
SCHOOL IMPROVEMENT PLAN

2006-2007



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 1,000 students. Over 42 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 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, 70 percent of students in grades three through five will score a Level 3 or higher on the 2007 FCAT Reading Test.

Given instruction using the Sunshine State Standards, 72 percent of students in grades three through five will score a Level 3 or higher on the 2007 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, 86 percent of students in grade four will score 3.5 or higher on the 2007 FCAT Writing Test.

Given instruction using the Sunshine State Standards, 35 percent of students in grade five will score a Level 3 or higher on the 2007 FCAT Science Test.

Given increased attention to communication with all stakeholders, an average of 73 percent of Redondo Elementary students will have a parent or guardian attend at least one parental involvement activity during the 2006-2007 school year, as documented by the 2006-2007 Title I Parent Participation Logs.

Given increased attention to discipline and safety, the number of students in compliance with the schoolwide mandatory uniform policy will increase by five percent as reflected in a comparison of classroom surveys administered in Fall 2006 and Spring 2007.

Given increased attention to training and the promotion of equitable and universal access to technology, 80 percent or more of Redondo Elementary teachers will participate in technology-related in-services in the year 2006-2007.

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 95 percent of students meeting the minimum health-related standards as documented by the 2006-2007 FITNESSGRAM assessment.

Given emphasis to the enhancement of the standard curriculum through participation in extra curricular activities, the number of student members of Chess Club, Safety Patrol, Sparkle Patrol, Science Club, and the Academic Excellence Program will increase by ten percent, as compared in the membership rosters from 2005-2006 to 2006-2007.

Redondo Elementary School will improve its ranking on the State of Florida ROI index publication from the 76th percentile in 2004-2005 to the 77th 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 2006-2007 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. The school's budget will be discussed during the Educational Excellence School Improvement Council (EESAC) monthly meetings.

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

MISSION

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.

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 1,000 students from Pre-Kindergarten to grade five. There are 46 classrooms, six portables, art and music suites, media center, computer lab and cafetorium, with approximately 105 percent utilization of the building. Before/after school care is provided by a Principal-run program. 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 four computers per classroom, all with internet access. Non-instructional computers also have internet access. Redondo has a wireless system for three portable classrooms to connect to the intranet/internet.

Over 42 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 Extended Foreign Language Program (EFL) in Kindergarten; 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; Principal-Run Before/After School Program; Family Literacy Nights; Science Expo; Drug Abuse Resistance Education (DARE); Do The Right Thing program; and Mucicultural Celebration of Diversity.

Redondo Elementary School employs 99 full-time staff members and 18 part-time staff members. Of the full-time staff, there are two administrators, 39 classroom teachers, six special area teachers, 12 special student education teachers, four Spanish teachers, six 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, five clerical employees, eight Special Education paraprofessionals, one General Education paraprofessional, and four custodial workers. Of the part-time staff, there are six Special Education paraprofessionals, five General Education paraprofessionals, one security monitor, one custodial worker, one library assistant, and two cafeteria monitors. One school psychologist, seven cafeteria workers, and one zone mechanic give support. Of the teaching staff, nine percent of teachers are new to the school, with the average length of time teaching in Florida at 12 years. Forty-five percent of teachers have advanced degrees. The percent of instructional staff attendance is 93.1. The ethnic composition of the full-time staff is 27 percent White Non-Hispanic; 26 percent Black Non-Hispanic; 46 percent Hispanic; one percent Asian/American Indian; 12 percent male, and 88 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 1,000 students from the surrounding neighborhood, including standard curriculum students (42 percent) Special Education students (16 percent) English for Speakers of Other Languages students (42 percent). Over 90 percent of students qualify for free or reduced price meals. The ethnic/racial makeup of the student population is 11 percent African-American, 81 percent Hispanic, six percent Anglo, and two percent Asian/Indian/Multiracial. In the year 2006, 15 percent of students were retained. The mobility index is 27 percent.

School Foundation

Leadership:

The area of Leadership within the Organizational Performance Improvement assessment obtained an average response score of 4.5 on a 5.0 scale. 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 staff members. The lowest numerical average was that of the statement relating to the leadership's ability to ask for the staff's feedback (3.9 out of 5).

