



ACIP

Redland Elementary School

Elmore County Board of Education

Mr. Daniel Aude, Principal
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TABLE OF CONTENTS

Executive Summary

Introduction.....	2
Description of the School.....	3
School's Purpose.....	4
Notable Achievements and Areas of Improvement.....	6
Additional Information	8

Improvement Plan Stakeholder Involvement

Introduction.....	11
Improvement Planning Process.....	12

Stakeholder Feedback Diagnostic

Introduction.....	14
Stakeholder Feedback Data.....	15
Evaluative Criteria and Rubrics.....	16
Areas of Notable Achievement.....	17
Areas in Need of Improvement.....	18
Report Summary.....	19

Student Performance Diagnostic

Introduction 21

Student Performance Data 22

Evaluative Criteria and Rubrics 23

Areas of Notable Achievement 24

Areas in Need of Improvement 25

Report Summary 26

ACIP Assurances

Introduction 28

ACIP Assurances 29

Plan for ACIP 2014-2015

Overview 32

Goals Summary 33

 Goal 1: All students at Redland Elementary School will increase their comprehension skills. 34

 Goal 2: For AMAO A, 53% of EL students will score a Composite Proficiency Level gain of 0.5 or higher on the 2015 ACCESS ELLs assessment. For AMAO B,19% of the EL students will score a Composite Proficiency Level of 4.8 or higher on the 2015 ACCESS for EL ass. 35

 Goal 3: Engage and empower the learner through technology. 36

 Goal 4: Prepare and Support Teachers and Leaders to Graduate College and Career Ready Students. 37

 Goal 5: All educators and students will have tools to access a comprehensive viable infrastructure when and where they need it. 38

 Goal 6: All students at Redland Elementary will show improvement in math. 39

 Goal 7: The faculty and staff at Redland Elementary will move instruction from a teacher-centered focus to a student-centered focus. (Advanc-ed surveys indicate 4.33 for parents, 4.58 for staff, and 3.26 for students. 39

Activity Summary by Funding Source 41

Coordination of Resources-Comprehensive Budget

Introduction 46

I. State Foundation Funds: FTEs Earned 47

I. State Foundation Funds: Units Placed 48

I. State Foundation Funds: Total Salaries 49

II. Federal Funds 51

III. Local Funds (if applicable) 54

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Redland Elementary School (RES) is an exceptional school with exceptional students, faculty, and staff. The success that is evident here is far reaching and as simple as the mission and vision statements. It is evident at RES that all who enter the school help to plan and plan to help; RES is a close-knit community of learners who take pride in all that we do. From the Seven Habits that are taught, internalized, and practiced; to the academic prowess that both students and faculty put first, and to the sense of security and well-being that all within our walls experience due in great part to the Quick Access System that is in place. Redland is a top-notch school that is gaining notoriety with each year that passes.

Empowering students, faculty, and staff with skills needed to build character and achieve greatness and freedom to be proactive without fear of reprisal is, in itself, a rather daring concept in schools today. Teaching the whole child and training them in the way they should go in all phases of life leads to good behavior, better cooperation, and the best end product that any elementary school can expect. Add to the mix, the Redland community and the pride of ownership that parents and neighbors feel toward our school and what we get is excellence.

RES in its sixth year, opened in 2009 to address the tremendous need of another elementary school to support the explosion of young families and students residing in the Redland community. Redland is a rural community in Elmore County. However, it is comprised of a great deal of affluent families that live and work in Montgomery County. Housing in and around the school can range from very modest prices to well over \$450,000. The community continues to grow at an exponential rate.

The school ended the first year with approximately 750 students and the fifth year with almost 900 students. The growth in the student population has been explosive. The school serves students in grades K-6. Currently, Redland Elementary has 915 students. The demographic breakdown is: Asian 8, Black 139, White 738, and all others 38. The school has 249 students receiving free lunch and 65 students receiving reduced lunch..Currently, there are 133 gifted students served by two gifted teachers on a rotating weekly schedule. In addition, the school has 75 Individualized Education Programs (IEP) served by four Special Education teachers and four Special Education paraprofessionals. The RES breakdown of teachers and staff is as follows: 84 staff members this includes 7 buses drivers, 2 clerical workers, 8 aides, 6 cafeteria workers, 4 custodians, and 1 nurse.

The school is 85,000 square feet with multiple spaces to house classrooms, a gym, lunchroom, media center, faculty lounges, and special education rooms. As a result of the tremendous growth factor, it has become extremely difficult to keep up the space requirements. After the first year of the schools opening, eight new classrooms were added to the building. As the school and community rapidly grows, space will continue to be an overriding issue.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

The mission of RES is "Children First." This mission is kept in mind with every program that is developed each and every year for our students. The vision statement of this system is "Building Success for Life." With this in mind, our school has taken great efforts to ensure that every student receives the academic training needed to be college and career ready. Academic lessons are presented daily by highly qualified teachers who teach research based instructional programs selected by the Elmore County Board of Education (ECBOE). All programs used in this system infuse rigor across the curriculum. The Go Math curriculum used here at RES teaches national common core standards to ensure students are mastering the same skills as needed on a national level. The instructional classrooms at RES present meaningful, engaging lessons through the use of technology which includes interactive smartboards, document cameras, projectors, and computers. Likewise, unique areas of assessment are incorporated into this system to ensure student's progress over time is monitored. The assessments used in our school are Dynamic Indicators of Basic Early Literacy Skills (DIBELS), reading unit benchmark tests, math post-tests, Star Test, ACT Aspire, and Global Scholar. Data from each assessment area is used throughout the school to drive instruction. Students not meeting assessment standards are placed in Tier II reading and math remediation. This ensures all students are performing adequately on grade level.

RES offers opportunities for students to be socially enriched and engaged. First through sixth grades hold club meetings once a month. At this time, students participate in a variety of activities such as art, music, math, chess, and science clubs. Our students at RES intermix with other students within their grade level, and they learn and experience new activities presented in their clubs. Likewise, fourth through sixth grade offers student council opportunities. Student's campaign and run for the offices of president, vice-president, secretary, and treasurer. Grade level votes are compiled and student chosen leaders are placed in each official position. Additionally, to promote the arts RES offers a school wide chorus program. To promote the arts in education at RES, we also have a "Fabulous Friday" program that takes place one Friday out of each month. This is where a musician or artist comes to our school and perform or display their artistic ability at the front entrance of the school for all the students and parents as they enter school on that day. We also have a spring art night each year, where our students in K-6th grade create beautiful pieces of art to promote an artist or a theme. The art is displayed around our school for community leaders, parents, teachers, and others to come and view.

The RES faculty believes that reading is crucial in developing lifelong learners. We are committed to helping our students become dedicated, independent readers. To achieve this goal, we use the Reading Renaissance program. Our teachers have training in using the Reading Renaissance program every day. Our students check out Accelerated Reader (AR) books from our school library, and they are able to take reading comprehension tests each day to work towards their own classroom goals set in the AR computer program.

