school personnel, 67% felt that the staff in the principal's office treats them with the utmost respect when they contact the principal's office, and 61% of the parents indicated that the assistant principals are effective administrators. The only areas of concern focused on by the parents were that the bathrooms in the school are not kept clean and in good condition (59%) and that the school lunches were not nutritious nor

tasted well(59%).

The students expressed that the teachers have knowledge about the subjects they teach (73%). The students also felt the teachers let them know how they are doing in their school work (72%) and 76% indicated that the teachers required them to work hard for the grades they receive. On the other hand, some concerns from the students about the school were that 81% felt that the bathrooms are not clean and in good condition, 36% expressed that the teachers do not make learning fun and interesting, 52% of the students perceive that violence is a problem at their school, and 66% felt that the classrooms are overcrowded.

The Organizational Performance Improvement Snapshot Assessment indicates a rating of 4.1 for the Leadership category. The majority of the staff agreed to feeling safe and secure in their school(81%). The staff perceives that the principal is receptive to constructive criticism(63%) and that he treats them with respect(93%). Some concerns from the staff were the staff felt lack of concern/support from the parents (86%) and student deficiencies in basic academic skills (83%). The staff expressed that they like working at Redland Middle(85%), however only 39% felt that staff morale is high. The teachers felt that the children at Redland Middle School are receiving a good education(76%).

The administration will share the results of the School Climate Survey and the Organizational Performance Improvement Snapshot Assessment by holding meetings with staff to address all areas of concern. All customers are satisfied with the progress of the school as it moved from a C to a B. The parents and community feel that the school is safe and secure and they are also aware of the emphasis on academics, challenging curriculum, and appropriate behavior.

Faculty & Staff:

The Organizational Performance Improvement Snapshot Assessment indicates a rating of 4.0 in the area of the Human Resource Focus category. The school employs a team approach to curriculum and instruction and to the overall operation of the building plant. Teachers work during the summer to develop creative and innovative models that are presented to the faculty for execution during the school year as a component of the Opening of School activities. These activities include school-wide reading and writing initiatives, faculty in-services and workshops for early release days. The principal has also developed a Leadership Committee through which the reading and math coaches, team leaders, department heads, guidance counselors and all administrators share areas of concern, innovative and Best Practices, perspectives on the state of the school, and offer input on the path of the school. Beginning teachers will have a Professional Growth Team in order to provide support through a mentor program. Any teacher requiring assistance may request aid from a mentor teacher. The Inclusion teams Special Education teacher and general education teacher will plan together to develop lessons and strategies to meet the needs of all their students. Team leaders will meet with parents to discuss the behavioral issues of students who are identified as having excessive major infractions according to the Positive Behavior Support plan. Plans of action will be developed to decrease inappropriate behavior. Follow-up meetings will monitor success of plans.

Data/Information/Knowledge Management:

The Organizational Performance Improvement Snapshot Assessment indicates a rating of 4.2 for the Measurement, Analysis and Knowledge Management category. FCAT results have been shared with faculty. This information was presented as part of the FCAT data analysis and on an individual student basis. The faculty has been trained in how to analyze the clusters for reading, strands in mathematics and science, and how to interpret holistic scoring for writing. Training has commenced on how data should drive instruction and how to differentiate instruction. Language Arts teachers have holistically scored students expository and persuasive prompts. They in turn have analyzed these scores and geared their instruction towards the students needs. Based on the results of the Maze Test, each reading teacher emphasizes the areas needing remediation of each individual student. Language Arts and Math teachers are preparing to administer the interim assessments. Results will be analyzed and used to direct instruction.

Results will be tabulated and analyzed by all teachers as well. All teachers have attended training sessions to assist them with data analysis. Grades posted to the electronic grade book also provide teachers with a live analysis of student proficiency and teacher instructional management.

Education Design:

The school depends on several committees to provide input, feedback, generate change and reform, and provide the impetus for the overall functioning of the school. Educational Excellence School Advisory Council (EESAC) scrutinizes areas where improvement may be desired, listens to the budgetary constraints of the school, and determines recommendations for funding. After careful review, EESAC allocates funds to the school. The Leadership Committee is composed of administrators, department heads, reading and math coaches, team leaders, counselors and SPED Program Specialist, who keep communication flowing between all constituents and ensures that the school is moving in one direction and towards a common goal. All of these entities meet with their constituents and ensure the development and coordination of all instructional reforms.

There are numerous Extended Learning Opportunities at Redland Middle school. They consist of humanities, law studies, multi-media production and before and after school programs. The All-Stars After School Tutoring Program and will be offered five days each week for two hours. Monthly assessments will be completed in order to monitor students' progress. Early Bird homework help is offered Monday through Friday, where students are provided with academic assistance. In addition, FCAT Camp on Saturdays for students and parents will be offered twice each month to assist parents and students with FCAT preparation and strategies. Monthly and interim assessments will be monitored by the Reading/Math Coaches and adjustments or redirection of learning curriculum activities will be made when deemed necessary.

The Continuous Improvement Model will be the School-wide Improvement Model. This quality-based approach tracks student performances based on research, helps close the achievement gap between all racial and socioeconomic sub-groups, and is performance-driven. Implemented at all levels, the CIM treats students individually by assessing how much they're learning at regular intervals. Based on these assessments, students who have achieved the mastery level receive enrichment to challenge them further. Others receive remediation to bring their skills up to accepted standards.

The Organizational Performance Improvement Snapshot Assessment indicates a rating of 4.0 in the area of Business Results. The process of hiring has been on an equitable basis. The personnel data indicates that all areas are within 8% of the monitoring factor. In the area of extra-curricular activities for students, the school has collected data to determine whether it encourages participation in a wide-range of co-curricular activities by members of all racial and ethnic groups. These various types of activities include academic-oriented activities, leadership activities and sports. Students are participating on an equitable basis.

