
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 4611 - Redondo Elementary School

FeederPattern: South Dade Senior

Region: Regional Center VI

District: 13 - Miami-Dade

Principal: Carmen Gutierrez

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Redondo Elementary School

Redondo Elementary is located in Homestead, Florida and serves a multiethnic population of approximately 900 students. Over 40 percent of the children who attend Redondo Elementary are Limited English Proficient (LEP) and over 90 percent of the population receives free or reduced-price meals. Careful analysis and evaluation of data obtained from instruments such as the Florida Comprehensive Assessment Tests (FCAT), Stanford Achievement Test, School Demographic and Academic Profiles, Florida STaR Survey, Florida Department of Education (FLDOE) Return on Investment Report, Organizational Performance Improvement Snapshot (OPIS) Self Assessment Survey, and School Climate Survey have helped Redondo Elementary School and the Educational Excellence School Advisory Council develop the following improvement objectives:

Given instruction using the Sunshine State Standards, students in grades three through five will improve their reading skills as evidenced by a minimum of 73 percent of students reaching the state required mastery level, as documented by scores of the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards, students in grades three through five will improve their mathematics skills as evidenced by a minimum of 84 percent of students reaching the state required mastery level, as documented by scores on the 2006 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, students in grade four will improve their writing skills as evidenced by 85 percent of students scoring 4.0 or higher as documented by scores of the 2006 FCAT Writing Test.

Given instruction using the Sunshine State Standards, students in grade five will improve their science skills as evidenced by an increase in the mean scale score to 299 as documented by the 2006 FCAT Science Test.

Given increased attention to communication with all stakeholders, an average of 70 percent of Redondo Elementary students will have a parent or guardian attend at least one parental involvement activity during the 2005-2006 school year.

Given increased attention to discipline and safety, Redondo Elementary will increase, by two points, the percent of staff members who agree that adequate disciplinary measures are used to deal with disruptive behavior as documented on the Redondo Elementary School 2005-2006 School Climate Survey.

Given increased attention to the promotion of equitable and universal access to technology, Redondo Elementary will improve the Teacher Access to Technology average rating to meet or exceed the statewide elementary average as reported on the 2005 STaR School Profile.

Given instruction using the Sunshine State Standards and National Standards for Physical Education, students in grades two through five will attain their optimal level of fitness as evidenced by 88 percent of students meeting the minimum health-related standards as documented by the 2005-2006 FITNESSGRAM assessment.

Given instruction using the Sunshine State Standards and the "Page at a Time" collaborative arts program, selected grade five students will improve their conflict resolution skills as evidenced by the creation of a final cooperative book project to be showcased in the The Wolfsonian museum annual exhibition in May, 2006.

Redondo Elementary School will improve its ranking on the State of Florida ROI index publication from the 54th percentile in 2003-2004 to the 57th percentile on the next publication of the index.

Strategies to achieve these objectives are: a comprehensive schoolwide infusion of technology into the instructional program, staff development, implementation of the Miami-Dade County Public School's Comprehensive Research-Based Reading and Comprehensive Mathematics and Science Plans, implementation of the Sunshine State Standards and Competency-Based Curriculum, implementation of a Special Education Inclusion model, a schoolwide writing program, the maintenance of students' self-reflective writing portfolios, and the preparation of learners to become planners, managers, and cooperative, productive contributors to the work force of the future. Reading, mathematics, writing, science, and technology workshops will afford parents the opportunity to collaborate in their children's learning experiences. These strategies are designed for all pupils, including Limited English Proficient (LEP) and Special Education students.

Detailed analysis of Redondo Elementary School OPIS Self-Assessment Survey results indicate that members of the staff feel that more attention should be given to the removal of obstacles that get in the way of progress. Redondo Elementary will continue to communicate with all staff members to address this situation. The aforementioned survey results also reflect that the staff would like more information regarding the financial status of the organization. Redondo's administration will ensure that the staff is more informed about budget, expenditures, hiring, and any other matter related to school finances.

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.

Redondo Elementary School

VISION

Redondo Elementary is committed to achievement and excellence for all its students. Realizing the expectations of today's society, the leadership, staff, and stakeholders continuously provide all students with quality instructional experiences.

MISSION

Redondo Elementary School and the multicultural community it serves will work cooperatively to improve student performance and prepare learners to become vital contributors to a global, technological society.

CORE VALUES

Redondo Elementary School holds the following beliefs as the inspiration for all endeavors undertaken by the school: we are committed to excellence as it relates to quality of service, relationships, and communications; we believe that we should be, for all stakeholders, a place where success is attainable; and we believe that our responsibility is to our students, staff, and the multicultural, global, technological society we serve.

School Demographics

Redondo Elementary School, established in 1960, is located on eight acres at 18480 SW 304th Street, Homestead, Florida. It serves a population of approximately 900 students from Pre-Kindergarten to grade five. There are 45 classrooms, six portables, art and music suites, media center, computer lab and cafetorium, with approximately 110 percent utilization of the building. Before/after school care is provided by the Homestead Young Men Christian Association (YMCA). The school owns a collection of approximately 12,000 usable library books. The media center has a closed-circuit T.V. system. Redondo has over 200 instructional computers, with an average of five computers per classroom, all with internet access. Non-instructional computers also have internet access. Redondo has a wireless system for its six portable classrooms to connect to the intranet/internet via the use of laptops.