In an effort to give the students at RES opportunities to learn behaviors and choices appropriate for future success, the Seven Habits of a highly successful child are incorporated into the system on a daily basis. This program explains and offers students a chance to hear and learn about correct behaviors expected in society. Those Habits include being proactive, beginning with the end in mind, think win-win, sharpening the saw, put first things first, seek first to understand and then to be understood, and synergize. This program is implemented by our teachers who verbally remind students of good choices and model good choices daily, RES guidance counselor visits each class in our school once a month to discuss one of the Seven Habits. Our counselor clearly explains the habit and imposes a classroom discussion about the habit. Students are allowed to explore and practice each habit weekly through writing opportunities. Each week our students are given the opportunity to write about a Seven Habit that they have used during the week. Writing assignments are submitted to the office and one or

more students are selected to be the Leader in Me student of the week. The Soaring Leader Program in our school also honors and recognizes students who are caught following the Seven Habits by offering monthly rewards.

RES offers several programs during the year for our students such as; Fire Safety Week, Red Ribbon Week, United Way, and Jump Rope for Heart. All of these programs teach lifelong lessons to our students. Our Fire Safety Program happens each October during PE time when someone with the fire department comes and discusses the importance of knowing what and what not to do during a fire. We celebrate Drug Free Red Ribbon Week each October to learn about the necessity of being drug free.

Another important program that our school offers to our students at RES is the after school tutoring program. If there are any 3rd - 6th grade students who are struggling in math or reading, they can be tutored by one of our teachers once a week after school. This program offers help with areas that are not being mastered in the classroom.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Redland Elementary (RES) is only five years old. Although it is a young school, it boasts many accomplishments. These accomplishments range from school safety and character education to making Adequate Yearly Progress (AYP).

The vision statement for RES is Building Success for Life. This vision was born out of the construction phase of our school. Before RES opened, the Elmore County Emergency Management Association Director and principal developed a safety plan for the school. This plan developed a safe zone to be used during tornadoes. Additionally, safety backpacks were assembled for use during emergencies. These bags include first aid and emergency supplies. Another measure of safety is the Quick Access program at the front entrance of the school. This scanner is operated by the Alabama Criminal Justice Center. The program verifies visitors, checks for sex offender status, and notifies school officials to prevent entry into the building. Because of these measures, RES was awarded the Attorney General's Safe School Award of Excellence in 2010 and again in 2013.

The mission of RES is simple - Children First. This mission was the reason our school chose to implement the The Leader in Me based on author Steven Covey's Seven Habits of Highly Effective People. Students learn they are the leader of themselves and to take responsibility for their actions and choices. Each habit builds upon the previous one and change from focus on self to focus on others. These efforts were recognized in 2011 when RES received the Character Education Partnership (CEP) Promising Practices Award. RES was one of 260 schools from the United States, Brazil, Mexico, and Singapore selected for this award. In 2014, the Leader In Me Program at RES was featured in two newspapers, The Wetumpka Progress and the Montgomery Advertiser.

Another area of notable achievement is in scholastic competitions. RES students have won numerous awards in Elmore County as well as state-wide. Each year, a school science fair is held and winners move on to the county competition. In 2011, students from RES earned 50% of all science fair awards at the Elmore County science fair. One sixth grade student from RES moved on the regional and state science fairs and was recognized at the state level. Also in 2011, a sixth grader won the school and county spelling bees and moved on to the state spelling bee. Students in Gifted and Talented Education (GATE) participate yearly in the Design an Exhibit sponsored by the McWane Science Center. In 2010, 2011 and 2013, GATE students won awards in this competition. Two other competitions held at RES are the Geography Bee and Mental Math Challenge. These competitions are held annually at the school, but there is no district or state level at which students can compete.

The media center is another area in which RES has shown remarkable achievements. The media center is completely operated on a flexible schedule to maximize student use and to give students a strong sense of empowerment. The result of this flex time was a circulation of 125,123 books among 890 students for the 2013/2014 school year. In addition to a large number of circulated books, students took 115,074 Accelerated Reader quizzes.

In just five years of existence, RES was recognized as a high performing school. It met and far exceeded the state requirements for AYP. Students took the ARMT (Alabama Reading and Math Test) each year. The following is a summary of scores for the five years. The average state requirement for the reading portion during this time period was 87%. RES averaged 97% in reading. The average state requirement for the math portion during this time was 79%. RES averaged 94% in math.

RES was named a 2012 Energy Star award recipient by the U.S. Environmental Protection Agency. The award recognizes RES for using 35 percent fewer greenhouse gas emissions than similar buildings across the nation.

RES teachers and administrators are committed to the development of our participation in collaborative learning communities that will improve direct instruction and ultimately student learning. In the process of developing RES as a collaborative learning community, the entire staff community has a common vision and agrees upon outcome for our students' learning and performance. We understand that changing the structure in a school will not make a collaborative school without a culture and an environment that supports it. The teachers begin with the end in mind by developing a common vision and outcome, then work to refine classroom practice and staff collegiality by power sharing.

As the support staff takes the guidance from the teacher and follows their directives, it is important that the teacher have training and then transfer information through professional development opportunities to the support staff. The support staff is very essential to the success of many of our programs as they provide quality skills through transfer of instruction to students who rely on them to differentiate instruction so that they are better able to understand various skills. It is beneficial to the students, that the support staff be trained in data interpretation and how they are to use it to improve student learning and academic performance. The instructional coach will provide data training bi-annually to ensure that the support staff will be actively involved in student learning.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

As the support staff takes the guidance from the teacher and follows their directives, it is important that the teacher have training and then transfer information through professional development opportunities to the support staff. The support staff is very essential to the success of many of our programs as they provide quality skills through transfer of instruction to students who rely on them to differentiate instruction so that they are better able to understand various skills. It is beneficial to the students, that the support staff be trained in data interpretation and how they are to use it to improve student learning and academic performance. The instructional coach will provide data training bi-annually to ensure that the support staff will be actively involved in student learning.

The commitment to the future of all students is evident in all grade levels at Redland Elementary School mostly due to community involvement. The school has a partnership with one of the local churches, Mulder United Methodist Church. At the beginning of school the church provides a breakfast for all of the teachers and staff. On the first day for students, members of the church come and help direct traffic for the first week of school. There is a group of church members that are called the Redland Readers. They come and read with students who need additional help in reading.

Every year our school has a fall festival called Night in Old Redland. Teachers have booths with games, goodies to sale, Parent Teacher Organization PTO has a silent auction and our choirs perform. This is an opportunity for the community to come together and for our teachers to make some money for their classroom.

Another local church, Redland Baptist Church has an after school program called The Good News Club. They use RES cafeteria every Tuesday to instruct children in a Christian based program. Also, the students have opportunities to participate in other after school activities. Abrakadoodle Art is a mobile art education program that comes to the school. Dance and baton twirling classes are offered by Touch of Class in our gymnasium.

