

SCHOOL IMPROVEMENT PLAN 2007 - 2008

Redondo Elementary School (4611)

Feeder Pattern - South Dade Senior

Regional Center VI

District 13 - Miami-Dade

Principal - Carmen Gutierrez

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

Redondo Elementary School, established 47 years ago, is located at 18480 SW 304th Street, Homestead, Florida. Redondo Elementary, together with Avocado Elementary, Redland Elementary, Naranja Elementary, and West Homestead Elementary are the five elementary schools that are part of the South Dade Senior Feeder Pattern in Regional Center VI. South Dade Senior Feeder Pattern also includes two middle schools, Homestead Middle School and Redland Middle School, one 4-8 center, South Dade Middle School, one adult education center, South Dade Skills Center, and one senior high school, South Dade Senior High School.

The majority of the students who attend Redondo Elementary come from the neighboring community, which is mostly composed of English Language Learner (ELL) families and recipients of free or reduced-price meals. These elements pose a concern and a challenge to the school. The Title I Schoolwide Program is a high performance initiative dedicated to helping eligible children meet the same challenging academic standards that states are required to establish for all students. The supplemental resources and personnel facilitated by this program unequivocally strengthen the instructional program the school offers its families. Redondo identifies 46 percent of the student population as English Language Learner (ELL), and makes every effort to facilitate communication with the community it serves, holding English classes for parents in school grounds, sending home all written communications in the appropriate languages, and using the services of a full-time Title I Community Involvement Specialist to act as a liaison between school and community. The school also recruits the assistance of community agencies and businesses. Dade Partners is a cooperative agreement between Redondo Elementary and community businesses to work together to improve and enhance educational programs responsive to the needs of the students, the community, and our society. Businesses presently collaborating with Redondo Elementary in this endeavor are Publix Supermarket, McDonald's, Burger King, Dunkin Donuts, Cuttin Loose Hair Salon, El Toro Taco, Cherrydale Farms, Larry's Cap Rock, Genny Hair Salon, George Wright Farm, and South Florida Audio Video.

The Title III Grant to Enhance English for Speakers of Other Languages (ESOL) Program with Technology was awarded to Redondo Elementary in the year 2003 and is still in place in Kindergarten and grade one. In the 2007 school year the Qualified Zone Academy Bond (QZAB) provided funds for the purchase of servers, computers, and printers to enhance the technology program at the school. The Citi Success Fund Grant was awarded to the school in the 2007-2008 school year, facilitating funds for the creation of mobile classroom literacy centers focused on fluency. Redondo Elementary will continue to pursue those initiatives that will assist in meeting the challenges and strengthening the instructional program designed for each and every student.

The school serves a multiethnic population of 739 students from Pre-Kindergarten through grade three. Three hundred forty-one (46 percent) students who attend Redondo Elementary are English Language Learner (ELL) and seven hundred two (95 percent) students receive free or reduced-price meals. The vast majority of students come from the surrounding neighborhood, with 313 (42 percent) standard curriculum students, 85 (12 percent) Special Education students (SPED), and 341 (46 percent) English Language Learner (ELL) students. The ethnic/racial makeup of the student population is 75 (ten percent) Black, 621 (84 percent) Hispanic, 37 (five percent) Anglo, and six (one percent) Asian/Indian/Multiracial. In the year 2007, 13 (two percent) students were retained. The mobility index is 32 percent. Thirteen students in grade three are Level 1 according to the results of the 2007 FCAT Reading Test, one student in grade three is Level 1 according to the results of the 2007 FCAT Mathematics Test, and three students in grade three are Level 2 according to the results of the 2007 FCAT Mathematics Test. During the 2007 school year Redondo Elementary had an average student attendance rate of 95.3 percent.

Redondo Elementary employs one general education teacher in Pre-Kindergarten with a class size of 20 students, eight general education teachers in Kindergarten with an average class size of 21 students, eight general education teachers in grade one with an average class size of 20 students, seven general education teachers in grade two with an average class size of 18 students, and six general education teachers in grade three with an average class size of 20 students. The school also employs nine Special Education teachers with an average class size of ten students. According to the most recent attendance report, Redondo Elementary had an average teacher attendance rate of 96 percent.

Careful analysis and evaluation of data obtained from instruments such as the Florida Comprehensive Assessment Tests (FCAT), Stanford Achievement Test (SAT), 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 based on the Sunshine State Standards, the number of students meeting high standards in grade three will increase by five percent on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grade three will increase by five percentage points on the 2008 administration of the FCAT Mathematics Test as compared to the 2007 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, students in grade three will improve their writing skills as evidenced by 50 percent or more of students scoring 3.5 or higher on the 2008 administration of the District Writing Narrative Post-Test.



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Given instruction based on the Sunshine State Standards, 52 percent of students in grade three will score 80 percent or higher on the Spring 2008 administration of the School-developed Science Test.

Given increased attention to communication with all stakeholders, an average of 78 percent of Redondo Elementary students will have a parent or guardian attend at least one parental involvement activity during the 2007-2008 school year, as documented by the 2007-2008 Title I Parent Participation Logs.

Given an emphasis on a safe and orderly environment, student attendance will improve as evidenced by a one percent increase in the attendance rate for the 2007-2008 school year as compared to the 2006-2007 school year.

Given an emphasis on the use of technology in education, 94 percent or more of Redondo Elementary teachers will participate in technology-related in-services in the year 2007-2008.