District Strategic Planning Alignment:

The area of Strategic Planning within the Organizational Performance Improvement assessment obtained an average response score of 4.0 on a 5.0 scale. Overall, the staff members recognize the organization's plan and its effects on their work (4.0 out of 5). They feel informed of their progress as part of the plan (4.2 out of 5). According to the survey, the item that ranked the lowest, with an average of 3.8 out of 5, indicates that administration should ask staff more frequently for ideas as it plans for the future.

Stakeholder Engagement:

The area of Customer and Market Focus within the Organizational Performance Improvement assessment obtained an average response score of 4.5 on a 5.0 scale. The staff acknowledges that the customers are most important (4.6 out of 5 score), and frequently express their needs and wants (4.2 out of 5). The staff keeps in touch with customers (4.5 out of 5) and feel empowered to make decisions to solve problems for them (4.1 out of 5). What was least evident, as indicated by a score of 4.0 out of 5, was getting feedback from the customers about the degree of satisfaction with the work performed by the staff of the school.

Faculty & Staff:

The area of Human Resource Focus within the Organizational Performance Improvement assessment obtained an average response score of 4.1 on a 5.0 scale. The staff members express that the school's administration and work location give them care and encouragement (4.0 out of 5), and a safe work place is provided to them (4.4 out of 5). In addition, staff members declare that they work cooperatively as a team with their peers (4.0 out of 5), and feel empowered to make changes that will improve their work (4.3 out of 5). Staff members believe that the administration encourages them to develop job skills that will facilitate career advancement (4.1 out of 5). The weakest area was the one related to recognition for achievements of the staff, receiving a score of 3.9 out of 5.

Data/Information/Knowledge Management:

The area of Measurement, Analysis, and Knowledge within the Organizational Performance Improvement assessment obtained an average response score of 4.4 on a 5.0 scale. The staff 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. 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 area of Process Management within the Organizational Performance Improvement assessment obtained the lowest score of the survey, with an average response score of 3.9 on a 5.0 scale. The staff members recognize the importance of collecting data as it relates to the quality of instruction (4.1 out of 5), and also identify their ability to effectively control the educational environment they create (3.9 out of 5). The Plan, Do, Study, Act (PDSA) continuous improvement model is implemented to facilitate good processes for doing work(4.0 out of 5).

Performance Results:

The area of Business Results within the Organizational Performance Improvement assessment obtained an average response score of 4.1 on a 5.0 scale. The staff acknowledges that the work location uses well its time and talents (4.1 out of 5) The staff responded unfavorably to questions that related to the organization's effectiveness in removing obstacles (3.6 out of 5). Of all statements, the least favorable was the staff's knowledge of the organization's financial status (3.3 out of 5). The positive score within this area reflected the administration's emphasis on obeying laws and regulations (4.3 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 2006 FCAT Reading Test indicate that 67 percent of students in grades three through five met the state required mastery level, 60 percent made annual learning gains, and 57 percent of students scoring in the lowest 25 percent made annual learning gains.

After examining data across grade levels, it is evident that students in grade three demonstrated weakness in the Comparisons cluster. Students in grade four demonstrated weakness in the Reference/Research cluster, and students in grade five scored lowest in the Words/Phrases cluster.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards, 70 percent of students in grades three through five will score a Level 3 or higher on the 2007 FCAT Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Continue to implement the Competency-Based Curriculum, the Sunshine State Standards and the Comprehensive Research-Based Reading Plan, using the Houghton Mifflin Core Reading Program, emphasizing Guided Reading.	Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize the continuous improvement model to 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 remedial program to address their deficiencies in reading, focusing on Comparisons, Reference/Research, and Words/Phrases clusters.	Assistant Principal, Reading Coach	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement recognition programs to improve the attendance rate of all subgroups identified in the No Child Left Behind (NCLB) requirements.	Principal, Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
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 and programs such as Riverdeep Destination Reading . This strategy will help ensure maintenance for students scoring a Level 3 or higher in reading.	Technology Coordinator, Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement co-teaching models in second through fifth grade that will address remediation in the Sunshine State Standards.	Assistant Principal, Teachers	8/14/2006	5/30/2007	Inclusion	\$0.00
Implement a Before-School Tutorial Program to address the reading deficiencies of students scoring in the lowest 25th percentile on the 2006 FCAT Reading Test. Comparisons,	Assistant Principal, Reading Coach	8/28/2006	5/30/2007	District Strategic Plan	\$10000.00