Friends of Redland Elementary (FORE) is a group of volunteers focused on meeting the needs of the students & faculty of Redland Elementary School by working with the administration & PTO to provide assistance in five key areas: Grandparents/Volunteers, Sponsorship/Money/Grant, Benevolence, Grounds/Playground and Media Center. FORE is an organization for individuals devoted to the excellence of education at RES, as well as the welfare of its students but are not parents of current students. (Grandparents, community members, etc.)

Book Buddies is a program designed to allow members of our community to mentor students and provide one on one adult interaction with students who need it by coming into the Media Center and reading together.

Our Parent Teacher Organization (PTO) consists of a group of parents willing to help out in any area of the school that is needed. The PTO organizes parent volunteers to operate the snack shack every morning. They also come and volunteer their time and help during different activities such as picture day and our yearly vision screening. PTO also organizes various fundraisers in order to help raise money for the school. Some of the major fundraisers to date have been our first ever RES Read-A-Thon, PTO Silent Auction at our Fall Festival and their t-shirt sales at the beginning of the school year.

TECHNOLOGY IMPROVEMENTS/ADVANCEMENTS

Elmore County Public Schools' Pathways 2 Digital Learning (P2DL) initiative is the foundation on which future ventures and Educational Technology initiatives will be built. Phase I of this initiative involved an increase in internet bandwidth, upgrades to network and wireless infrastructure, and the comprehensive replacement of all staff and student workstations and laptops. Approximately 2200 workstations and 1100 laptops were installed during Phase I of the P2DL Initiative. Since the onset of the project, the District's goal has been to get all users on an identical, current operating system and to equitably distribute technology resources amongst all of its sites and stakeholders. Offices and classrooms within the district were outfitted with new 10/100 Mbps and 1 Gbps switches at the edge. The new switches will allow for more throughput, easier management, and increased reliability. To complement the more robust Local Area Networks (LANs) the district entirely overhauled its aging wireless infrastructure. The new equipment was engineered and positioned in such a way that a BYOD/1:1 initiative would not only be supported, but would also be allowed to flourish. Elmore County Public Schools believes technology integration in learning is a priority; the increase in bandwidth and upgraded infrastructure paired with rigorous professional development and "blended learning" strategies can help to enhance student achievement and retention as well as change the very notion of learning itself.

Redland Elementary Technology Committee Members:

Melissa Easley

Lauryn Smith

Dan Aude

Barbara Burchard

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

At Redland Elementary, we involve all stakeholders in the development of the school's improvement plan. The school extends an open invitation for the parents and community stakeholders to participate in the ASSIST Continuous Improvement Plan (ACIP) process. Community stakeholders and parents volunteer to serve on the Building Leadership Team (BLT). The chairperson of each grade and specialist in different areas, such as physical education, special education, instructional coach and media specialist are assigned to serve on the BLT committee. The students who serve on the BLT committee are student council members. All members of the BLT committee are informed of the purpose and plans of the committee. The committee members agreed it would be beneficial to hold meetings after school.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

The stakeholders provide services to help improve student achievement, that are listed in the ASSIST Continuous Improvement Plan (ACIP). The associate pastor of a local church, where many of Redland Elementary students attend, participates in the Friends of Redland Elementary (F.O.R.E.) group. The group F.O.R.E. helps with various activities to foster the school community and support student achievement. The group sponsors an annual golf tournament to help with classroom materials. The church members provide assistance with car pool duties and provide an annual luncheon and breakfast for the school's staff members. The parents help with student achievement, by volunteering to tutor students. In addition, local community members are involved in the BUDDY Reading Program.

The school faculty plan and implement strategies to help improve student achievement. The teachers meet with grade level peers to address strengths and weaknesses listed in the ACIP. The teachers and the specialists work together to help improve instruction of all students. With all stakeholders working together to implement things that they suggested in the ACIP, it makes a great success for student achievement.

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

The final ASSIST Continuous Improvement Plan (ACIP) is communicated to all stakeholders on the Building Leadership Team and other Redland Elementary faculty through email. The stakeholders that take part in the development of the ACIP, will read the ACIP and suggest changes if needed. If everyone is in agreement with the ACIP, then the stakeholders will sign the ACIP. The ACIP is then posted on the school's web page for all stakeholders to review. The ACIP is updated every year to let stakeholders know the strengths and weaknesses of the school, and our goals and plans to improve academic instruction.

Stakeholder Feedback Diagnostic

Introduction

The Stakeholder Feedback Diagnostic is designed to analyze the institution's survey results in terms of areas of achievement and areas that need improvement. Further, the diagnostic is essential to the accreditation and continuous improvement processes in that it provides the institution with a comprehensive view of the aggregate scores of the surveys administered, and the actual total of respondents for each survey type to derive a single score for this diagnostic. The performance level score computed at the completion of the diagnostic is used to broaden and enhance the external review team's understanding of the stakeholder's perceptions of the institution; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes	Attached is a copy of stakeholder survey data.	Survey Data RES Staff/Student Survey Data

Evaluative Criteria and Rubrics

Overall Rating: 4.0

	Statement or Question	Response	Rating
1.	Questionnaire Administration	All required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with complete fidelity to the appropriate administrative procedures. In every instance, the stakeholders to whom these questionnaires were administered fully represented the populations served by the institution. Appropriate accommodations were provided as necessary for all participants.	Level 4

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	Two or more of the stakeholder questionnaires had average item values of 4.30 or higher (on a 5.0 scale). All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were well analyzed and clearly presented.	Level 4

Areas of Notable Achievement

Which area(s) indicate the overall highest level of satisfaction or approval?

The three highest standards were: (1) Directions and Purpose (2) Teaching and Assessing for Learning and (3) Resources and Support Systems

Parents:(Indicator 4.3, Score 4.82 out of 5)

Staff: (Indicator 1.3, Score 4.7 out of 5)

Grades 3-5 Students: (Indicator 3.4, Score 2.99 out of 3)

Which area(s) show a trend toward increasing stakeholder satisfaction or approval?

The parents, staff, and K-5 students scored consistency with Standard 1 - Direction and Purpose

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

Redland Elementary School does not have any data source of a like nature to compare with these surveys from AdvanceED at this time. This lack of data indicates a need to revisit the timely manner in which we conduct our surveys.

Areas in Need of Improvement

Which area(s) indicate the overall lowest level of satisfaction or approval?

The lowest Indicators were:

Parents: Score 2.3 and 4.13 out of 5

Staff: Score 3.5 and 4.44 out of 5

K-2 Students: Score 3.8 and 2.73 out of 3

3-5 Students: Score 3.8 and 2.6 out of 3

6-12 Students: Score 3.3 and 4.02 out of 5

Which area(s) show a trend toward decreasing stakeholder satisfaction or approval?

Indicator 3.5 was consistent among parents and staff

Indicator 3.8 was consistent among 3-6 students

What are the implications for these stakeholder perceptions?