Forty-one percent of the children who attend Redondo Elementary are Limited English Proficient (LEP) and over 90 percent of the population receives free or reduced price meals. Careful analysis and evaluation of data obtained from instruments such as the Florida Comprehensive Assessment Tests, Stanford Achievement Test, School Demographic and Academic Profiles, and the School Climate Survey have helped Redondo Elementary School and the Educational Excellence School Advisory Council develop sound educational improvement goals and objectives.

Strategies to achieve these objectives are: a comprehensive schoolwide infusion of technology into the instructional program; staff development; implementation of the Miami-Dade County Public Schools' Comprehensive Research-Based Reading Plan; implementation of the Miami-Dade County Public Schools' Comprehensive Mathematics and Science Plan; implementation of the Competency-Based Curriculum and Sunshine State Standards; implementation of a Special Education Students (SPED) Inclusion Model; implementation of the Academic Excellence Program; implementation of a part-time Gifted Program; implementation of the Voyager Reading program; implementation of block scheduling, departmentalization, and before/after school tutoring; Title I Program instructional resources; Creating Independence Through Student-Owned Strategies (CRISS); Teaching Enrichment Activities to Minorities (TEAM); Migrant Program Tutoring; and the maintenance of students' self-reflective writing portfolios. Reading, mathematics, writing, science, and technology workshops will afford parents the opportunity to collaborate in their children's learning experiences. These strategies are designed for all students including Limited English Proficient (LEP) and Special Education Students (SPED).

Student services provided at Redondo Elementary to address student needs are: counseling; tutoring; access to social services like March of Dimes MomMobile, SOS Homestead, Bruce Heiken Memorial Fund, and the Child Psychiatric Center; Boy Scouts; Girl Scouts; full-time Title I Community Involvement Specialist; Title I Computer Home Loan Program; YMCA Before/After School Care; Family Literacy Nights; Science Expo; To Reach Ultimate Success Together (TRUST); and Multicultural Celebration of Diversity.

Redondo Elementary School employs 86 full-time staff members and 18 part-time staff members. Of the full-time staff, there are two administrators, 38 classroom teachers, six special area teachers, ten special student education teachers, three Spanish teachers, two English for speakers of other languages (ESOL) teachers, one Reading Coach, one media specialist, one speech therapist, one guidance counselor, one community involvement specialist, one microsystems technician, one pool substitute, one security monitor, four clerical employees, nine paraprofessionals, and four custodial workers. Of the part-time staff, there are 11 paraprofessionals, one security monitor, three custodial workers, one library assistant, and two cafeteria monitors. One school psychologist, seven cafeteria workers, and one zone mechanic give support. Of the teaching staff, 19 percent of teachers are new to the school, with the average length of time teaching in Florida at nine years. Thirty-three percent of teachers have advanced degrees. The percent of instructional staff attendance is 93.9. The ethnic composition of the full-time staff is 32 percent White Non-Hispanic; 31 percent Black Non-Hispanic; 34 percent Hispanic; three percent Asian/American Indian; ten percent male, and 90 percent female. The ethnic composition of the part-time staff as of the year is ten percent White Non-Hispanic; 62 percent

Black Non-Hispanic; 24 percent Hispanic; five percent Asian/American Indian; ten percent male, and 90 percent female.

Redondo Elementary School serves approximately 900 students from the surrounding neighborhood, including standard curriculum students (47 percent) Special Education students (12 percent) English for Speakers of Other Languages students (41 percent). Over 90 percent of students qualify for free or reduced price meals. The ethnic/racial makeup of the student population is nine percent African-American, 79 percent Hispanic, 11 percent Anglo, and one percent Asian/Indian/Multiracial. In the year 2005, nine percent of students were retained. The mobility index is 29 percent.

Because of the relatively low socio-economic status of the area surrounding the school, the students are in need of support to secure the basic resources that will enable them to participate fully in the life of the community. Faculty and staff are instrumental in identifying the neediest families and providing both direct assistance and referrals to appropriate Social Service agencies. Title I funds are budgeted to provide needed school supplies to all students. Students that need extra help in mastering the skills taught in the classroom are served through tutoring programs.

Redondo Elementary School strives to involve both parents and the community in educational and social activities. The Parent Teacher Association (PTA) sponsors fund-raising activities. Communication between the school and home is accomplished through a monthly calendar and newsletter, conferences, written notices in all appropriate languages, and evening grade level parent workshops. The district's Bilingual Program conducts monthly parent workshops throughout the year. The Title I Community Involvement Specialist provides workshops in parenting skills, health, safety, testing, technology, and English. The Child Psychiatric Center offers assistance to students and parents.

Redondo Elementary School enjoys a collaborative relationship with University of Miami, Florida International, Barry, Nova Universities, and Miami-Dade College. University students complete their Education Internship Program at Redondo. Tutorial services are provided to first grade students through college and university students and the district's America Reads program. The Young Men's Christian Association (YMCA) provides a morning and afternoon program for students. The Boy Scouts and Girl Scouts are active on campus with Redondo providing the cafeteria for use as a meeting place. Business partnerships have been established with local organizations to support educational endeavors.