Performance Results:

The Organizational Performance Improvement Snapshot Assessment indicates that Redland Middle School staff, is very knowledgeable in the areas of Measurement, Analysis and Knowledge Management (4.2), has a strong Human Resource Focus (4.0) and has effective Leadership (4.1).

An analysis of the school's Student Case Management Suspension Summary for the 2005-2006 school year shows the number of outdoor suspensions at 1,493 and indoor suspensions at 842. By utilizing the Positive Behavior Support Program our objective is to decrease our outdoor and indoor suspension rates by 15 percent. The attendance rate for the 2005-2006 school year was 91.47.

Additional Requirements

Only for schools under state sanction

• High Quality, Highly Qualified Teachers:

Redland Middle School is working on new ways to attract and retain highly qualified staff members. For our beginning teachers we offer a beginning teacher mentoring program. In this program, beginning teachers meet on a regular basis with the Assistant Principal for in-depth professional development. We are also implementing Positive Behavior Support this year to assist teachers in minimizing discipline problems. Each teacher is also assigned to a team with a team leader who provides support with student issues. We also have Reading and Math Coaches who are on hand to model lessons and offer professional development. Finally, we are in the beginning stages of developing professional development communities. Each year we try to modify and develop new ways to recruit and retain highly qualified staff members.

Highly Qualified Teachers:

Malo-Juvera, Victor, 269557, BFA, English 5-9 certified; Koivisto, Adam, 267123, Bachelor in Journalism and English, English 6-12/CRISS certified, teaching assignment: Language Arts 8; Carbonnel, Katherine, 126508, Bachelor of Arts in English, Certified English 6-12, Teaching Assignment: ESOL Developmental Reading 6-8; Slutz, David, 257945, Bachelor in English as a Second Language, English in Middle School/ESOL K-12/CRISS certified, Teaching assignment: ESOL Developmental Reading 6-8, Language Arts 6; Eden, Viro, 215305, BS in Elementary Education, Elementary Ed./ESOL/CRISS certified, Language Arts Dept. Head Teaching assignment: Language Arts Gifted 7,8; Kidd, Kendra, 256428, Bachelor in Psychology, Certification Language Arts 5-9, CRISS certified, Teaching assignment: Language Arts 8; Paterniti, Steven, 238182, Bachelor of Arts, Language Arts certified, Teaching assignment: Language Arts 6; Delgreco, Shoshanna, 272854, Bachelor in English, English 6-12 certified, Teaching assignment: Language Arts 7 Rachel Schulze, 273384, Bachelor in English, English 6-12 certified, Teaching assignment: Language Arts 7; Fudge, Vivian, 099541, Certification Elementary Education, Bachelor, CRISS certified, Teaching assignment: Reading 6; Harris, Betty, 119613, Bachelor, Certification Middle Grades English, ESOL/CRISS certified, Teaching assignment: Language Arts/Reading 6-8; Popiel, Carmella 175821 BFA Visual Arts, Certified Art Education, working toward Reading Endorsement; Teaching Assignment: Intensive Reading 8; Sharpsteen, Shelly 259781, MA Reading, Certified Reading and SPED, Teaching assignment: Intensive Reading 7; Miguelez, Karina, Reading Coach, 203637, BA Elementary Education, MA Reading, EDS Leadership, Certification Elementary Ed, ESOL certified; Regan Yonon, 248618 Reading Coach, BA Political Science, Certified in Social Science 6-12, CRISS and STAR certified, Letters trained, coach trained by Just Read Florida; Reading Endorsed K-12; Acosta, Alfredo, 250399, Bachelor of Science in Mathematics. Mathematics Middle Grades 5-9, Teaching Assignment: Math 6,7; Elliot, Fay Bachelor in Elementary Education Elem.1-6/Mathematics 5-9/ESOL/CRISS certified, Teaching Assignment: Mathematics 7; Donestevez, Olga 167573, Bachelor in Business Admin. Mathematics/Business, Education/Economics/ESOL/CRISS certified, Teaching Assignment: Mathematics 7; Fonseca, Carlos, 253015, Master in Agricultural Engineering, Mathematics 6-12/CRISS certified, Teaching Assignment: Mathematics 8; Laguerre, Clifford, 268244, Bachelor of Science in Mathematics, Certified mathematics 5-9, Teaching Assignment: Mathematics 8; Davis, Michelle, 246109, Bachelor of Science in Elementary Ed./ESOL certified, Teaching Assignment: Mathematics 6; Jimenez, Imandra 238212 BS Mathematics 5-8/Spanish K-12/CRISS certified, Teaching Assignment: Mathematics 6; Scally, John Doctorate in Law ESOL/CRISS certified, Teaching Assignment: Mathematics 7; Lopez, Clara, 227492, Certified Mathematics 5-9, Teaching Assignment: Mathematics 7,8 Honors Algebra, Geometry; Somariba, Jehu, 273828, Bachelor of Arts in Business Administration, Middle Grades Math Certified, Teaching Assignment: Mathematics 7,8; Ruiz, Martha, 176950, Certification Middle Grades Math, Masters in Mathematics, Mathematics Dept. Head, 3 yrs. Reading Leader Elementary Education/ESOL/CRISS certified, Teaching Assignment: Mathematics 8; Vega, Marilyn 261018 Bachelor in Business Administration Mathematics 5-9 certified, Teaching Assignment: FCAT Mathematics 7,8. Augustine, Teresa Employee# 184781, National Board Certified Teacher, Biology 6-12, Middle Grades Science, Gifted Endorsement, Teaching Assignment: Comprehensive Science (Gifted) grade 7, Honors and Gifted Earth/Space Science, Augustus, Diana, , 262964, Biology 6-12, Teaching Assignment: Comprehensive Science II, Barton, David, , 113328, Elementary Education, Teaching Assignment, Comprehensive Science I, Johnson, Katrina, ,259103, Middle

Grades Science, Teaching Assignment: Comprehensive Science III, Honors Earth/Space Science, Morales, Omar, 227434, Elementary Education 1-6, Middle Grades Science, ESOL Endorsement, Teaching Assignment: Comprehensive Science III, Honors Earth/Space Science, Sassnet, Tora, 243899, Elementary Education, Teaching Assignment: Mathematics 6, Scott, Toi, 215313 Elementary Education 1-6, ESOL Endorsed, Teaching Assignment: Comprehensive Science I.