Reference/Research, and Words/Phrases clusters will be targeted.					
Implement a remediation program to address reading deficiencies of identified students in grades Kindergarten through five through the use of Diagnostic Indicators of Basic Early Literacy Skills (DIBELS), Early Success, Soar to Success, QuickReads, and Voyager.	Assistant Principal, Reading Coach	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize the Continuous Improvement Model to develop and implement an instructional focus calendar to target reading benchmarks in grades Kindergarten through five.	Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
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	8/14/2006	5/30/2007	District Strategic Plan	\$29213.00

Research-Based Programs

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

Professional Development

- 1.Diagnostic Indicators of Basic Early Literacy Skills (DIBELS)
- 2.Houghton Mifflin Reading Series
- 3.Riverdeep Destination Reading
- 4.Guided Reading

Evaluation

This objective will be evaluated by scores of the 2007 FCAT Reading Test, District Interim Assessments, DIBELS and DAR.

The reading tutorial program will be evaluated by scores from reading pre-and post-tests administered in Fall 2006 and Spring 2007. Progress monitoring assesments will be administered four times during the school year.

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 2006 FCAT Mathematics Test indicate that 69 percent of students have met the state required mastery level, and 63 percent have made annual learning gains. These results reflect a decrease of 12 percent of students meeting high standards in mathematics from the 2005 FCAT Mathematics Test, and the percent of students making learning gains in 2006 was 14 points lower than in 2005.

The Students with Disabilities subgroup demonstrated the lowest percent of students scoring at the state required mastery level as indicated by the 2006 Florida Department of Education Adequate Yearly Progress Mathematics report with only 34 percent in this category.

After examining data across grade levels, it is evident that students in grades three through five demonstrated weakness in the Algebraic Thinking cluster. Grade five students also demonstrated weakness in Number Sense, Measurement, and Data Analysis clusters.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards, 72 percent of students in grades three through five will score a Level 3 or higher on the 2007 FCAT Mathematics Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Continue to implement the Competency-Based Curriculum, Sunshine State Standards, and the Comprehensive Mathematics Plan through the use of the Houghton Mifflin Mathematics Series.	Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
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 their deficiencies in mathematics, focusing on Algebraic Thinking, Number Sense, Measurement, and Data Analysis clusters.	Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide remedial assistance to the Students with Disabilities subgroup that will address targeted benchmarks, with increased attention to the Algebraic Thinking, Number Sense, Measurement, and Data Analysis clusters.	Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
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 and programs such as Riverdeep Destination Mathematics. This strategy will help ensure maintenance for students scoring a Level 3 or higher in mathematics.	Technology Coordinator, Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Develop and implement an instructional focus calendar to target mathematics benchmarks in grades K-5.	Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide staff development in the use of critical thinking skills, manipulatives, and mathematical software to improve delivery of instruction and mathematical reasoning and also help maintain the achievement of	Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

students scoring a Level 3 or higher on the FCAT Mathematics Test.					
Implement an After-School Tutorial Program to address the mathematics deficiencies of students scoring in the lowest 25th percentile on the 2006 FCAT Mathematics Test. The Algebraic Thinking, Number Sense, Measurement, and Data Analysis clusters will be targeted.	Principal	8/28/2006	5/30/2007	District Strategic Plan	\$0.00
Provide workshops for parents to enable them to assist their children to achieve academically in mathematics.	Community Involvement Specialist	8/14/2006	5/30/2007	District Strategic Plan	\$29213.00

Research-Based Programs

- 1.Houghton Mifflin Mathematics Series
- 2.Riverdeep Destination Mathematics

Professional Development

- 1.Riverdeep Destination Mathematics

Evaluation

This objective will be evaluated by scores of the 2007 FCAT Mathematics Test. Interim reports will provide formative assessment data which will be used to monitor progress toward the objective. The After School Tutorial Program will be evaluated by monthly assessments created with Exam View.