Redondo Elementary School provides unique strategies that ensure quality educational experiences for all students. In facilitating this approach, input from all stakeholders is considered an essential part of program improvement. Ongoing communication between Redondo Elementary School's leadership team and its stakeholders guarantees educational programs that meet the needs of all students. These programs include a part-time Gifted Program, Academic Excellence, America Reads, Accelerated Reader, Before/After School Tutoring, Math Club, Future Educators of America, Migrant Tutoring, Chess Club, Art Club, Chorus, and Teaching Enrichment Activities to Minorities (TEAM).

Redondo is proud of the continuous improvements being made by staff and students. The Florida Department of Education designated Redondo Elementary School as an "A" school in 2002, 2003, 2004 and 2005. The school has met the Florida Department of Education Adequate Yearly Progress (AYP) requirements in the 2003-2004 and 2004-2005 school years. Nonetheless, the school often faces challenges created by internal educational issues and external forces like competitors and environmental factors that affect the success of the instructional program.

Redondo Elementary School has identified some issues concerning challenges in the education delivery process. Redondo's faculty indicated in the School Climate Survey that students had deficiencies in academic skills and lack of preparedness for grade level content. In order to address this need, Redondo's administrators, faculty, and staff have implemented block scheduling; grade level planning; departmentalization; additional staff; tutorial programs; technology-enhanced instruction; faculty in-services; utilization of district resources for reading, mathematics, writing, and science; parent workshops; freedom and flexibility for classroom teachers; additional resources, e.g., FCAT Explorer, Riverdeep, Early Success, Soar to Success, Soaring Scores, STARS, Voyager;

motivational activities, e.g., assemblies, FCAT Rally/Barbecue; and above all, unconditional administrative support.

Redondo's faculty also identified limited parental involvement as a challenge to the education delivery process. In order to address this need, Redondo's administrators, faculty, and staff put every effort into attracting families to get involved in the school's activities. These efforts include: grade level parent workshops; written communication and a monthly calendar and newsletter in appropriate languages; a Community Involvement Specialist serves as a liaison between school, home, and community; an active Parent-Teacher Association holds regular meetings; parents are invited to participate in the Parent Advisory Committee (PAC) meetings, bilingual monthly workshops, and Parent Academy activities; musicals, luncheons, and other festive activities are celebrated for the school community; and the Migrant Education support team offers assistance to Redondo's migrant families.

Redondo Elementary School has identified several issues concerning challenges in process improvement. Student scores on the FCAT reading test indicate that 39 percent of students in grades three through five are scoring at achievement Levels 1 and 2. Approximately 12 percent of third grade students were retained in the year 2004-2005. Redondo has identified the retained third graders and provides them with tutoring and counseling services. Fourth and fifth grades are departmentalized; two-hour reading blocks are provided; curriculum is integrated; FCAT district interim assessments are administered; learning materials such as Voyager are utilized to enhance instruction; technology is integrated throughout the curriculum; and before/after-school tutoring is provided to targeted students.

An unprecedented amount of curriculum requirements beyond the scope of basic instruction has been identified as another challenge to process improvement. In order to address this need, grade levels plan together, and with the support of Redondo's leadership and curriculum teams, find innovative ways to integrate the basic curriculum with the extra requirements. Flexibility, creativity, and academic freedom play an integral part in the implementation of the additional curriculum requisites.

Redondo Elementary School has identified three issues concerning challenges in improving relationships and internal operations and external forces. There is a shortage of qualified teachers, paraprofessionals, and substitutes. In order to address this need, Redondo's administrators have secured resumes and solicited assistance from Miami-Dade County Public Schools Personnel Department. A pool substitute has also been hired. The office staff often has to deal with delays and/or errors in the processing of purchase orders. In order to address this need, Redondo's Secretary/Treasurer has developed a consistent recording system to follow up on orders and reduce the delays.

There are several alternate schools in the area that often attract Redondo's families. Sacred Heart Catholic School, Berkshire, Princeton Christian, and Redland Christian are neighboring private schools. Avocado Elementary and Naranja Elementary are public schools offering Gifted programs, which draw some Redondo Elementary students. Air Base Elementary, Pine Villa Elementary, and R.R. Moton Elementary are public Magnet Schools, which also draw some Redondo students. Keys Gate and Waterstone Charter Schools attract some of Redondo's families.

Redondo Elementary School has identified several issues concerning improvement in education design and support process improvement. Many of the students come from low socio-economic backgrounds, making it difficult to provide for all the necessary school supplies. In order to address this need, supplies and materials are purchased for all students at the opening of the school year. Title I funding is instrumental in supplementing the school's supply budget.

Some parents do not partake in all school activities, and this lack of participation is reflected in their children's motivation in school. In order to address this need, a full time Community Involvement Specialist is hired to serve as a liaison between school, home, and community. The Migrant Education Program also serves as a connection between Redondo and its families, facilitating communication and enticing parents to participate in their children's education.

A high number of parents have limited English proficiency. In order to address this need, all written communication is sent home

in the appropriate languages of the community Redondo serves. Redondo offers monthly bi-lingual workshops for parents, which focus on English for Speakers of Other Languages (ESOL).