• Highly Qualified, Certified Administrators:

The administrative staff of Redland Middle School is comprised of a principal and three assistant principals. Mr. Craig DePriest, Principal, has over 37 years of experience in education. Mr. DePriest has a B.S. in Education, a Masters of Science in Education, a Certificate in Guidance and Counseling, and a Principal's certificate. As principal, Mr. DePriest has implemented numerous innovative programs addressing students' needs. He has supported the creation of block scheduling, team teaching, inclusion classes, and a school wide comprehensive reading program to increase academic achievement.

To Mr., Craig DePriest's delight, Redland Middle School received an accountability grade of B this year as a result of renewed teacher energy and the visibility and accessibility of administrators. To prepare for the 2006-2007 school year, Mr. DePriest has restructured the instructional program to meet the needs of the school and the community.

Mr. Terry Percy, Assistant Principal, has degrees in Business Administration (B.S), and Educational Leadership (M.S). Mr. Percy was also involved in the 5,000 Role Models who were motivated to take pride in themselves and in their school. Mr. Percy has inspired and encouraged students to participate in the science fair and science club, which in turn led to improvement on the FCAT 2006 science scale score. Through his proactive approach to discipline, Mr. Percy has helped motivate students to avoid discipline issues increasing their academic performance.

Ms. Janice Farrell, Assistant Principal for Curriculum, has over thirteen years of experience with Miami-Dade County Public Schools. Her degrees include Social Studies (B.A.), Educational Leadership (M.S.), and a Minor in Science. Ms. Farrell's dedication to academic improvement has resulted in the development of Early Bird classes for low achieving students, where she facilitates and monitors the academic progress of students. She has established FCAT Camp on Saturdays, where students and parents will receive assistance with FCAT preparation. Mrs. Farrell's ongoing support for professional development of instructional staff includes curriculum mapping, workshops, and teaming. She is committed to meeting the diverse needs of the students, as well as the teachers.

Mrs. Suzet Hernandez, Assistant Principal, has over 11 of experience with Miami-Dade County Public Schools. Her degrees include B.S. in Elementary Education; M.S. ESOL; and certified in Educational Leadership. In her current role as Assistant Principal at Redland Middle School, Mrs. Hernandez is in charge of attendance and Special Education. She is dedicated to increasing the overall attendance rate at the school as well as insuring that the needs of all students in the SPED program are met. With regard to inclusion, Mrs. Hernandez is instrumental in insuring all goals and objectives are met to maintain the success of the program.

• Teacher Mentoring:

The Teacher Mentoring Program is administered and monitored by Mrs. Hernandez, the Assistant Principal assigned to Teacher Mentoring. New teachers meet with Mrs. Hernandez once each month for assistance and to discuss progress. New Teachers lesson plans are reviewed and approved on a weekly basis by Mrs. Hernandez to ensure compliance. Each new teacher is assigned a mentor to assist him or her with lesson plans, discipline techniques, and teaching strategies. Mentor teachers provide new teachers with guidance and assistance when needed. In addition, there is one Nationally Board Certified Teachers on staff who are currently providing mentoring services for new teachers and teachers seeking board certification.

• School Advisory Council:

The following information will explain how the EESAC has assisted in the preparation of the School Improvement Plan relative to the following issues:

Budget: The EESAC reviewed the school budget and made recommendations regarding personnel, supplies, and materials. The EESAC allocated funds to purchase incentives to support the reading, writing, and mathematics programs as well as funds to support science in the creation of a butterfly garden. **Training:** The EESAC recommended staff development workshops for the electronic gradebook, A+ Advanced Learning System, Accelerated Reader, Reciprocal Teaching, Assertive Discipline, and CRISS Strategies.

Instructional Materials: The EESAC recommended the purchase of computer software to enhance the learning environment. The EESAC recommended the purchase of additional computer hardware, software, and audio visual equipment to improve multimedia capabilities and integrate technology into the curriculum via closed circuit television, Powerpoint, and Smartboard group presentations. **Staffing:** EESAC funded the hiring of two hourly security monitors to support the safety during before and after school enrichment activities. **Student Support Services:** The EESAC recommended the continuation of monthly "Family Nights" to keep parents informed of the academic requirements outlined in the current Pupil Progression Plan.

School Safety and Discipline: The EESAC recommended implementation of a progressive school wide discipline plan. The EESAC suggested the purchase and use of school security cameras and a monitoring system. **Other Matters of Resource Allocation:** The EESAC recommended the implementation of a highly structured curriculum for the indoor suspension program.

Benchmarking: The EESAC recommended total infusion of the Accelerated Reader Program, increased utilization of the Reading Plus Program, increased utilization of FCAT Explorer, and continued implementation of Reciprocal Teaching and CRISS Strategies across the curriculum

• Extended Learning Opportunities

The After School Tutoring Program will be offered four times each week for one full hour. Monthly assessments will be completed in order to monitor students' progress. Homework help in the morning will be offered Monday through Friday, where students will be able to have supervised access to computers and help on assignments. In addition, FCAT Camp on Saturdays for students and parents will be offered twice each month to assist parents and students with FCAT preparation and strategies. Interim assessments, Reading Plus and FCAT Explorer will be utilized to monitor the progress of the tutoring programs by the Reading and Math Coach; adjustments or redirection of learning curriculum activities will be made when deemed necessary.