Parents: Indicator 2.3

Staff: indicator 3.5

K-2 Students: Indicator 3.8

3-5 Students: Indicator 3.8

6-12 Students: Indicator 3.3

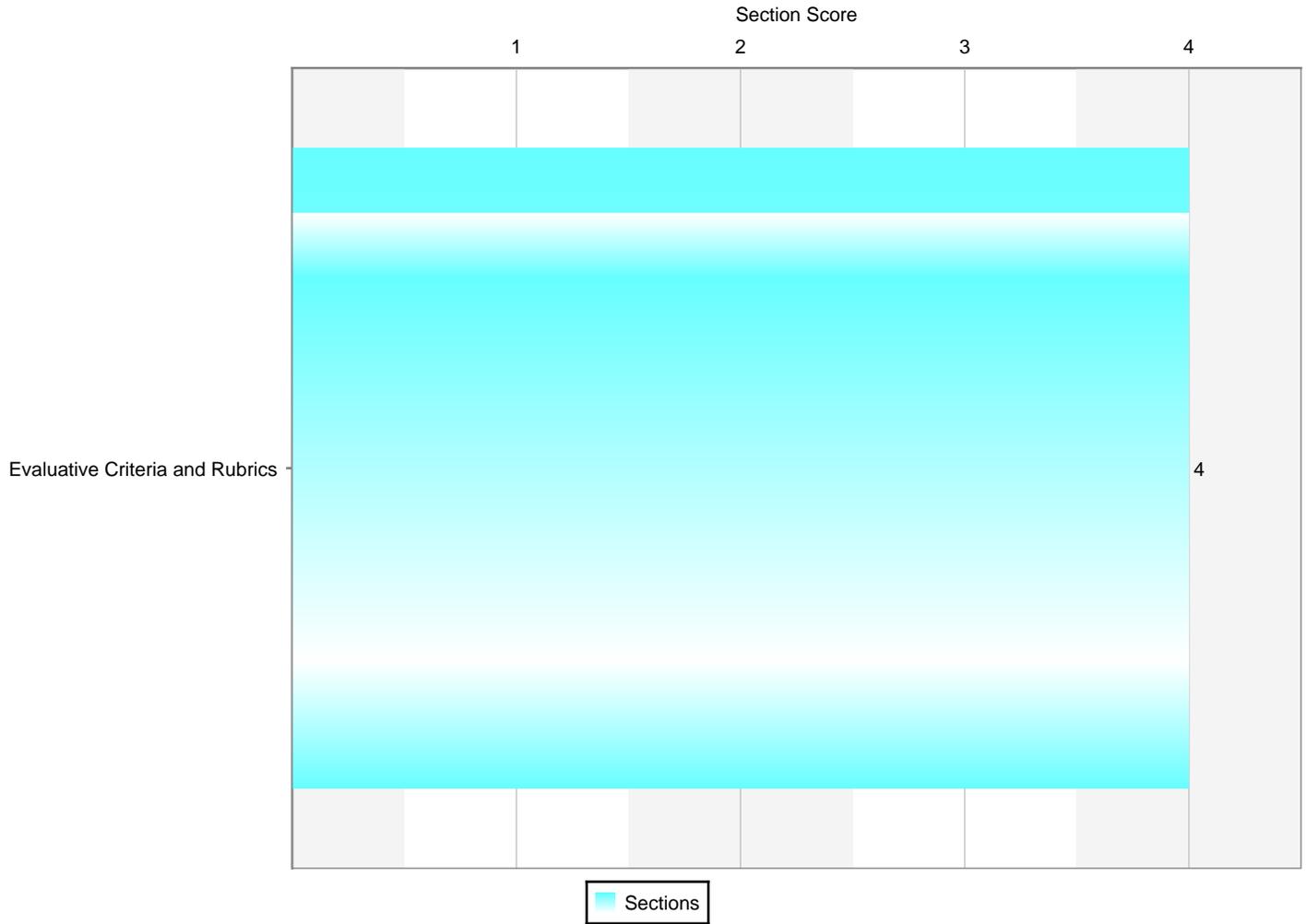
Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

Redland Elementary School does not have any data source of a like nature to compare with these surveys from AdvanceED at this time.

This lack of data indicates a need to revisit the timely manner in which we conduct our surveys.

Report Summary

Scores By Section



Student Performance Diagnostic

Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes	Attached are copies of the STAR Reading/Math Reports.	STAR Math Growth Report STAR Math Proficiency STAR Math Standards STAR Reading Proficiency STAR Early Literacy Growth Report STAR Reading Standards

Evaluative Criteria and Rubrics

Overall Rating: 2.75

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the majority of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is relatively persuasive. Most of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 3

	Statement or Question	Response	Rating
2.	Test Administration	Most of the assessments used by the institution to determine students' performances have been administered with reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the students to whom these assessments were administered are essentially representative of the students served by the institution. Appropriate accommodations have been provided for most assessments so that valid inferences can be made about most students' status with respect to most of the institution's targeted curricular outcomes.	Level 3

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is acceptably analyzed and presented with reasonable clarity. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is at or above what would otherwise be expected.	Level 3

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps demonstrate a modest decline.	Level 2

Areas of Notable Achievement

Which area(s) are above the expected levels of performance?

In every grade interpreting data, measurement and basic fact fluency were above 80%.

Describe the area(s) that show a positive trend in performance.

In reading, students are increasing in grade equivalence of 5 months in one nine week period.

Which area(s) indicate the overall highest performance?

In math, data had the highest level of performance.

In reading, accelerated reading is the highest level of performance.

Which subgroup(s) show a trend toward increasing performance?

The special education students are showing an increase in both math and reading.

Between which subgroups is the achievement gap closing?

This information is not available at this time, but the teachers will identify special education students in the future.

Which of the above reported findings are consistent with findings from other data sources?

The above findings are consistent with the pre and post tests in math and reading.

Areas in Need of Improvement

Which area(s) are below the expected levels of performance?

In reading, comprehension is below the level of performance.
In math, problem solving is below the expected level of performance.

Describe the area(s) that show a negative trend in performance.

In math, problem solving shows a negative trend.
In reading, comprehension shows a negative trend.

Which area(s) indicate the overall lowest performance?

In math, place value, time and money were the lowest performance.
In reading, writing is the lowest performance.

Which subgroup(s) show a trend toward decreasing performance?

The black students showed a trend toward decreasing performance.

Between which subgroups is the achievement gap becoming greater?