Families have limited or no access to electronic communications in the home. In order to address this need, Redondo trains parents in the use of computers through its Title I Computer Home Loan Program. Parents are also trained in the use of Brainchild electronic devices, which may be checked-out to practice language and math skills in the home.

The majority of Redondo's families are dependent upon government services for basic needs. In order to address this, Redondo procures social services for its families such as March of Dimes MomMobile, SOS Homestead, and the Bruce Heiken Memorial Fund.

Redondo Elementary School is always ready to meet these challenges, since it is committed to excellence as it relates to quality of service, relationships, and communication. Redondo believes it should be, for all stakeholders, a place where success is attainable; carrying an undeniable responsibility to students, staff and to the global community it serves.

School Foundation

Leadership:

Leadership at the school site is the highest-ranking area, according to the Self Assessment Survey completed by the school site staff. The leadership has successfully conveyed the organization's mission and what it is trying to accomplish, which has provided a positive working environment reflected in the survey by all staff members. All statements within the leadership component averaged at least a 4.2 out of 5 score. The lowest numerical average was given in conjunction with the statement relating to the leadership's ability to ask for the staff's feedback.

District Strategic Planning Alignment:

Overall, the staff recognizes the organization's plan and its effects on their work (4.2 out of 5). They feel informed of their progress as part of the plan (4.3 out of 5). According to the survey, the item that ranked the lowest, with an average of 4.0 out of 5, indicates that administration should ask staff more frequently for ideas as it plans for the future.

Stakeholder Engagement:

The staff acknowledges that our customers are most important (4.6 out of 5 score) and frequently express their needs and wants (4.3 out of 5). They keep in touch with customers (4.5 out of 5) and feel empowered to make decisions to solve problems for them (4.3 out of 5). What was least evident, as indicated by a score of 4.1 out of 5, was asking customers about their satisfaction with staff work

Faculty & Staff:

The staff has expressed that the school's administration encourages and cares about them (4.4 out of 5). A safe work place is provided where staff members are recognized for their achievements (4.2 out of 5). In addition, the staff expressed that they work cooperatively as a team with their peers (4.3 out of 5) and feel empowered to make changes that will improve their work (4.5 out of 5).

Data/Information/Knowledge Management:

The faculty at the school site strongly recognizes the importance of frequent self- assessment and its alignment with the administrative mission to align data to classroom instruction. Overall the area of Measurement, Analysis and Knowledge Management scored a 4.5 in the survey scale. Assessment results are presented periodically to the staff in order to emphasize the importance of achieving district goals and all requirements in the No Child Left Behind Act (NCLB).

Education Design:

The faculty recognizes the importance of collecting data as it relates to the quality of instruction and also identifies their ability to effectively control the educational environment they create (4.3 out of 5). The Plan, Do, Study, Act (PDSA) continuous improvement model is implemented to facilitate good processes for doing work (4.3 out of 5).

Performance Results:

The area of Business Results within the survey was the lowest scored area; however, it still maintained an average response score of 4.2 out of 5. The faculty responded favorably to questions that related to the organization's effectiveness in removing obstacles and the positive use of time and talents. Of all statements, the least favorable was the staff's knowledge of the organization's financial status (3.4 out of 5). The positive score within this area reflected the administration's emphasis on obeying laws and regulations (4.5 out of 5).

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

GOAL 1 STATEMENT:

All Redondo Elementary School students will be literate members of our global, technological society

Needs Assessment

Results of the 2005 FCAT Reading Test indicate that 70 percent of students in grades three through five met the state required mastery level, 75 percent made annual learning gains, and 71 percent of students scoring in the lowest 25 percent made annual learning gains.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input type="checkbox"/>	<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, students in grades three through five will improve their reading skills as evidenced by a minimum of 73 percent of students reaching the state required mastery level, as documented by scores of the 2006 FCAT Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Continue to implement the Competency-Based Curriculum, the Sunshine State Standards and the Comprehensive Research-Based Reading Plan.	Teachers	8/8/2005	5/24/2006
2. Identify the students in all subgroups scoring at Level 1 and Level 2 on the FCAT Reading Test, as delineated in the AYP disaggregated data, and implement a tutorial program to address the reading deficiencies of students.	Assistant Principal, Reading Coach	8/8/2005	5/24/2006
3. Implement recognition programs to improve the attendance rate of all subgroups identified in the NCLB requirements.	Principal, Assistant Principal	8/8/2005	5/24/2006
4. Continue to implement classroom computer centers and the technology resource laboratory in reading/language arts utilizing a technology resource teacher in conjunction with the classroom teacher to infuse a variety of instructional techniques through the use of multimedia.	Technology Coordinator, Teachers	8/8/2005	5/24/2006
5. Employ the assistance of the Title I Community Involvement Specialist and Reading Coach to provide workshops for parents, enabling them to assist their children to achieve academically in reading.	Community Involvement Specialist, Reading Coach	8/8/2005	5/24/2006
6. Implement inclusion models in second through fifth grade that will address remediation in the Sunshine State Standards.	Assistant Principal, Teachers	8/8/2005	5/24/2006
7. Implement a tutorial program to address the reading deficiencies of the lowest performing 25 percent of students on 2005 FCAT Reading Test.	Assistant Principal, Reading Coach	8/8/2005	5/24/2006