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 2006 FCAT Expository Writing Test indicate that 81 percent of students in grade four scored 3.5 or higher. Results of the 2006 FCAT Narrative Writing Test indicate that 59 percent of students in grade four scored 3.5 or higher. The composite score of the 2006 FCAT Writing Test indicate that 93 percent of students in grade four scored 3.5 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction using the Sunshine State Standards, 86 percent of students in grade four will score 3.5 or higher on the 2007 FCAT Writing Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Continue to implement the Competency-Based Curriculum, the Sunshine State Standards, and the Comprehensive Research-Based Reading Plan, utilizing the Houghton Mifflin Core Reading Program.	Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Continue to provide small group tutoring, "The Right to Write", and at-home supporting activities to students in grade four scoring in the low range on the school-administered FCAT Writing Pre-Test.	Assistant Principal, Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$32000.00
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, thus enhancing writing skills of students scoring 3.5 or higher on the FCAT Writing Test.	Teachers, Technology Coordinator	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Continue to implement "College Word of the Week" program each morning on closed circuit television, to aid in the acquisition of new vocabulary.	Reading Coach	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide staff development in narrative and expository writing, FCAT Writes! Holistic Scoring, and authentic assessment using portfolios.	Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide workshops for parents to enable them to assist their children to achieve academically in writing.	Community Involvement Specialist	8/14/2006	5/30/2007	District Strategic Plan	\$29213.00

Research-Based Programs

1.Houghton Mifflin Core Reading Program

Professional Development

1.FCAT Writes! Holistic Scoring

Evaluation

This objective will be evaluated by scores of the 2007 FCAT Writing Test, and scores on district-developed expository and narrative writing pre- and post-tests administered in Fall 2006 and Spring 2007. 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 2006 and Spring 2007.

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

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 4 STATEMENT:

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

Needs Assessment

Scores of the 2006 FCAT Science test indicate that ten percent of students in grade five scored at or above a Level 3.

Measurable Objective

Given instruction using the Sunshine State Standards, 35 percent of students in grade five will score a Level 3 or higher on the 2007 FCAT Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Continue to implement the Competency-Based Curriculum, the Sunshine State Standards, and the Comprehensive Mathematics and Science Plan, using the Harcourt Brace Science Series.	Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
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, ensuring maintenance of the achievement of students scoring a Level 3 or higher on the FCAT Science Test.	Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize the continuous improvement model to administer a variety of assessment strategies including standardized tests, district developed tests, and school-developed tests, with emphasis on the Life/Environmental content cluster.	Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide ongoing staff development in the use of interactive technology, telecommunications, and multimedia resources.	Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement the District Science Focus Calendar in all grade levels.	Assistant Principal, Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Invite parents and community members to participate in science-related workshops and Redondo's Science Expo.	Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$29213.00
Create a Science Club for grade five students to provide multisensory scientific experiences that will encourage lifelong science inquiry, utilizing materials and strategies acquired at AEP Hands-On Science Academic Excellence Program in-service sessions.	Principal, Grade Five Science Club Facilitator	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

- 1.Harcourt Brace Science Series

Professional Development

- 1.AEP Hands-On Science Academic Excellence Program

Evaluation

This objective will be evaluated by scores on the 2007 FCAT Science Test. School developed tests administered in 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

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 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 Title I Parent Participation Logs indicate that an average of 70 percent of students had a parent or guardian attend at least one parental involvement activity during the 2005-2006 school year. After careful analysis of the 2005-2006 School Climate Survey Report, over 50 percent of the staff members expressed a need for more concern and support from parents to ensure student success.