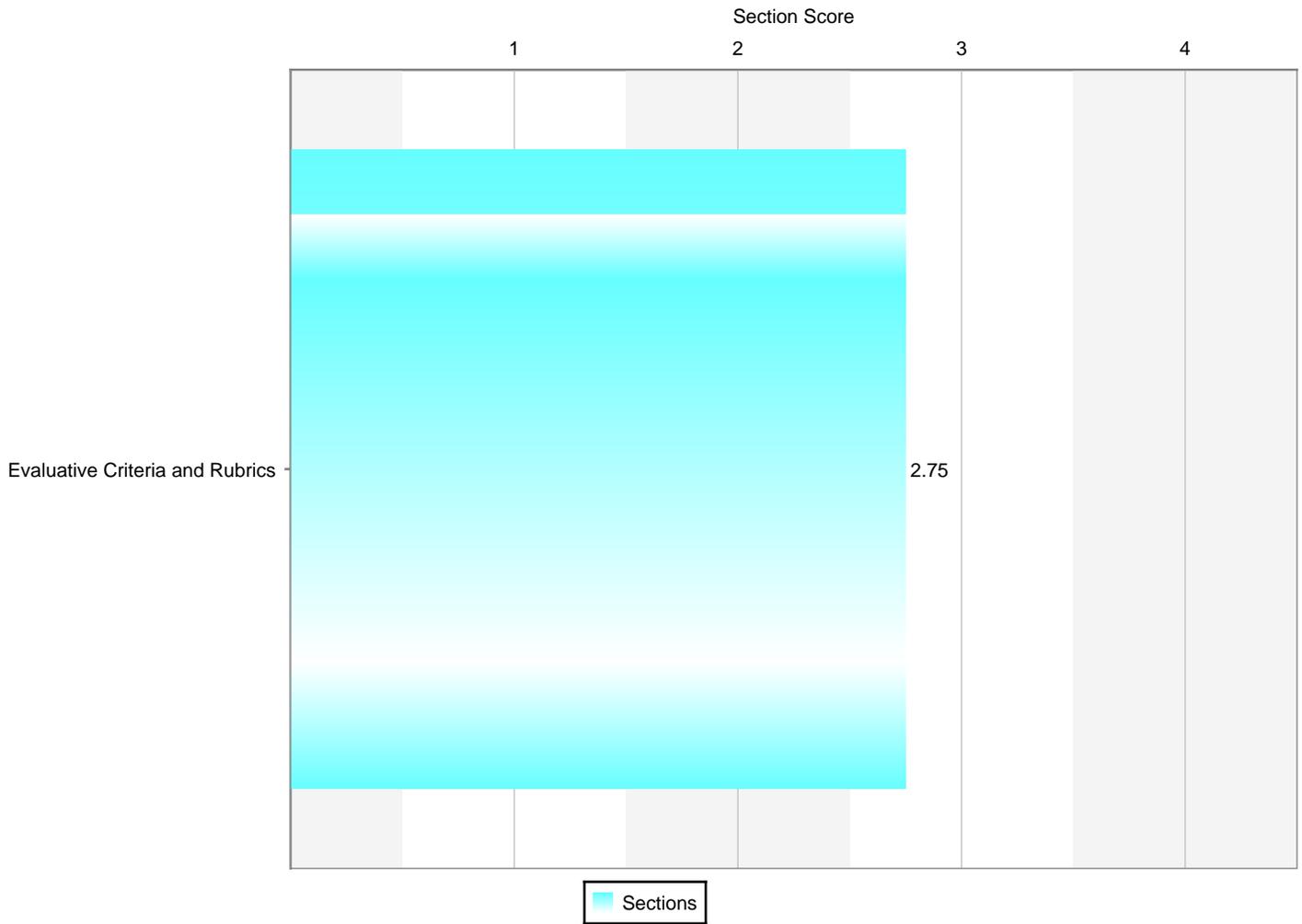
The achievement gap between black and white students is greater.

Which of the above reported findings are consistent with findings from other data sources?

The above findings are consistent with the pre and post tests.

Report Summary

Scores By Section



ACIP Assurances

Introduction

By responding to the questions in ASSIST and attaching evidence when required, the institution has verified whether it meets or does not meet each of the required ACIP Assurances.

ACIP Assurances

Label	Assurance	Response	Comment	Attachment
1.	The Instructional Leadership Team members that should be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, ELL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.	Yes	Sign- in Sheets Agenda/notes are maintained on site List of people involved attached	RES BLT

Label	Assurance	Response	Comment	Attachment
2.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education.	Yes	Redland Elementary is not a Title I school	

Label	Assurance	Response	Comment	Attachment
3.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Dr. Andre Harrison Deputy Superintendent Elmore County Public Schools 100 H H Robison Drive Wetumpka, Alabama 36092 (334) 567-1200	

Label	Assurance	Response	Comment	Attachment
4.	The institution has a Parent Involvement policy and plan as required in NCLB Section 1118, and ensures that all requirements in Section 1118 and 1111(h)(6), Parents' Right-to-Know, are implemented systematically.	No	Redland Elementary School is not a Title I school.	

ACIP

Redland Elementary School

Label	Assurance	Response	Comment	Attachment
5.	The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (NCLB Section 1118(d)(1-2)(A,B,C)) and was jointly developed with parents of participating students.	No	Redland Elementary School is not a Title I school.	

Plan for ACIP 2014-2015

Overview

Plan Name

Plan for ACIP 2014-2015

Plan Description

Plan for ACIP 2014-2015

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Redland Elementary School will increase their comprehension skills.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
2	For AMAO A, 53% of EL students will score a Composite Proficiency Level gain of 0.5 or higher on the 2015 ACCESS ELLs assessment. For AMAO B, 19% of the EL students will score a Composite Proficiency Level of 4.8 or higher on the 2015 ACCESS for EL ass	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
3	Engage and empower the learner through technology.	Objectives: 1 Strategies: 1 Activities: 7	Academic	\$0
4	Prepare and Support Teachers and Leaders to Graduate College and Career Ready Students.	Objectives: 1 Strategies: 1 Activities: 5	Academic	\$75
5	All educators and students will have tools to access a comprehensive viable infrastructure when and where they need it.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
6	All students at Redland Elementary will show improvement in math	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
7	The faculty and staff at Redland Elementary will move instruction from a teacher-centered focus to a student-centered focus. (Advanced surveys indicate 4.33 for parents, 4.58 for staff, and 3.26 for students.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0

Goal 1: All students at Redland Elementary School will increase their comprehension skills.

Measurable Objective 1:

80% of All Students will demonstrate a proficiency comprehension skill in Reading by 05/08/2015 as measured by STAR Reading.

Strategy 1:

STAR Reading - The teachers will administer the STAR test to each student to build their comprehension skills. STAR assessment is computer-adaptive to give reliable and valid data. STAR includes skills-based test items, learning progression for instructional planning, and in-depth reports. The STAR test groups students into Benchmark, Strategic and Intensive levels. STAR provides resources the teachers need to teach the common core reading standards. STAR recommends that intensive students test weekly on the STAR test, strategic students STAR test twice a quarter, and benchmark students STAR test once a quarter. STAR assists teachers with grouping of Tier II and reading small groups. Teachers can use the scale score from STAR to show academic growth.