Research-Based Programs

1. Houghton Mifflin Core Reading Program
2. Riverdeep Destination Reading
3. Voyager
4. Early Success
5. Soar to Success

Professional Development

1. Right Beginnings
2. Becoming Effective Active Readers (B.E.A.R.)
3. Opening Worlds of Literacy (O.W.L.)
4. Developing Reading and Writing (D.R.A.W.)
5. Best Practices
6. Diagnostic Assessment of Reading (DAR)
7. Diagnostic Indicators of Basic Early Literacy Skills (DIBELS)
8. Creating Independence through Student-owned Strategies (C.R.I.S.S.)
9. Data Analysis
10. Literacy Centers
11. Summer Reading Institute
12. Reciprocal Teaching
13. Science and Mathematics Integrated with Literary Experiences (S.M.I.L.E.)
14. Riverdeep Destination Reading

Evaluation

This objective will be evaluated by scores of the 2006 FCAT Reading Test, District Interim Assessments, DIBELS and DAR.

The reading tutoring program will be evaluated by scores from reading pre-and post-tests administered in Fall 2005 and Spring 2006.

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"/>

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 2 STATEMENT:

All Redondo Elementary School Students will demonstrate increased performance in mathematics.

Needs Assessment

Results of the 2005 FCAT Mathematics Test indicate that 81 percent of students have met the state required mastery level, and 77 percent have made annual learning gains. These results reflect an increase of ten percent of students meeting high standards in mathematics from the 2004 FCAT Mathematics Test, and the percent of students making learning gains in 2005 was six points lower than in 2004.

The Students with Disabilities subgroup demonstrated the lowest percent of students scoring at the state required mastery level as indicated by the 2005 Florida Department of Education Adequate Yearly Progress Mathematics report with only 51 percent in this category.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input type="checkbox"/>	<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, students in grades three through five will improve their mathematics skills as evidenced by a minimum of 84 percent of students reaching the state required mastery level, as documented by scores on the 2006 FCAT Mathematics Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1.Continue to implement the Competency-Based Curriculum, Sunshine State Standards, and the Comprehensive Mathematics Plan.	Teachers	8/8/2005	5/24/2006
2.Identify the students in all subgroups scoring at Level 1 and Level 2 of the FCAT mathematics test, as delineated in the AYP disaggregated data, and implement a tutorial program to address the mathematics deficiencies of students.	Assistant Principal	8/8/2005	5/24/2006
3.Provide remedial assistance to Limited English Proficiency Students and Students with Disabilities groups that will address remediation in the Sunshine State Standards.	Assistant Principal	8/8/2005	5/24/2006
4.Continue to implement the technology resource center utilizing a technology resource teacher in conjunction with the classroom teacher to infuse a variety of instructional techniques through the use of multimedia.	Technology Coordinator, Teachers	8/8/2005	5/24/2006
5.Provide students across all grade levels with a variety of mathematical techniques that emphasize the preparation, development, and implementation of critical thinking skills as applied to real-life situations.	Teachers	8/8/2005	5/24/2006
6.Provide ongoing staff development in the use of critical thinking skills, manipulatives, and mathematical software to improve delivery of instruction and mathematical reasoning.	Principal	8/8/2005	5/24/2006
7.Provide workshops for parents to enable them to assist their children to achieve academically in mathematics.	Community Involvement Specialist	8/8/2005	5/24/2006

Research-Based Programs

1. Houghton Mifflin Mathematics Series
2. Riverdeep Destination Mathematics

Professional Development

1. Riverdeep Destination Mathematics
2. District Math In-services
3. Mathematics Summer Institute
4. Math Street
5. Science and Math Integrated with Literary Experiences (S.M.I.L.E.)

Evaluation

This objective will be evaluated by scores of the 2006 FCAT Mathematics Test. Interim reports will provide formative assessment data which will be used to monitor progress toward the objective. The mathematics tutoring program will be evaluated by scores from mathematics pre-and post-tests administered in Fall 2005 and Spring 2006.

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"/>

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 3 STATEMENT:

All Redondo Elementary School students in grades one through five will be able to incorporate the following elements in their writing: focus, organization, support, and conventions.

Needs Assessment

Results of the 2005 FCAT Expository Writing Test indicate that 84 percent of students in grade four scored 4.0 or higher. Results of the 2005 FCAT Narrative Writing Test indicate that 75 percent of students in grade four scored 4.0 or higher.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input type="checkbox"/>	<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, students in grade four will improve their writing skills as evidenced by 85 percent of students scoring 4.0 or higher as documented by scores of the 2006 FCAT Writing Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1.Continue to implement the Competency-Based Curriculum, the Sunshine State Standards, and the Comprehensive Research-Based Reading Plan.	Teachers	8/8/2005	5/24/2006
2.Continue to provide small group tutoring, “The Right to Write”, and at-home supporting activities to students scoring in the low range on the FCAT Writing Test.	Assistant Principal, Teachers	8/8/2005	5/24/2006
3.Continue to implement the technology resource center utilizing a technology resource teacher in conjunction with the classroom teacher to expand and improve the quality of writing proficiency through the infusion of technology into process writing. Students will use computers to write, edit, illustrate, and publish original pieces of literature.	Technology Coordinator	8/8/2005	5/24/2006
4. Implement “College Word of the Week” program each morning on closed circuit television, to aid in the acquisition of new vocabulary.	Reading Coach	8/8/2005	5/24/2006
5.Provide staff development in narrative and expository writing, holistic scoring and authentic assessment using portfolios.	Principal	8/8/2005	5/24/2006
6.Provide workshops for parents to enable them to assist their children to achieve academically in writing.	Community Involvement Specialist	8/8/2005	5/24/2006