Measurable Objective

Given increased attention to communication with all stakeholders, an average of 73 percent of Redondo Elementary students will have a parent or guardian attend at least one parental involvement activity during the 2006-2007 school year, as documented by the 2006-2007 Title I Parent Participation Logs.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Highlight Redondo Elementary monthly activities in the Redondo Gazette Newsletter, which is sent home in the appropriate languages.	Assistant Principal	9/25/2006	5/30/2007	Community Partnerships	\$0.00
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, Reading Coach, Title I Community Involvement Specialist	8/14/2006	5/30/2007	District-wide literacy plan	\$600.00
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	10/11/2006	5/30/2007	School-to-Career	\$0.00
Implement the Title I Student, Parent/Guardian and School Compact Agreement.	Principal, Title I Community Involvement Specialist	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Conduct ESOL classes for parents during school hours to assist them with the acquisition of English as a Second Language skills.	Principal	9/11/2006	5/30/2007	District Strategic Plan	\$0.00
Provide notices to parents of Parent Advisory Council (PAC) meetings, District Advisory Council (DAC) meetings, PTA meetings and all school activities/events on a regular basis and in the appropriate languages.	Title I Community Involvement Specialist, Principal	8/14/2006	5/30/2007	Community Partnerships	\$29213.00
Enhance the School to Career initiative through parental participation in Redondo's Career Day and Science Expo.	Principal, Assistant Principal	3/1/2007	5/30/2007	School-to-Career	\$1600.00

Research-Based Programs

N/A

Professional Development

1.District Advisory Council Meetings

Evaluation

This objective will be evaluated by parental involvement as recorded in Title I Parent Participation Logs for the 2006-2007 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.)

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 6 STATEMENT:

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

Needs Assessment

The wearing of a uniform gives a young child a sense of security when he/she becomes a member of a larger group outside of the family environment. The school uniform represents acceptance of standards in manners, conduct, and achievement set by the learning institution. Furthermore, at public functions/field trips, the uniform serves as an identifying aid for increased child safety.

Redondo Elementary recognizes the need to support its mandatory uniform policy to foster a safe and disciplined school environment. Classroom surveys will be conducted in Fall 2006 and Spring 2007 to determine an increase in the number of students compliance with this policy.

Measurable Objective

Given increased attention to discipline and safety, the number of students in compliance with the schoolwide mandatory uniform policy will increase by five percent as reflected in a comparison of classroom surveys administered in Fall 2006 and Spring 2007.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Support the parental vote in favor of the mandatory uniform policy through the use of communications to parents in the appropriate languages.	Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Continue to implement Redondo's Present, On Time and in Uniform incentive program to reward students who wear the school uniform.	Principal	8/14/2006	5/30/2007	District Strategic Plan	\$1000.00
Facilitate purchase of school uniforms by holding evening uniform sales on school campus, providing uniform vouchers to qualifying students.	Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Attend Region and District Behavior Management Workshops to foster a safe and disciplined schoolwide environment.	Principal, Counselor, Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement the "Do the Right Thing" program to honor students for their positive behavior.	Counselor	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement the Drug Abuse Resistance Education (DARE) program to empower grade five students with effective behavior strategies that will promote positive self-esteem and discipline.	Assistant Principal, Counselor	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Conduct Title I parent workshops focused on safety, discipline, parenting, and behavior management.	Community Involvement Specialist	8/14/2006	5/30/2007	District Strategic Plan	\$29213.00

Research-Based Programs

1. Drug Abuse Resistance Education (D.A.R.E.)

Professional Development

1.Region and District Behavior Management Workshops

Evaluation

This objective will be evaluated by a comparison of the results of the Redondo Elementary School Classroom Uniform Policy Survey administered in Fall 2006 and Spring 2007.

GOAL 7: TECHNOLOGY

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

Florida Education Priorities

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

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 7 STATEMENT:

Redondo Elementary will promote equitable and universal access to technology.

Needs Assessment

Miami-Dade County Public School System has implemented several electronic programs, including Pinnacle Electronic Gradebook, FCAT Explorer, Riverdeep, Electronic Mail, Edusoft, Accelerated Reader, and Waterford Early Reading Program, among others. Furthermore, the District is conducting most of its business electronically. Realizing the need for literacy in technology as an essential requirement for effectiveness in the teaching career, Redondo Elementary identifies the need for more hands-on teacher training in the effective utilization of modern, interactive technology.