• School Wide Improvement Model

The Continuous Improvement Model will be the School-wide Improvement Model. This quality-based approach that tracks student performances is based on research, helps close the achievement gap between all racial and socioeconomic sub-groups, and is data driven.

This past summer, eight teachers and one administrator where trained in the implementation of the CIM. These teachers meet

monthly to discuss the Plan-Do-Study-Act and disseminate all findings to faculty and staff. Implemented at all levels, the CIM treats students individually by assessing how much they're learning at regular intervals. Based on these assessments, students who have achieved the mastery level receive enrichment to challenge them further. Others receive remediation to bring their skills up to accepted standards.

GOAL 1: READING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 1 STATEMENT:

All students will be able to read on or above grade level.

Needs Assessment

Data attained from the Florida Department of Education’s Annual Yearly Progress Report and the School Performance Accountability Results (SPAR) indicates that Redland Middle School has not made adequate yearly progress. According to the data 66 percent of the student population made learning gains in reading but only 45 percent of students are reading at or above grade level. With regard to the subgroups, 26 percent of Black students, 41 percent of Hispanic students, 36 percent of Economically Disadvantaged students, 17 percent of Limited English Proficiency students and 20 percent of Students with Disabilities are reading on grade level. In the 6th grade, 47 percent of the students are making adequate progress, only 39 percent of 7th and 31 percent of 8th graders are making adequate progress. At the current level of performance the school is faced with the challenge of increasing the percentage of students achieving high standards in reading. The data further indicates that the lowest cluster in 6th grade is reference/research with students scoring at a 50 percent level. The lowest cluster in the 7th grade is main idea with students scoring at a 55 percent; and the lowest cluster in 8th grade is reference/research with students scoring at a 44 percent. To strengthen students reading skills, each classroom is equipped with a classroom library; during homeroom reciprocal reading strategies are being utilized, and on going professional development in reading strategies are conducted.

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

Measurable Objective

Given instruction based on the Sunshine State Standards, 51 percent of students in grades six through eight, will score a Level 3 or higher in Reading on the 2007 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, 51 percent of Economically Disadvantaged students, in grades six through eight, will score a Level 3 or higher in Reading on the 2007 administration of the FCAT Test.

Given instruction based on the Sunshine State Standards, 51 percent of Black students, in grades six through eight, will score a Level 3 or higher in Reading on the 2007 administration of the FCAT Test.

Given instruction based on the Sunshine State Standards, 51 percent of Hispanic students, in grades six through eight, will score a Level 3 or higher in Reading on the 2007 administration of the FCAT Test.

Given instruction based on the Sunshine State Standards, 51 percent of Limited English Speaking students, in grades six through eight, will score a Level 3 or higher in Reading on the 2007 administration of the FCAT Test.

Given instruction based on the Sunshine State Standards, 51 percent of Students with Disabilities, in grades six through eight, will score a Level 3 or higher in Reading on the 2007 administration of the FCAT Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Identify students in grades six, seven and eight who scored at FCAT Level 1 and 2 in all subgroups and schedule them in Intensive Reading classes or Intensive Reading Plus classes.	Assistant Principal of Curriculum, Reading Coaches, and Reading Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Use District provided Interim Assessments, Maze, and DAR reports to identify students strengths and weaknesses in grades sixth through eighth. Data from the Assessments will be used to drive instruction for all subgroups.	Reading Coaches, Reading Teachers, Content Area Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Conduct monthly meetings using the CIM	Assistant Principal of Curriculum,	8/14/2006	5/30/2007	District Strategic	\$0.00

model, with teachers, on course assignments to examine and analyze student performance and adjust curriculum maps.	Reading Coaches and Language Art/Reading Teachers			Plan	
Conduct Parent Resource Fair, during Back to School night, offering valuable strategies to parents regarding reading and reading computer programs.	Reading Coaches and Language Arts Department Chair	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize programs available to the school such as Reading Plus Computer Program, Accelerated Reader, Soar to Success, Read 180, STAR, and FCAT Explorer to reinforce and enhance reading skills for students in grades six through eight.	Language Art teachers Reading Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$1200.00
Identify students according to FCAT levels in all subgroups and provide differentiated before and after school tutoring.	Assistant Principal of Curriculum and Reading Coaches.	8/14/2006	5/30/2007	District Strategic Plan	\$15000.00
Target advanced academic students with tutorials geared toward maintaining and furthering student high academic achievement.	Assistant Principal of Curriculum, Reading Coaches, All Teachers Teaching Advavced/Gifted Classes	8/14/2006	5/30/2007	District Strategic Plan	\$5000.00
Provide professional development for teachers in CRISS strategies, Reciprocal Teaching, Best Practices, FCAT testing and evaluation/scoring, use of hands-on activities cooperative learning groups, test items and benchmarks.	Assistant Principal of Curriculum and Reading Coaches.	8/14/2006	5/30/2007	District Strategic Plan	\$500.00

Research-Based Programs

The following programs will be used: McDougal Littell for Language Arts; Scholastic and Read XL for reading classes; Reading Plus Computer Program for intensive reading classes; Read 180, and Soar to Success to diagnose, remediate, enrich and monitor the students' reading achievement.

Professional Development

Professional development of teachers will include training in data analysis, Florida's Formula 5+3+ii+iii=NCLB, CRISS Strategies, and Reciprocal Teaching. The Reading Coaches will also be available to model lessons in the classroom and create plans with teachers based on their students needs. Cross-curriculum planning and curriculum mapping will also be implemented.

Evaluation

The success of this objective will be measured by the 2007 FCAT. In addition, the other monitoring tools used to identify student's achievements are the Interim Assessments, MAZE and DAR. An analysis of the tutoring attendance logs will also be used to measure the success of this objective.

GOAL 2: MATHEMATICS

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

Florida Education Priorities

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

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

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

GOAL 2 STATEMENT:

All Redland Middle school students will effectively compute and solve problems at grade level.