Research-Based Programs

1. Houghton Mifflin Core Reading Program
2. Comprehensive Research-Based Reading Plan

Professional Development

1. Right Beginnings
2. Becoming Effective Active Readers (B.E.A.R.)
3. Opening Worlds of Literacy (O.W.L.)
4. Developing Reading and Writing (D.R.A.W.)
5. Best Practices
6. Diagnostic Assessment of Reading (DAR)
7. DIBELS
8. FCAT Writing+
9. Creating Independence through Student-owned Strategies (C.R.I.S.S.)
10. Zelda Glazer Writing Institute

Evaluation

This objective will be evaluated by scores of the 2006 FCAT Writing Test, and scores on district developed expository and narrative writing pre- and post- tests administered in Fall 2005 and Spring 2006. Monthly samples will provide formative assessment data, which will be used to monitor progress toward the objective. The writing tutoring program will be evaluated by scores from writing pre-and post-tests administered in Fall 2005 and Spring 2006.

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"/>

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 4 STATEMENT:

All Redondo Elementary School students will understand and apply the scientific method in multi-sensory learning experiences.

Needs Assessment

Scores of the 2005 FCAT Science test indicate that the mean scale score for students in grade five is 298, 26 points higher than in 2004. Scores of the 2005 FCAT Science Test demonstrate that students in grade five earned seven out of thirteen possible points in the Earth/Space Content Cluster, making this the lowest scoring area for the school.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade five will improve their science skills as evidenced by an increase in the mean scale score to 299 as documented by the 2006 FCAT Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1.Continue to implement the Competency-Based Curriculum, the Sunshine State Standards, and the Comprehensive Mathematics and Science Plan.	Teachers	8/8/2005	5/24/2006
2.Apply interactive technology and hands-on activities, which allow students to transform abstract ideas into concrete models in order to improve students' scientific literacy, logical reasoning, and their ability to apply these skills to solve real world problems.	Teachers	8/8/2005	5/24/2006
4.Employ a variety of assessment strategies including standardized tests, district developed tests, and school-developed tests.	Assistant Principal	8/8/2005	5/24/2006
5.Provide ongoing staff development in the use of interactive technology, telecommunications, and multimedia resources.	Principal	8/8/2005	5/24/2006
6.Invite parents and community members to participate in science-related workshops and Redondo's Science Expo.	Community Involvement Specialist	8/8/2005	5/24/2006
3.Provide opportunities for students at all grade levels to explore career choices and develop critical thinking skills in the field of science through participation in Redondo's Career Day.	Assistant Principal	8/8/2005	5/24/2006
7.Implement the Spectrum Laboratory to enhance the application of the scientific process.	Principal, Grade Five Science Teacher	8/8/2005	5/24/2006

Research-Based Programs

1. Harcourt Brace Science Series
2. Houghton Mifflin Mathematics Series and Riverdeep Mathematics

Professional Development

1. Riverdeep Program
2. District Math In-services
3. Math Summer Institute
4. Hands-on Integration of Math with Physical Science

Evaluation

This objective will be evaluated by scores on the 2006 FCAT Science Test. School developed tests administered in the Fall and Winter, will provide formative assessment data which will be used to monitor progress towards the objective.

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"/>

Miami-Dade County Public Schools

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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:

Redondo Elementary School will provide an environment that allows parents, educators and community members to work collaboratively to foster academic excellence.

Needs Assessment

Redondo Elementary parent participation logs indicate that an average of 68 percent of students had a parent or guardian attend at least one parental involvement activity during the 2004-2005 school year.

Measurable Objective

Given increased attention to communication with all stakeholders, an average of 70 percent of Redondo Elementary students will have a parent or guardian attend at least one parental involvement activity during the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Provide notices to parents of Parent Advisory Council (PAC) meetings, PTA meetings and all school activities/events on a regular basis and in the appropriate languages.	Title I Community Involvement Specialist, Principal	8/8/2005	5/24/2006
2. Highlight Redondo Elementary monthly activities in the Redondo Gazette Newsletter, which is sent home in the appropriate languages.	Assistant Principal, Title I Community Involvement Specialist	9/14/2005	5/24/2006
3. Conduct family literacy workshops and training sessions to assist parents at home with FCAT preparation in the areas of reading, mathematics, writing, and science.	Assistant Principal, Title I Community Involvement Specialist	8/8/2005	5/24/2006
4. Conduct technology workshops for parents to train them in the use of computers and "Brainchild" (an electronic device that will help students improve their academic skills and assist with test-taking strategies.)	Technology Coordinator, Title I Community Involvement Specialist	11/1/2005	5/24/2006
5. Enhance the School to Career initiative through parental participation in Redondo's Career Day and Science Expo.	Principal, Assistant Principal	3/1/2006	5/24/2006
6. Implement the Title I Student, Parent/Guardian and School Compact Agreement.	Principal, Title I Community Involvement Specialist	8/8/2005	5/24/2006

Research-Based Programs

1. Riverdeep Destination Reading
2. Riverdeep Destination Math

Professional Development

1. Title I Community Involvement Specialist In-service
2. Title I Coalition Conference
3. Dade Partners/Volunteers Training
4. District Advisory Council Meetings

Evaluation

This objective will be evaluated by parental involvement as recorded in parent participation logs for the 2005-2006 school year. Title I Parent Outreach Monthly School Report will provide data, which will be used to monitor progress toward the objective.