Measurable Objective

Given increased attention to training and the promotion of equitable and universal access to technology, 80 percent or more of Redondo Elementary teachers will participate in technology-related in-services in the year 2006-2007.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Continue to reinforce the International Society for Technology in Education (ISTE) National Educational Technology Standards (NETS) for students.	Technology Coordinator, Assistant Principal, Teachers	8/14/2006	5/30/2007	School-to-Career	\$0.00
Allocate available funds for the purchase of modern technology equipment and software.	Principal	8/14/2006	5/30/2007	District Strategic Plan	\$30000.00
Utilize the Pinnacle Electronic Gradebook to report student progress in all curricular areas.	Principal, Gradebook Manager, Gradebook Attendance Manager	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide on-going staff development in the use of interactive technology, telecommunications, and multimedia resources, such as M-DCPS Electronic Mail System, Edusoft, Progress Monitoring and Reporting Network (PMRN), and Pinnacle Electronic Gradebook.	Principal, Technology Coordinator, Media Specialist	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Continue to implement the Universal Design of Learning program to ensure universal access to students with special instructional needs.	Principal, Special Education Teachers	8/14/2006	5/30/2007	Inclusion	\$0.00
Provide opportunities for students to apply interactive technology and create multimedia projects to ensure maintenance of achievement for students scoring Level 3 or higher in FCAT Tests.	Technology Coordinator, Media Specialist, Teachers	8/14/2006	5/30/2007	School-to-Career	\$0.00
Provide on-going training and support to all teachers to facilitate usage of Riverdeep Destination Reading and Mathematics, Accelerated Reader, Waterford Early Reading Program, FCAT Explorer, and all other technology tools available to the instructional staff.	Principal, Technology Coordinator, Media Specialist	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Continue to implement the Title I Computer/Brainchild loan program.	Principal, Title I Community Involvement Specialist	10/11/2006	5/30/2007	Community Partnerships	\$29213.00

Research-Based Programs

- 1.Riverdeep Destination Reading
- 2.Riverdeep Destination Math
- 3.Waterford Early Reading Program

Professional Development

- 1.Riverdeep Destination Reading
- 2.Riverdeep Destination Math
- 3.Edusoft
- 4.Progress Monitoring and Reporting Network (PMRN)
- 5.Pinnacle Electronic Gradebook
- 6.Waterford Early Reading Program
- 7.FCAT Explorer
- 8.Accelerated Reader
- 9.Miami-Dade County Public Schools E-Mail System

Evaluation

This objective will be evaluated by teacher participation in technology-related inservices in the year 2006-2007, as reported in sign-in logs and workshop registration forms.

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"/>

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 8 STATEMENT:

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

Needs Assessment

Assessment data from the 2005-2006 FITNESSGRAM indicate that 94 percent of students tested 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 95 percent of students meeting the minimum health-related standards as documented by the 2006-2007 FITNESSGRAM assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Administer a physical fitness 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 Physical Education teacher as to whether their individual instructional program is effective in meeting the stated goals and objectives of the Prudential Fitness Program (FITNESSGRAM).	Physical Education Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Ensure that an appropriate amount of instructional time is dedicated to fitness related activities on a daily basis. Activities should emphasize improvement in cardiovascular, flexibility and muscular strength and endurance.	Assistant Principal, Physical Education Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Ensure that an appropriate amount of instructional time is dedicated to fitness related activities on a daily basis. Activities should emphasize improvement in cardiovascular, flexibility and muscular strength and endurance.	Assistant Principal, Physical Education Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Monitor the physical education program to ensure that Physical Education teachers select activities specifically related to assessment component items, which would enhance specificity of training.	Principal, Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Develop an action plan to insure input from the Physical Education department to meet the goals and objectives as stated.	Assistant Principal, Physical Education Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Invite parents to attend the End-of-the-Year Health and Fitness Days.	Assistant Principal, Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

- 1.The Prudential Fitness Program (FITNESSGRAM)

Professional Development

- 1.The Prudential Fitness Program (FITNESSGRAM)

Evaluation

The objective will be evaluated by results of the 2006-2007 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:

The number of students participating in extra-curricular clubs will increase school wide.