Needs Assessment

The data attained from the 2006 Adequate Yearly Progress Report (AYP) indicates that Redland Middle School did not make adequate yearly progress in math. In 6th grade, 32 percent of the students scored at or above FCAT achievement level 3; 7th graders scored 33 percent at or above FCAT achievement Level 3; and 8th graders scored 38 percent at or above FCAT achievement Level 3. School wide results indicate that 36 percent of the students tested in grades six through eight, scored at or above grade level, and 65 percent made learning gains. With regard to the subgroups, 20 percent of Black students, 39 percent of Hispanic students, 32 percent of Economically Disadvantaged students, 17 percent of Limited English Proficiency students and 19 percent of Students with Disabilities scored at or above grade level in Mathematics. Upon analyzing the data, 6th grade scored lowest in the Data Analysis strand with a 22 percent; Seventh grade scored lowest in the Measurement, Algebraic Thinking, and Data Analysis Strand with a 33 percent on each; Eighth grade scored lowest in the Measurement and Geometry Strands with a 25% on each.

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

Measurable Objective

Given instruction based on the Sunshine State Standards, 56 percent of students in grades six through eight, will score a Level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, 56 percent of Economically Disadvantaged students, in grades six through eight, will score a Level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, 56 percent of Black students, in grades six through eight, will score a Level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, 56 percent of Hispanic students, in grades six through eight, will score a Level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, 56 percent of Limited English Speaking students, in grades six through eight, will score a Level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, 56 percent of Students with Disabilities, in grades six through eight, will score a Level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide all students with performance-based activities incorporating the use of manipulatives, problem-solving, critical	Math teacher, Math Coach and Math Department Chair	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

thinking skills and technology.					
Identify students in grades six, seven and eight who scored at FCAT Level 1 in all subgroups and schedule them in Intensive Math classes with A+ as a support.	Assistant Principal, Math Coach and Math Department Chair	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Conduct monthly meetings, using the CIM model, with teachers on course assignments to examine and analyze student's performance and adjust curriculum maps.	Math teacher, Math Coach and Math Department Chair	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Conduct Parent Resource Fair, during Back to School night, offering valuable strategies to parents regarding mathematics and mathematic programs.	Math Coach and Math Department Chair	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize a number of resources available at Redland Middle School such as FCAT Explorer, A+, Cognitive Tutor, ClassWorks, Accelerated Math to reinforce and enhance mathematics skills for students in grades six through eight.	Math teacher, Math Coach and Math Department Chair	8/14/2006	5/30/2007	District Strategic Plan	\$2500.00
Target advanced academic students with tutorials geared toward maintaining and furthering student high academic achievement utilizing Cognitive Tutor	Math Department Chair and Math Coaches	8/14/2006	5/30/2007	District Strategic Plan	\$5000.00
Identify students according to FCAT levels in all subgroups and provide differentiated before and after school tutoring as well as FCAT Camp.	Assistant Principal, Math Coach and Math Department Chair	8/14/2006	5/30/2007	District Strategic Plan	\$20000.00
Provide professional development for teachers in CRISS strategies, Reciprocal Teaching, Best Practices, FCAT testing and evaluation/scoring, use of hands-on activities cooperative learning groups, test items and performance task specification.	Math Department Chair, Math Coach and Reading Coaches	8/14/2006	5/30/2007	District Strategic Plan	\$1000.00
Develop lessons & activities across the different disciplines to reinforce our weakest strands: Measurement, Algebraic Thinking, Geometry, and Data Analysis for students in grades six through eight.	Math Department Chair and Math Coach	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Train team leaders to input minor infractions using the SWIS (School Wide Information System) computer program in an effort to reduced the number of referrals sent to administration.	Administration and Team Leaders	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

The following programs will be used: Textbook: Glencoe McGraw Hill Courses 1, 2, & 3. Glencoe Pre-Algebra for advanced 6th graders & 6th grade Gifted. Prentice Hall Pre-Algebra for 7th Grade Advanced. McDougal Littell for Honors Algebra and Geometry. Cognitive Tutor for Advanced students and A+ for Intensive Math.

Professional Development

Professional development will include training and inservices on resources required for the implementation of the School Improvement Plan such as: Innovative Teaching Strategies, Creating Independence through Student-Owned Strategies (CRISS), Data Analysis for data-driven instruction, use of manipulatives, Cognitive Tutor, ClassWorks, A+.

Evaluation

The success of this objective will be measured by the 2007 FCAT Mathematics Test. In addition, the other monitoring tools used to identify student's achievements are the Interim Assessments, and in-house benchmark testing. An analysis of the tutoring attendance logs will also be used to measure the success of this objective.

GOAL 3: WRITING

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

Florida Education Priorities

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

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

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

GOAL 3 STATEMENT:

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

All students will be able to communicate effectively through writing.

Needs Assessment

The 2006 FCAT Writing data indicates that 93 percent of our 8th grade students met high standards in writing. This indicates that we met Adequate Yearly Progress. However, the results attained from the 2006 School Wide Writing Assessment pretest test indicates that 14 percent of the 6th grade students, 10 percent of 7th grade students, and 15 percent of 8th grade students tested met the state standard in writing. This indicates that 86 percent of 6th grade students, 90 percent of 7th grade students, and 85 percent of 8th grade students did not meet the state required mastery level. The results of the test data indicate that students need opportunities to practice writing skills that encompass the four writing elements: focus, organization, support, and conventions. These writing opportunities should include practice in elaboration support that incorporates details, examples, vivid language and mature word choice to ensure students achieve high standards.