Research Cited: Renaissance Learning (STAR Early Literacy, STAR Reading, STAR Math and Accelerated Reader)

Activity - Monitor Implementation of Comprehension Skills	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>In August all reading teachers, will establish small flexible groups by using the results from the STAR reading program. In these small groups the teachers will teach comprehension strategies. All teachers will use engaging and meaningful center activities each day to reinforce comprehension skills.</p> <p>The teachers will implement STAR reading and Global Scholar to identify remediation goals. The reading teachers will monitor progress and assess student mastery in the area of reading comprehension, through regular assessment in STAR reading and pre and post assessments.</p> <p>The students will participate in the universal screener and actively engage in accelerated reader. All teachers will implement daily ARI best practices before, during and after reading (graphic organizers, turn and talk, quick writes, etc.). The teachers will implement daily explicit instruction during whole and small group to include the following: model and explain, guided practice with feedback and independent practice with feedback. The teachers will implement daily Tier I, with a minimum of 90 minutes reading block to include reading comprehension. They will implement a minimum of 30 minutes daily for Tier II instruction, with small group instruction on reading comprehension skills. The students will successfully complete weekly and quarterly STAR assessments to monitor their comprehension progress.</p> <p>Redland Elementary School implements a book buddy program that matches volunteers with a Tier II student. Volunteers come on a weekly basis and assist students with reading and comprehending Accelerated Reader books.</p> <p>The special education students will be given explicit instruction and guided practice and feedback to increase their comprehension skills. They will be given Tier III instructions in the resource room. The students will be given global scholar and pre/post test every nine weeks. The teachers will use the 45 Day Plan to periodically check the progress of the students. The special education teachers use the Scotts Foremans, My Sidewalk, textbook as a resource to use with the speical education students.</p> <p>The Instructional Coach will provide on-going, job embedded professional development through coaching and monthly data meetings.</p>	<p>Academic Support Program</p>	<p>08/04/2014</p>	<p>05/21/2015</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Instructional Coach</p>
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Goal 2: For AMAO A, 53% of EL students will score a Composite Proficiency Level gain of 0.5 or higher on the 2015 ACCESS ELLs assessment. For AMAO B,19% of the EL students will score a Composite Proficiency Level of 4.8 or higher on the 2015 ACCESS for EL ass

Measurable Objective 1:

A total of 4 English Learners students will demonstrate a proficiency in the language domain (reading, writing, listening and speaking) in English Language Arts by 03/20/2015 as measured by ACCESS for ELLs scores for Spring 2014 and Spring 2015.

Strategy 1:

WIDA/ESL Training - Teachers of English learners will attend an annual WIDA/ESL training with the EL coordinator. The teachers will use the WIDA Consortium for strategies to use with the EL students. The EL parents and students will be provided technological resources when needed. The EL teachers will include strategies in their daily lesson plans for the EL students.

Research Cited: WIDA

Activity - EL Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All EL students will use the Finish Line workbook to work on different activities. The EL students will use the computer software "English in a Flash" to help with comprehending the English language. The EL students in 5th and 6th grades will use the "Rosetta Stone" software to help with the English language.	Academic Support Program	09/02/2014	05/15/2015	\$0	No Funding Required	ESL Coordinator/ Teachers of EL Students

Goal 3: Engage and empower the learner through technology.**Measurable Objective 1:**

100% of All Students will demonstrate a behavior Demonstrates the ability to think creatively, to construct knowledge, and to develop products. in English Language Arts by 05/15/2015 as measured by Measure by observation and creation of student products..

Strategy 1:

Technology Resources - Teachers and students will use technology resources to facilitate empowerment and engagement during learning, for demonstration of mastery, and in communication.

Research Cited: College and Career Readiness standards, Alabama Technology Standards

Activity - Utilizing Digital Research	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classes will research a topic using digital resources.	Technology	08/04/2014	05/15/2015	\$0	No Funding Required	All Certified Staff

Activity - Digital Presentation Tools	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classes will create a project utilizing digital presentation tools; Powerpoint, SMART Notebook, VoiceThread, etc.	Technology	08/04/2014	05/15/2015	\$0	No Funding Required	All Certified Staff

Activity - Presentation of Content	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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ACIP

Redland Elementary School

Teachers will present instructional content using digital projectors, SMART Boards, or interactive projectors.	Technology	08/04/2014	05/15/2015	\$0	No Funding Required	All Certified Staff
Activity - Internet Safety	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in a variety of activities to learn internet safety.	Technology	08/04/2014	05/15/2015	\$0	No Funding Required	All Certified Staff
Activity - Technology Based Projects	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will assign a technology based project for classes to demonstrate content mastery.	Technology	08/04/2014	05/15/2015	\$0	No Funding Required	All Certified Staff
Activity - Real World Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will interact with Businesses, Public Servants, etc. to discover how technology is utilized in the real world; guest speakers, virtual field trips, videos, etc.	Technology	08/04/2014	05/15/2015	\$0	No Funding Required	All Staff
Activity - Classroom Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will join and utilize Class Dojo, School Messenger, the School Website, Remind, etc. in order to communicate with their teacher(s) regarding upcoming assignments, tests, projects, and general classroom information.	Technology	08/04/2014	05/15/2015	\$0	No Funding Required	Administrators and Certified Staff

Goal 4: Prepare and Support Teachers and Leaders to Graduate College and Career Ready Students.

Measurable Objective 1:

100% of All Students will demonstrate a proficiency to use teacher created activities that facilitate real life experiences that advance student learning through the use of various technologies. in English Language Arts by 05/14/2014 as measured by Measure by teacher created activities and completion of student products..

Strategy 1:

Professional Development - Teachers will be provided with the opportunity to participate in Professional Development in order to research and develop effective use and technology integration.

Research Cited: Becoming a Learning School by Killion and Roy

Activity - Tech Tuesday Emails	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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ACIP

Redland Elementary School

Teachers will be sent weekly emails highlighting a useful technology tool.	Professional Learning	07/28/2014	05/15/2015	\$0	No Funding Required	All staff
Activity - Microsoft Mondays	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be sent a weekly email highlighting different aspects of Microsoft Office.	Technology	07/28/2014	05/15/2015	\$0	No Funding Required	All staff
Activity - Grade Level Meeting/ PLC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and staff will share helpful technology resources to support CCRS.	Technology	07/28/2014	05/15/2015	\$0	No Funding Required	All staff
Activity - IT Academy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Select teachers will receive additional technology training that will empower them to become leader technology.	Technology	07/28/2014	05/15/2015	\$0	No Funding Required	Select Certified Staff
Activity - Tech Connect P2DL	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend a variety of presentations highlighting technology tools they can incorporate into their classrooms.	Technology	07/28/2014	05/15/2015	\$75	District Funding	All staff

Goal 5: All educators and students will have tools to access a comprehensive viable infrastructure when and where they need it.

Measurable Objective 1:

collaborate to ensure proper infrastructure is provided to all educators and students. by 05/23/2014 as measured by Transform 2020 Survey Results and Inventory Reports.