Needs Assessment

Redondo Elementary identifies the need to provide students opportunities to explore areas of interest that will enhance their education beyond the scope of the standard curriculum. Recognizing the need for more hands-on science experiences, Redondo will establish a Science Club in the year 2006-2007. The Science Club will operate in addition to Chess Club, Safety Patrol, Sparkle Patrol, and the Academic Excellence Program, which were already offered in the year 2005-2006, with a total of 69 student members.

Measurable Objective

Given emphasis to the enhancement of the standard curriculum through participation in extra curricular activities, the number of student members of Chess Club, Safety Patrol, Sparkle Patrol, Science Club, and the Academic Excellence Program will increase by ten percent, as compared in the membership rosters from 2005-2006 to 2006-2007.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Establish a Science Club for grade five students.	Principal, Grade Five Science Club Facilitator	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Advertise in grades three through five to promote student participation in Redondo Chess Club.	Principal, Chess Club Sponsor	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Advertise in grade four to promote participation in Redondo Safety Patrol.	Principal, Safety Patrol Sponsor	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Promote participation of grade four and five students in the Academic Excellence Program by motivating students to uphold academic and conduct participation criteria, utilizing the Harcourt Brace Science Series and strategies/materials from Academic Excellence Inservice Sessions.	Principal, Academic Excellence Program (AEP) Facilitator	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

- 1.Harcourt Brace Science Series

Professional Development

- 1.Academic Excellence In-Service Sessions

Evaluation

This objective will be evaluated by student participation in extra-curricular activities for the year 2006-2007, as compared in the membership rosters of the Chess Club, Safety Patrol, Sparkle Patrol, Science Club, and the Academic Excellence Program from 2005-2006 to 2006-2007.

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 2004-2005 Redondo Elementary School ranked at the 76th 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 76th percentile in 2004-2005 to the 77th percentile on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Become more informed about the use of financial resources in relation to school programs.	Principal	8/8/2005	5/24/2006	District Strategic Plan	\$0.00
Collaborate with the district on resource allocation.	Principal	8/8/2005	5/24/2006	District Strategic Plan	\$0.00
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	Community Partnerships	\$0.00
Consider shared use of facilities, partnering with community agencies.	Principal	8/8/2005	5/24/2006	Community Partnerships	\$0.00

Research-Based Programs

N/A

Professional Development

N/A

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

Budget:

Budgetary issues are addressed in all regular EESAC meetings. 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. The EESAC has supported Redondo's mission/vision by allocating funds to enhance the various goals of the School Improvement Plan.

Training:

The Educational Excellence School Advisory Council made recommendations for staff development in the areas of reading, writing, mathematics, science, and technology 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. EESAC has allocated funds to expand the Media Center's library collection and Accelerated Reader database.

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. Funds will be assigned as deemed necessary to meet the school's technology needs.

Staffing:

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

Student Support Services:

The Educational Excellence School Advisory Council supports incentive programs that relate to attendance/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/Uniform Incentive Program, Red Ribbon, Family Literacy Nights, Library/Media, Safety Patrols, 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. Instructional Focus Calendars will be implemented and monitored to ensure timely instruction of identified reading and mathematics benchmarks.

School Safety & Discipline:

The Educational Excellence School Advisory Council made recommendations regarding measures to maintain and improve discipline and safety; and allocated funds to support Present, On Time and In Uniform, Red Ribbon, and Safety Patrols programs.

Budget Summary

BY GOAL	TOTAL BUDGET
Goal 1: Reading	\$39,213.00
Goal 2: Mathematics	\$29,213.00
Goal 3: Writing	\$61,213.00
Goal 4: Science	\$29,213.00
Goal 5: Parental Involvement	\$31,413.00
Goal 6: Discipline & Safety	\$30,213.00
Goal 7: Technology	\$59,213.00
Goal 8: Health & Physical Fitness	\$0.00
Goal 9: Electives & Special Areas	\$0.00
Goal 10: Return On Investment	\$0.00
Total:	\$279,691.00

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

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

Required Signatures:

Principal

EESAC Chair

UTD Steward

EESAC Parent Representative

EESAC Business/Community Representative

EESAC Student Representative, as applicable

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

Region Superintendent