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, 94 percent of eighth grade students will scores a 3.5 or higher on the 2007 FCAT Writing Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Offer in-house professional writing workshops for all 8th grade students.	Redaing Coach, Language Arts Department Chair.	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Conduct Parent Resource Fair, during Back to School night, offering valuable strategies to parents regarding writing.	Language Arts Department Chair	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide profesional development to teachers in order to utilize the FCAT writing rubrics to instruct students in the evaluation process of effective writing in grade six through eight.	Language Arts Department Chair and Language Arts teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement writing across the curriculum requiring every student to complete a writing assignment using the FCAT Writes format in each subject area.	Assistant Principal of Curriculum, Department Chairs	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Enhance writing skills by having students in grade six through eight respond to writing prompts on a monthly basis	Language Arts Department Chair and Language Arts teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Infuse writing into after school tutoring and FCAT Camps.	Reading Coach, Language Arts Department Chair, and Language Arts teachers.	8/14/2006	5/30/2007	District Strategic Plan	\$1000.00

Research-Based Programs

Utilize curriculum framework materials provided by the District, Florida Department of Education rubric scoring of sample writing papers, and Prentice Hall.

Professional Development

Professional development training will be provided for all teachers that will include: holistic scoring, writing strategies and FCAT Writing.

Evaluation

The success of this objective will be measured by the 2007 FCAT Writing test. In addition other monitoring tools such as pre and post tests and monthly writing prompts will be used to identify student achievement.

GOAL 4: SCIENCE

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

Florida Education Priorities

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

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

GOAL 4 STATEMENT:

Increase the scientific knowledge of all students.

Needs Assessment

The 2006 FCAT Science data indicates that 19% of students met high standards in science with Scientific Thinking being the weakest strand at 43 percent. In addition the Physical/Chemical strand decreased one percentage point from 46 to 45 percent.

Measurable Objective

Given instruction using the Sunshine State Standards, 50 percent eighth grade students will score a Level 3 or higher on the 2007 FCAT Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Conduct a schoolwide Science Fair (research project).	Science Department Chair and Science Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide professional development for Science teachers in CRISS strategies, Reciprocal Teaching, Best Practices, FCAT testing and evaluation/scoring, use of hands-on activities cooperative learning groups, test items and performance task specification.	Science Department Chair and Reading Coach	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Conduct a Science Family Night to assist students with Science projects. PTSA donated free science boards to all attendees.	Science Department Chair and Science Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$400.00
Provide Science teachers with 2006 FCAT Science data and facilitate workshops to disaggregate and analyze results.	Science Department Chair and Science Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Identify the weakest strand in Science and address the weak areas in after school tutoring and FCAT Camp.	Science Department Chair and Science Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$4000.00
Using the CIM process, identify strengths and weaknesses and develop an Instructional Focus Calendar	Science Department Chair and Science Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Using the CIM process, implement a curriculum map to integrate Physical Science, Earth/SpaceScience, Life Sciences and Scientific thinking	Science Department Chair and Science Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

The Instructional materials in the comprehensive science I through III classes are the State adopted Glencoe McGraw Hill's Florida Science Textbook. The eighth grade Honors Earth/Space science classes will use the state adopted Earth Science text book and ancillary materials produced by Holt, Rinehart and Winston. The eighth grade Honors Biology classes will use the state adopted Exploring Life, Prentice Hall.

Professional Development

Professional development will include training in: CRISS strategies, Reciprocal Teaching, Best Practices, FCAT testing and evaluation/scoring, use of hands-on activities cooperative learning groups, test items and performance task specification.

Evaluation

The success of this objective will be measured by the 2007 FCAT. In addition other monitoring tools used to identify student's achievements are Pre-, Mid- , and Post Year test based on benchmarks tested on the FCAT.

GOAL 5: PARENTAL INVOLVEMENT

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

Florida Education Priorities

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

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

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

GOAL 5 STATEMENT:

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

Needs Assessment

Redland Middle School continues to strive to increase parental involvement which is vital to the success of the overall school program. Our goal is to continue to build on family and community support in order to increase student achievement. Treating parents as valued partners in their child's education and development is essential to bridging the gap between home and school. Although the percentage of parents attending Back to School increased by six percentage points in 2006 as compared to 2005, from 19 percent to 25 percent, there is still room for improvement. As the 2006-2007 school year progresses, school-wide parental logs as well as the Community Involvement Specialist logs will be utilized for progress monitoring.

Measurable Objective

Given the need to involve parents in student academics, parental involvement in school activities will increase two percentage points as evidenced by an analysis of school wide parent logs from all activities and Community Involvement Specialists' records. Data will be compared from the 2005-2006 to 2006-2007 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Encourage parents to participate in Saturday FCAT CAMP. Here they can work in cooperation with dedicated teachers in a warm inviting environment. Activities will be offered for parents as well as students. Transportation is provided.	Guidance Counselor	8/14/2006	5/30/2007	District Strategic Plan	\$1000.00
Increase school to home communication utilizing the Community Involvement Specialist, by sending home calendars, advertising web site, grade-book viewer, school marquee, progress reports, report cards, letters, flyers, school newsletters, parent/teacher conferences, home visits, and positive phone calls home.	Principal, Assistant Principals and Community Involvement Specialist	8/14/2006	5/30/2007	District Strategic Plan	\$5000.00
Coordinate monthly PTSA meetings with a subject area event i.e.: science department and science board give away. This is an excellent opportunity for parents to become acquainted with and build a partnership with faculty and staff who shares their commitment to student learning.	Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Continue to promote special activities on an ongoing basis, such as GO FOR THE GOLD, BAND NIGHT, and SPORTING EVENTS. These ongoing events have evolved, resulting in increased parent participation, communication between faculty, administrative team, and interaction with parents and students reinforcing the importance of parental involvement to further benefit the learning community.	Guidance Counselor	8/14/2006	5/30/2007	District Strategic Plan	\$5000.00

Research-Based Programs

PTSA; Just Read, Families! "Getting Started"

Professional Development

Monthly ESSAC meetings; Bilingual Outreach workshops; Center for Effective Parenting- effective parent/teacher communication workshops. Grade book viewer workshops.