Strategy 1:

Infrastructure Data Reports - The Department of Technology will collect, analyze, and report aggregate infrastructure data for all schools in the Elmore County district.

Research Cited: no research

Activity - Completed Surveys	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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All certified staff will complete the end of year technology survey and inventory form.	Other	04/01/2014	05/23/2014	\$0	No Funding Required	All certified staff and Office of Technology staff
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Goal 6: All students at Redland Elementary will show improvement in math

Measurable Objective 1:

100% of All Students will demonstrate a proficiency of 5% in Mathematics by 05/01/2015 as measured by Global Scholar Mathematics Assessment and ACT Aspire Assessment.

Strategy 1:

1. Fluency Basic Facts Practice 2. Problem Solving - Disaggregate formative and high-stakes assessment data to determine if students are making adequate progress and to provide differentiated instruction in fluency of basic facts and problem solving.

With fluency practice, the teachers will use FASTT Math and Ten Mark. During whole group, small group, and Tier II, the students will use games and practice activities. With problem solving, the teachers are using Daily Data, Mountain Math and Math Talk.

Research Cited: Academic strategies and research for K-5 Mathematics and Insight Tool

Activity - Math Practice Skills	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use assessment data to establish flexible groups (post assessments and STAR math), implement explicit, intensive instruction in small groups for fifteen minutes daily, math journals, incorporate the Mathematical Practice Standards, hands-on activities, utilize technology, utilize flip book, conduct weekly grade level meetings to plan instruction, quarterly meetings to analyze post assessment data, and monthly data meetings (45 day plan).	Academic Support Program	08/04/2014	05/21/2015	\$0	No Funding Required	Instructional Coach

Goal 7: The faculty and staff at Redland Elementary will move instruction from a teacher-centered focus to a student-centered focus. (Advanced surveys indicate 4.33 for parents, 4.58 for staff, and 3.26 for students.)

Measurable Objective 1:

collaborate to move instruction from teacher-centered focus to student-centered by 05/21/2015 as measured by a 2% increase in parent, staff and student survey results.

Strategy 1:

Student Centered Classroom Activities - Students are giving the opportunity to participate in the following activities during the school year; The teachers in 5th and 6th grades attended a LTF (Laying the Foundation) training. In July 2014, the county technology department refreshed all computers. For 2014 school year, Redland Elementary received two computer carts with 26 laptop computers. Teachers participate in instructional rounds to observe students engagement and participation.

Activity - Student Centered Classroom Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are given the opportunity to participate with working in learning cooperate groups; student discourse, math talk and working in group centers. The students use technology for FASTT Math, Ten Marks, Star Math, Star Reading and Accelerated Reading. The students are actively engaged in learning targets that are written by the students - "I can " statements, teachers are checking for understanding during the daily lessons, data is being used with students to form goals, teachers model work, and the students celebrate their learning through the geography bee, spelling bee, math challenge, science fair projects and clubs during the school year.	Other	08/04/2014	05/21/2015	\$0	No Funding Required	All Kindergarten - Sixth Grade Teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Tech Connect P2DL	Teachers will attend a variety of presentations highlighting technology tools they can incorporate into their classrooms.	Technology	07/28/2014	05/15/2015	\$75	All staff
Total					\$75	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Digital Presentation Tools	Classes will create a project utilizing digital presentation tools; Powerpoint, SMART Notebook, VoiceThread, etc.	Technology	08/04/2014	05/15/2015	\$0	All Certified Staff
IT Academy	Select teachers will receive additional technology training that will empower them to become leader technology.	Technology	07/28/2014	05/15/2015	\$0	Select Certified Staff

ACIP

Redland Elementary School

<p>Monitor Implementation of Comprehension Skills</p>	<p>In August all reading teachers, will establish small flexible groups by using the results from the STAR reading program. In these small groups the teachers will teach comprehension strategies. All teachers will use engaging and meaningful center activities each day to reinforce comprehension skills.</p> <p>The teachers will implement STAR reading and Global Scholar to identify remediation goals. The reading teachers will monitor progress and assess student mastery in the area of reading comprehension, through regular assessment in STAR reading and pre and post assessments.</p> <p>The students will participate in the universal screener and actively engage in accelerated reader. All teachers will implement daily ARI best practices before, during and after reading (graphic organizers, turn and talk, quick writes, etc.). The teachers will implement daily explicit instruction during whole and small group to include the following: model and explain, guided practice with feedback and independent practice with feedback. The teachers will implement daily Tier I, with a minimum of 90 minutes reading block to include reading comprehension. They will implement a minimum of 30 minutes daily for Tier II instruction, with small group instruction on reading comprehension skills. The students will successfully complete weekly and quarterly STAR assessments to monitor their comprehension progress.</p> <p>Redland Elementary School implements a book buddy program that matches volunteers with a Tier II student. Volunteers come on a weekly basis and assist students with reading and comprehending Accelerated Reader books.</p> <p>The special education students will be given explicit instruction and guided practice and feedback to increase their comprehension skills. They will be given Tier III instructions in the resource room. The students will be given global scholar and pre/post test every nine weeks. The teachers will use the 45 Day Plan to periodically check the progress of the students. The special education teachers use the Scotts Foremans, My Sidewalk, textbook as a resource to use with the speical education students.</p> <p>The Instructional Coach will provide on-going, job embedded professional development through coaching and monthly data meetings.</p>	<p>Academic Support Program</p>	<p>08/04/2014</p>	<p>05/21/2015</p>	<p>\$0</p>	<p>Instructional Coach</p>
<p>Internet Safety</p>	<p>Students will participate in a variety of activities to learn internet safety.</p>	<p>Technology</p>	<p>08/04/2014</p>	<p>05/15/2015</p>	<p>\$0</p>	<p>All Certified Staff</p>