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.)

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<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

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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:

Redondo Elementary School will promote programs and practices that facilitate a safe and disciplined environment for all students.

Needs Assessment

Redondo Elementary 2004-2005 School Climate Survey results indicate that nine percent of the staff feel that the school does not use adequate disciplinary measures to deal with disruptive behavior.

Measurable Objective

Given increased attention to discipline and safety, Redondo Elementary will increase, by two points, the percent of staff members who agree that adequate disciplinary measures are used to deal with disruptive behavior as documented on the Redondo Elementary School 2005-2006 School Climate Survey.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Continue to provide verbal/written feedback to all teachers regarding disciplinary measures taken by the administration.	Principal, Assistant Principal	8/8/2005	5/24/2006
2. Initiate a "Student of the Month" motivational program to promote exemplary academics and behavior.	Assistant Principal, Teachers	9/1/2005	5/24/06
3. Continue to implement "Cafeteria Stars" recognition program to highlight classes who model stellar behavior in the Cafeteria.	Assistant Principal	8/8/2005	5/24/2006
4. Continue to solicit help from outside agencies to offer necessary services to students and families.	Counselor, Principal, Title I Community Involvement Specialist	8/8/2005	5/24/2006
5. Recognize students demonstrating model behavior through the "Do the Right Thing" program.	Counselor, Teachers	10/17/2005	5/24/2006
6. Highlight exemplary student behavior in Redondo's WRTK closed-circuit broadcast.	Media Specialist	8/8/2005	5/24/2006
7. Integrate art with other curricular areas to promote positive conflict resolution techniques.	Principal, Art Teacher	11/1/2005	5/24/2006
8. Implement a schoolwide attendance plan to increase daily student attendance.	Principal, Assistant Principal	9/1/2005	5/24/2006

Research-Based Programs

N/A

Professional Development

1. District Classroom Management Workshops
2. “How to be and Effective Teacher” Onsite Training
3. District Peer Mediation Workshop
4. Florida International University Conflict Resolution Training

Evaluation

This objective will be evaluated by the results of the Redondo Elementary School 2005-2006 School Climate Survey.

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.)

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<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 7 STATEMENT:

Redondo Elementary will promote equitable and universal access to technology.

Needs Assessment

Redondo Elementary 2004 STaR School Profile results indicate that the school rates below the statewide average in the area of Teacher Access to Technology.

Measurable Objective

Given increased attention to the promotion of equitable and universal access to technology, Redondo Elementary will improve the Teacher Access to Technology average rating to meet or exceed the statewide elementary average as reported on the 2005 STaR School Profile.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Continue to reinforce the International Society for Technology in Education (ISTE) National Educational Technology Standards (NETS) for students.	Technology Coordinator, Assistant Principal, Teachers	8/8/2005	5/24/2006
2. Allocate available funds for the purchase of modern technology equipment and software.	Principal	8/8/2005	5/24/2006
3. Continue to implement the Enhancing Education Through Technology Mentoring program.	Principal, EETT Technology Mentor	9/9/2005	5/12/2006
4. Provide on-going staff development in the use of interactive technology, telecommunications, and multimedia resources.	Principal, Technology Coordinator	8/8/2005	5/24/2006
5. Continue to implement the Universal Design of Learning program to ensure universal access to students with special instructional needs.	Principal	8/8/2005	5/24/2006
6. Provide opportunities for students to apply interactive technology and create multimedia projects.	Technology Coordinator, Teachers	8/8/2005	5/24/2006
7. Continue to implement the Title I Computer/Brainchild loan program.	Principal, Title I Community Involvement Specialist	11/1/2005	5/24/2006

Research-Based Programs

1. Riverdeep Destination Reading
2. Riverdeep Destination Math

Professional Development

1. Riverdeep Destination Reading
2. Riverdeep Destination Math
3. Edusoft
4. Progress Monitoring and Reporting Network (PMRN)
5. Marco Polo
6. Waterford
7. Microsoft Office Suite
8. EETT Mentoring Program

Evaluation

This objective will be evaluated by results of the Redondo Elementary School 2005 STaR School Profile.

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 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 8 STATEMENT:

Redondo Elementary will align its physical fitness program with the National Standards for Physical Education.

Needs Assessment

Assessment data from the 2004-2005 FITNESSGRAM indicate that 85 percent of students met the minimum health-related standards.