Evaluation

Conduct quarterly surveys for staff and parents to assess parental involvement strategies. Compile and analyze school wide parent logs from all activities and Community Involvement Specialists' records to compare 2005-2006 and 2006-2007 data.

GOAL 6: DISCIPLINE & SAFETY

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

Florida Education Priorities

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

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

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

GOAL 6 STATEMENT:

The school will promote programs and practices that facilitate a safe and disciplined environment for students

Needs Assessment

Based on data attained from the 2005-2006 Cognos report, Redland Middle School suspended 842 students on indoor suspension and 1493 students on outdoor suspension. Due to high number of suspensions and high number of teacher referrals an alternative approach to discipline is necessary. For the 2006-2007 school year, Redland Middle School has implemented a new research-based program, Positive Behavior Support, that has been proven to decrease the number of outdoor suspensions. It also provides alternative classroom-based interventions to teachers other than outdoor suspensions. This will also decrease the number of teacher written referrals. It is a collaborative, assessment-based approach to developing effective interventions for behavior problems. It works by using more reinforcement of appropriate behaviors rather than punishing undesirable behaviors. School Wide Information System will monitor the number of outdoor suspensions and number of teacher written referrals weekly. This system provides information as number of referrals per student, the person who wrote the referral, the reasoning behind the behavior, and the actions taken. It will also be monitored monthly by the suspension report.

Measurable Objective

Utilizing the Positive Behavior Support program, the number of suspensions and referrals will be reduced by fifteen percent, when comparing the 2005-2006 and 2006-2007 School Suspension and Referral reports.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Offer Peer Mediation in an effort to diffuse situations before they warrant a referral or suspension.	Administration, Teachers, and Counselors	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Offer Professional Development on Classroom Management and implementation of Positive Behavior Support techniques.	Administration and Positive Behavior Support Team	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize student conferences as an initial intervention with team teachers	Counselors, Administrators and Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement the Positive Behavior Support for discipline in an effort to provide alternative classroom-based interventions to teachers other than referrals.	Administration, Teachers, Counselors and Positive Behavior Support Team	8/14/2006	5/30/2007	District Strategic Plan	\$1000.00
Utilize Saturday School to replace suspensions for students and encourage parents to attend with their student.	Administration	8/14/2006	5/30/2007	District Strategic Plan	\$2500.00

Research-Based Programs

For the 2006-2007 school year Redland Middle School will be implementing, Positive Behavior Support.

Professional Development

The teachers will be trained on the Positive Behavior Support system during one of the teacher work days. The team leaders, will monitor the behavior reports, and receive training on the School Wide Information System computer program. There is a core team which was trained over the summer on the Positive Behavior Support System and will assist the teachers on the Positive Behavior Support methods. The District is providing a mentor who will serve as a consultant.

Evaluation

The success of this program will be determined by the end of the 2006-2007 school year suspension and referral reports.

GOAL 7: TECHNOLOGY

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 7 STATEMENT:

The school will promote equitable and universal access to technology.

Needs Assessment

Based on the results an in-house technology survey, our data indicates that teachers feel they need more training in the use of certain software products such as Microsoft PowerPoint, Microsoft Excel, FCAT Explorer, RiverDeep, A+, Reading Plus, and Cognitive Tutor.

Measurable Objective

Given the need to enhance student learning through technology, the student use of technology will increase 10 percentage points as evidenced by comparing the computer lab sign-in sheets from the 2005-2006 to 2006-2007 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Infuse a technology component into each Saturday FCAT Camp.	Guidance Counselor, Reading Coach, Assistant Principal of Curriculum.	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Offer after school tutoring with a technology component infused.	Guidance Counselor, Reading Coach, Assistant Principal of Curriculum.	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Offer professional development activities for teachers related to technology.	Administration	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Inform parents of computer based FCAT activities that can be accessed through the internet at home to provide FCAT practice for students.	Administrators, Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Assign teachers computer lab days in an effort to ensure equal access to computer time.	Administrators, Department Chairs, Computer Lab Specialist and teachers.	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Increase the number of computers in the Reading Classrooms to infuse a technology component into the learning centers.	Reading Coach, Assistant Principal of Curriculum and Computer Lab Specialist	8/14/2006	5/30/2007	District Strategic Plan	\$30000.00

Research-Based Programs

Redland Middle School utilizes the ISTE National Educational Technology Standards for students as the technology framework.

Professional Development

In house staff development activities will be conducted formally and informally on the use of the listed computer programs. A technology committee will meet to help organize these trainings. The activities will be conducted by administration, the media specialist, the computer lab team, and other computer proficient staff members.

Evaluation

The increase in the use of technology will be measured by Computer Lab sign-in sheets, student participation in after school computer based activities, student participation in Saturday FCAT camp computer activities, post proficiency surveys, and the 2007 STaR profile for technology.

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

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GOAL 8 STATEMENT:

The school will promote the overall health and fitness of students. The schools will align its physical fitness program with the National Standards for Physical Education.

Needs Assessment

The data attained from the 2005-2006 FITNESSGRAM indicates that 93% of the students tested met the minimum health related standard. The needs assesment reveals that seven percent of the students require further development in the area of physical fitness. On-going monthly assesments will drive instruction.

Measurable Objective

Given instruction using the National Standards for Physical Education, the number of annual award recipients will increase by 3 percentage points, as measured by the 2006-2007 FITNESSGRAM.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Monitor physical education program to ensure that teachers select activities specifically related to assessment component items, which would enhance specificity of training.	Administration and Physical Education Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Ensure that an appropriate amount of instructional time is dedicated to fitness related activities on a daily basis. Activities should emphasize improvement in cardiovascular, flexibility, and muscular strength and endurance for students in grades six through eight.	Administration and Physical Education Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Administer a pre-test to determine baseline measures for students in grades six through eight.	Administration and Physical Education Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Attend Professional Development to enhance skills in Physical Fitness.	Administrators, teachers	8/14/2006	5/30/2007	District Strategic Plan	\$8000.00

Research-Based Programs

FITNESSGRAM

Professional Development

Teachers will attend workshops to enhance their skills.