ACIP

Redland Elementary School

Student Centered Classroom Activities	Students are given the opportunity to participate with working in learning cooperative groups; student discourse, math talk and working in group centers. The students use technology for FASTT Math, Ten Marks, Star Math, Star Reading and Accelerated Reading. The students are actively engaged in learning targets that are written by the students - "I can " statements, teachers are checking for understanding during the daily lessons, data is being used with students to form goals, teachers model work, and the students celebrate their learning through the geography bee, spelling bee, math challenge, science fair projects and clubs during the school year.	Other	08/04/2014	05/21/2015	\$0	All Kindergarten - Sixth Grade Teachers
Grade Level Meeting/ PLC	Teachers and staff will share helpful technology resources to support CCRS.	Technology	07/28/2014	05/15/2015	\$0	All staff
EL Activities	All EL students will use the Finish Line workbook to work on different activities. The EL students will use the computer software "English in a Flash" to help with comprehending the English language. The EL students in 5th and 6th grades will use the "Rosetta Stone" software to help with the English language.	Academic Support Program	09/02/2014	05/15/2015	\$0	ESL Coordinator/ Teachers of EL Students
Math Practice Skills	Use assessment data to establish flexible groups (post assessments and STAR math), implement explicit, intensive instruction in small groups for fifteen minutes daily, math journals, incorporate the Mathematical Practice Standards, hands-on activities, utilize technology, utilize flip book, conduct weekly grade level meetings to plan instruction, quarterly meetings to analyze post assessment data, and monthly data meetings (45 day plan).	Academic Support Program	08/04/2014	05/21/2015	\$0	Instructional Coach
Presentation of Content	Teachers will present instructional content using digital projectors, SMART Boards, or interactive projectors.	Technology	08/04/2014	05/15/2015	\$0	All Certified Staff
Tech Tuesday Emails	Teachers will be sent weekly emails highlighting a useful technology tool.	Professional Learning	07/28/2014	05/15/2015	\$0	All staff
Microsoft Mondays	Teachers will be sent a weekly email highlighting different aspects of Microsoft Office.	Technology	07/28/2014	05/15/2015	\$0	All staff
Technology Based Projects	Teachers will assign a technology based project for classes to demonstrate content mastery.	Technology	08/04/2014	05/15/2015	\$0	All Certified Staff
Classroom Communication	Students will join and utilize Class Dojo, School Messenger, the School Website, Remind, etc. in order to communicate with their teacher(s) regarding upcoming assignments, tests, projects, and general classroom information.	Technology	08/04/2014	05/15/2015	\$0	Administrators and Certified Staff
Real World Technology	Students will interact with Businesses, Public Servants, etc. to discover how technology is utilized in the real world; guest speakers, virtual field trips, videos, etc.	Technology	08/04/2014	05/15/2015	\$0	All Staff
Utilizing Digital Research	Classes will research a topic using digital resources.	Technology	08/04/2014	05/15/2015	\$0	All Certified Staff

ACIP

Redland Elementary School

Completed Surveys	All certified staff will complete the end of year technology survey and inventory form.	Other	04/01/2014	05/23/2014	\$0	All certified staff and Office of Technology staff
					Total	\$0

Coordination of Resources-Comprehensive Budget

Introduction

List all federal, state, and local monies that the school uses to run its program.

I. State Foundation Funds: FTEs Earned

Label	Question	Value
1.	Provide the number of Teacher assigned units.	53.6

Label	Question	Value
2.	Provide the number of Administrator assigned units.	1.0

Label	Question	Value
3.	Provide the number of Assistant Principal assigned units.	1.0

Label	Question	Value
4.	Provide the number of Counselor assigned units.	1.5

Label	Question	Value
5.	Provide the number of Librarian assigned units.	1.0

Label	Question	Value
6.	Provide the number of Career and Technical Education Administrator assigned units.	0.0

Label	Question	Value
7.	Provide the number of Career and Technical Education Counselor assigned units.	0.0

I. State Foundation Funds: Units Placed

Label	Question	Value
1.	Provide the number of classroom teachers.	53.6

Label	Question	Value
2.	Provide the number of Administrators.	1.0

Label	Question	Value
3.	Provide the number of Assistant Principals.	1.0

Label	Question	Value
4.	Provide the number of Counselors.	1.5

Label	Question	Value
5.	Provide the number of Librarians.	1.0

Label	Question	Value
6.	Provide the number of Career and Technical Education Administrators.	0.0

Label	Question	Value
7.	Provide the number of Career and Technical Education Counselors.	0.0

I. State Foundation Funds: Total Salaries

Once all questions within Section I. State Foundation Funds: Total Salaries have been completed, a total for all salaries will appear in the PDF only.

Label	Question	Value
1.	Provide the total of all salaries for the FTE Teacher Units.	2353939.0

Label	Question	Value
2.	Provide the total of all salaries for the Administrator Units.	75880.0

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	59581.0

Label	Question	Value
4.	Provide the total of all salaries for the Counselor.	67394.0

Label	Question	Value
5.	Provide the total of all salaries for the Librarian.	50223.0

Label	Question	Value
6.	Provide the total of all salaries for the Career and Technical Education Administrator.	0.0

Label	Question	Value
7.	Provide the total of all salaries for the Career and Technical Education Counselor.	0.0

Label	Question	Value
8.	Provide the total of all salaries for Technology.	0.0

Label	Question	Value
9.	Provide the total of all salaries for Professional Development.	0.0

Label	Question	Value
10.	Provide the total of all salaries for State ELL Funds.	0.0

Label	Question	Value
11.	Provide the total of all salaries for Instructional Supplies.	17050.0

Label	Question	Value
12.	Provide the total of all salaries for Library Enhancement.	0.0

Total 2,624,067.00

II. Federal Funds

Title I: Improving the Academic Achievement of the Disadvantaged

Provide a brief explanation and breakdown of expenses.

Redland Elementary is not a Title I school.

Label	Question	Value
2.	Title I: Improving the Academic Achievement of the Disadvantaged Provide the total	0.0

Title I: ARRA Funds

Provide a brief explanation and a breakdown of expenses.

Not Applicable

Label	Question	Value
4.	Title I: ARRA Funds Provide the total.	0.0

Title II: Professional Development Activities

Provide a brief explanation and a breakdown of expenses.

Redland Elementary School participates in system-wide professional development.

Label	Question	Value
6.	Title II: Professional Development Activities Provide the total.	0.0

Title III: For English Language Learners

Provide a brief explanation and a breakdown of expenses.

Funds are allocated through the Central Office.

ACIP

Redland Elementary School

Label	Question	Value
8.	Title III: For English Language Learners Provide the total	0.0

Title IV: For Safe and Frug-free Schools**Provide a brief explanation and a breakdown of expenses.**

Not Applicable

Label	Question	Value
10.	Title IV: For Safe and Frug-free Schools Provide the total.	0.0

Title VI: For Rural and Low-income Schools**Provide a brief explanation and a breakdown of expenses.**

Not Applicable

Label	Question	Value
12.	Title VI: For Rural and Low-income Schools Provide the total	0.0

Career and Technical Education-Perkins IV: Basic Grant (Title I)**Provide a brief explanation and a breakdown of expenses.**

Not Applicable

Label	Question	Value
14.	Career and Technical Education-Perkins IV: Basic Grant (Title I) Provide the total.	0.0

Career and Technical Education-Perkins IV: Tech Prep (Title II)**Provide a brief explanation and a breakdown of expenses.**

Not Applicable

Label	Question	Value
16.	Career and Technical Education-Perkins IV: Tech Prep (Title II) Provide the total.	0.0

Other: 21st Century, Learn and Serve, Even Start, School Improvement Grant

Provide a brief explanation and a breakdown of expenses.

Not Applicable

Label	Question	Value
18.	Other: 21st Century, Learn and Serve, Even Start, School Improvement Grant Provide the total.	0.0

III. Local Funds (if applicable)

Local Funds

Provide a brief explanation and a breakdown of expenses.

Not Applicable

Label	Question	Value
2.	Local Funds Provide the total.	0.0