Measurable Objective

Given instruction using the Sunshine State Standards and National Standards for Physical Education, students in grades two through five will attain their optimal level of fitness as evidenced by 88 percent of students meeting the minimum health-related standards as documented by the 2005-2006 FITNESSGRAM assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Administer a pre-test to determine baseline measures. Pre- and post-test data will provide valid measures of student/school improvement. Feedback will be provided to each teacher as to whether their individual instructional program is effective in meeting the stated goals and objectives.	Teachers	8/8/2005	5/24/2006
2. 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.	Teachers	8/8/2005	5/24/2006
3. Monitor the physical education program to ensure that teachers select activities specifically related to assessment component items, which would enhance specificity of training.	Principal	8/8/2005	5/24/2006
4. Develop an action plan to insure input from the department to meet the goals and objectives as stated.	Assistant Principal, Teachers	8/8/2005	5/24/2006
5. Invite parents to attend the End-of-the-Year Health and Fitness Days.	Assistant Principal, Teachers	8/8/2005	5/24/2006

Research-Based Programs

1. The Prudential Fitness Program (FITNESSGRAM)

Professional Development

1. Physical Fitness Meeting (AREA)
2. Physical Education Workshops
3. Instant Movement Activity
4. FITNESSGRAM

Evaluation

The objective will be evaluated by results of the 2005-2006 FITNESSGRAM assessment.

GOAL 9: ELECTIVES & SPECIAL AREAS

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

Florida Education Priorities

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

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

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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:

Redondo Elementary School students will be given the opportunity to pursue areas of interest and special talents.

Needs Assessment

Redondo Elementary recognizes the need to provide grade five students strategies to develop resolutions to conflicts by analyzing information, reflecting on ideas, considering the opinions of others, identifying/defining problems, and determining criteria for successful solutions.

Measurable Objective

Given instruction using the Sunshine State Standards and the “Page at a Time” collaborative arts program, selected grade five students will improve their conflict resolution skills as evidenced by the creation of a final cooperative book project to be showcased in the The Wolfsonian museum annual exhibition in May, 2006.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
1. Continue to implement the Competency-Based Curriculum, Sunshine State Standards, and M-DCPS Comprehensive Research-Based Reading Plan.	Teachers	8/8/2005	5/24/2006
2. Implement the Wolfsonian-FIU and M-DCPS collaborative arts program “Page at a Time”.	Principal, Art Teacher	11/1/2005	5/24/2006
3. Participate in three museum visits to view and present student work.	Principal, Art Teacher	11/1/2005	5/24/2006
4. Design and create a collaborative book based on issues of conflict and resolution.	Art Teacher	11/1/2005	5/24/2006
5. Attend staff development on the Wolfsonian-FIU and M-DCPS collaborative arts program “Page at a Time”.	Principal, Art Teacher,	10/5/2005	5/24/2006
6. Showcase students’ final collaborative book projects at The Wolfsonian museum.	Art Teacher	11/1/2005	5/24/2006
7. Invite parents and community members to attend the student exhibit at The Wolfsonian museum.	Art Teacher, Title I Community Involvement Specialist	4/3/2006	5/24/2006

Research-Based Programs

1. The Wolfsonian-FIU and M-DCPS “Page at a Time”
2. M-DCPS Comprehensive Research-Based Reading Plan

Professional Development

1. The Wolfsonian-FIU and M-DCPS “Page at a Time”

Evaluation

This objective will be evaluated by participation in The Wolfsonian-FIU and M-DCPS “Page at a Time” culminating exhibit in May, 2006.

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:

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

Needs Assessment

The most recent data supplied from the FLDOE indicate that in 2003-2004 Redondo Elementary School ranked at the 54th percentile on the State of Florida ROI index.

Measurable Objective

Redondo Elementary School will improve its ranking on the State of Florida ROI index publication from the 54th percentile in 2003-2004 to the 57th percentile on the next publication of the index.

Action Steps

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

Research-Based Programs

N/A

Professional Development

1. District Budget Meetings/Trainings
2. Dade Partners Meetings/Trainings
3. Title I Meetings/Trainings

Evaluation

On the next State of Florida ROI index publication, Redondo Elementary 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:

The Educational Excellence School Advisory Council analyzed the instructional needs of the student population and gave sound recommendations to the school's administration on the utilization of the school's budget.

Training:

The Educational Excellence School Advisory Council made recommendations for staff development in the areas of reading, writing, mathematics, technology and science as these relate to the School Improvement Plan.

Instructional Materials:

The Educational Excellence School Advisory Council made recommendations as to which instructional materials were essential for the implementation of the School Improvement Plan.

Technology:

The Educational Excellence School Advisory Council made recommendations as to purchases, upgrades, and staff development to fully implement the technology goal and strategies of the School Improvement Plan.

Staffing:

The Educational Excellence School Advisory Council made recommendations regarding the utilization of the school's support staff to successfully implement the School Improvement Plan strategies.

Student Support Services:

The Educational Excellence School Advisory Council supports incentive programs that relate to discipline/safety and made recommendations to improve school security.

Other Matters of Resource Allocation:

The Educational Excellence School Advisory Council supports Read-Aloud, Career Day, Science Exposition, Attendance Incentive Program, Red Ribbon, Family Literacy Nights, and Multicultural/Diversity Celebration.

Benchmarking:

The Educational Excellence School Advisory Council recommended benchmarking activities related to student achievement as specified by the School Improvement Plan.

School Safety & Discipline:

The Educational Excellence School Advisory Council made recommendations regarding measures to maintain and improve discipline and safety.

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