Evaluation

The success of this objective will be measured by the 2007 FITNESSGRAM. In addition tools will be used, to identify student's achievements.

GOAL 9: ELECTIVES & SPECIAL AREAS

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

Florida Education Priorities

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

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

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

GOAL 9 STATEMENT:

Students will develop an appreciation for the arts through expanded curricular and extra curricular offerings.

Needs Assessment

Redland Middle School students are enrolled in Intensive Reading and/or Math classes, which limits their exposure to fine art electives. For the 2006-2007 school year, Redland Middle School partnered with the All-Star program, will incorporate outside performances from the Murrery Dranoff Foundation, Art South, and the Florida Grand Opera in an effort to expose fine arts to the students.

Measurable Objective

Given an increased emphasis on participation in the All Star Program, regular attendance in the program will increase from 80 percent in the 2005-2006 school year to 90 percent in the 2006-2007 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Enhance parent communication and information regarding the All Star Program.	Program Director and Family Literacy Coach	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Offer assistance in daily homework assignments via before school homework help tutoring.	All Star Tutors	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Increase the number of outside performances at the school site in an effort to expose students unable to participate in electives to fine arts.	Assistant Principal of Curriculum.	8/14/2006	5/30/2007	District Strategic Plan	\$1000.00
Offer Professional Development for teachers in the All Star Program.	Program Director	8/14/2006	5/30/2007	District Strategic Plan	\$25000.00

Research-Based Programs

All Star Program

Professional Development

All Star Workshop conference: Work and Play like an All-Star.

Evaluation

The success of this program will be evaluated based on the 2006-2007 All Star attendance report and the number of outside fine arts performances.

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"/>

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

GOAL 10 STATEMENT:

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

Needs Assessment

The most recent data supplied from the FLDOE indicates that in 2004-2005, Redland Middle School ranked at the 44th percentile on the State of Florida ROI index.

Measurable Objective

Improve Redland Middle School's ranking, on the State of Florida ROI index publication, from the 44th percentile in 2004-2005 to the 46th percentile on the next publication of the index.

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	8/8/2005	5/24/2006	District Strategic Plan	\$0.00
Collaborate with the district on resource allocation.	Administration	8/8/2005	5/24/2005	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	8/8/2005	5/24/2006	District Strategic Plan	\$0.00
Consider shared use of facilities, partnering with community agencies.	Administration	8/8/2005	5/24/2006	District Strategic Plan	\$0.00

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

On the next State of Florida ROI index publication, Redland Middle School will show progress toward reaching the 90th 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:

Educational Excellence School Advisory Council (EESAC) was awarded \$14,540 for the 2006-2007 school year. EESAC reviewed the school budget and made recommendations regarding personnel, supplies, and materials. The EESAC allocated funds to purchase materials to support the reading, writing, and mathematics programs. Funds were also provided to pay for additional security coverage in the morning and incentives and rewards for the reading program and additional academic incentives. Funds were also allocated for student and teacher recognition.

Training:

Training will be provided to the Educational Excellence School Advisory Council (EESAC) members on the EESAC Bylaws. The EESAC also recommended staff development workshops for the electronic gradebook, A+ Advanced Learning System, Accelerated Reader, Reciprocal Teaching, Assertive Discipline, and CRISS Strategies.

Instructional Materials:

The Educational Excellence School Advisory Council (EESAC) recommended the purchase of computer software, classroom libraries, FCAT preparation workbooks and diagnostic tests.

Technology:

The Educational Excellence School Advisory Council (EESAC) recommended the purchase of additional computer hardware, software, and audio visual equipment to improve multimedia capabilities and integrate technology into the curriculum via closed circuit television, powerpoint, and Smartboard group presentations.

Staffing:

Educational Excellence School Advisory Council (EESAC) recommended the hiring of two additional part-time security monitors to assist students and teachers during extracurricular and enrichment activities.

Student Support Services:

The Educational Excellence School Advisory Council (EESAC) recommended the continuation of monthly "Family Nights" and offered alternative ideas to keep parents informed of the academic requirements outlined in the current Pupil Progression Plan.

Other Matters of Resource Allocation:

The Educational Excellence School Advisory Council (EESAC) recommended the implementation of a highly structured curriculum for the indoor suspension program. The EESAC provided funds the reading incentives as well.

Benchmarking:

The Educational Excellence School Advisory Council (EESAC) recommended total infusion of the Accelerated Reader Program, increased utilization of Brainchild handheld units, increased utilization of FCAT Explorer, and continued implementation of Reciprocal Teaching and CRISS Strategies across the curriculum.

School Safety & Discipline:

The Educational Excellence School Advisory Council (EESAC) supported the implementation of a progressive school wide discipline plan. The EESAC suggested the purchase and use of school security cameras and a monitoring system. A school team has been trained in Positive Behavior Support and will train team leaders and other essential personnel in the use of the SWIS web-based program which maintains record of minor and major infractions of students. Funds were allocated for two part-time security monitors for after school activities. Funds were also allocated for interactive educational game stations that engage students in the first half hour of the morning. This will reduce student wandering and loitering in unsupervised areas.

Budget Summary

BY GOAL	TOTAL BUDGET
Goal 1: Reading	\$21,700.00
Goal 2: Mathematics	\$28,500.00
Goal 3: Writing	\$1,000.00
Goal 4: Science	\$4,400.00
Goal 5: Parental Involvement	\$11,000.00
Goal 6: Discipline & Safety	\$3,500.00
Goal 7: Technology	\$30,000.00
Goal 8: Health & Physical Fitness	\$8,000.00
Goal 9: Electives & Special Areas	\$26,000.00
Goal 10: Return On Investment	\$0.00
<hr/>	
Total:	\$134,100.00

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