Given instruction based on the M-Dade County Public Schools (M-DCPS) mandated Moving Into the Future: National Standards for Physical Education Program, students in grades two and three will improve their running skills as evidenced by 85 percent of the students meeting high standards in running-the-one-mile test on the 2007-2008 administration of the FITNESSGRAM Test.

Given emphasis on the benefits of participating in enrichment extra-curricular activities, student membership in grades two and three will increase as evidenced by 20 percent of the students participating in these clubs during the 2007-2008 school year.

Redondo Elementary School Return On Investment (ROI) percentile ranking will increase by at least one percentage point.

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 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 English Language Learner (ELL) and Special Education (SPED) students.

Detailed analysis of Redondo Elementary School 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.



School Improvement Plan 2007-2008



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.

4611 - 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 800 students from Pre-Kindergarten to grade three. There are 43 classrooms, four portables, art and music suites, media center, computer lab and cafetorium, with approximately 98 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 undergone extensive renovation in the school's cafetorium. New air conditioning system and kitchen area flooring were installed during the 2007-2008 school year. As part of this renovation project, 4 televisions with cable reception were also installed in the cafetorium.

Redondo Elementary, together with Avocado Elementary, Redland Elementary, Naranja Elementary, and West Homestead Elementary are the five elementary schools that are part of the South Dade Senior Feeder Pattern in Regional Center VI. South Dade Senior Feeder Pattern also includes two middle schools, Homestead Middle School and Redland Middle School, one 4-8 center, South Dade Middle School, one adult education center, South Dade Skills Center, and one senior high school, South Dade Senior High School.

The school serves a multiethnic population of 739 students from Pre-Kindergarten through grade three. Three hundred forty-one (forty-six percent) students who attend Redondo Elementary are English Language Learner (ELL) students and 702 (95 percent) students receive free or reduced price meals. The ethnic/racial makeup of the student population is 75 (ten percent) African-American, 621 (84 percent) Hispanic, 37 (five percent) Anglo, and six (one percent) Asian/Indian/Multiracial. In the year 2007, 13 (two percent) students were retained. The mobility index is 32 percent. Thirteen students in grade three are Level 1 according to the results of the 2007 FCAT Reading Test, one student in grade three is Level 1 according to the results of the 2007 FCAT Mathematics Test, and three students in grade three are Level 2 according to the results of the 2007 FCAT Mathematics Test. Twenty-two (three percent) students are in the part-time gifted program, and 24 (three percent) students attend the Voluntary Pre-Kindergarten (VPK). Redondo Elementary students transition to South Dade Middle School, a 4-8 center within the South Dade Senior Feeder Pattern. This school was established in the 2007-2008 school year and presently has no school grade.

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; Weed and Seed; South Dade Skill Center; full-time Title I Community Involvement Specialist; Principal-Run Before/After School Program; Family Literacy Nights; Science Expo; Do The Right Thing program; and Multicultural Celebration of Diversity.

Redondo Elementary recruits local businesses to assist in the successful implementation of its educational programs. Dade Partners is a cooperative agreement between Redondo Elementary and community businesses to work together to improve and enhance educational programs responsive to the needs of the students, the community, and our society. Businesses presently collaborating in this endeavor are Publix Supermarket, McDonald's, Burger King, Dunkin Donuts, Cuttin Loose Hair Salon, El Toro Taco, Cherrydale Farms, Larry's Cap Rock, Genny Hair Salon, George Wright Farm, and South Florida Audio Video.

Redondo Elementary is continuously searching for initiatives that will enhance the school's educational endeavor. The Title III Grant to Enhance English for Speakers of Other Languages (ESOL) Program with Technology was awarded to Redondo Elementary in the year 2003 and is still in place in Kindergarten and grade one. In the 2007 school year the Qualified Zone Academy Bond (QZAB) provided funds for the purchase of servers, computers, and printers to enhance the technology program at the school. The Citi Success Fund Grant was awarded to the school in the 2007-2008 school year, facilitating funds for the creation of mobile classroom literacy centers with fluency as their focus. Redondo Elementary will continue to pursue those initiatives that will assist in meeting the challenges and strengthening the instructional program designed for each and every student.

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 educational 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 and grade one; 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 English Language Learner (ELL) and Special Education (SPED) students.

All the aforementioned programs, grants, services, and partnerships strengthen the educational/social core of the school, thus providing all students with a sound instructional program. Redondo Elementary identifies the mobility rate as 32 percent, the high



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percentage of ELL families (46 percent), and the number of families receiving free and reduced price meals (95 percent) as challenges to the instructional endeavor. All efforts will be put into implementing strategies geared towards meeting the needs of these groups.

Redondo Elementary School employs 79 full-time staff members and ten part-time staff members. Of the full-time staff, there are two administrators, 35 classroom teachers, six special area teachers, nine special student education teachers, three Spanish teachers, one English for speakers of other languages (ESOL) teacher, 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, five Special Education paraprofessionals, one General Education paraprofessional, and four custodial workers. Fifty-eight (73 percent) of the full-time staff members are teachers and one (one percent) is a General Education paraprofessional. Two (100 percent) administrators, the Reading Coach, and seven (12 percent) teachers are members of the Redondo Elementary Leadership Team for the 2007-2008 school year. Of the part-time staff, there are four (four percent) Special Education paraprofessionals, one (one percent) General Education paraprofessional, one (one percent) security monitor, two (two percent) custodial workers, and two (two percent) cafeteria monitors. Five (50 percent) part-time staff members are paraprofessionals who offer support in instructional settings. One school psychologist, seven cafeteria workers, and one zone mechanic give support.

Of the teaching staff, one (one percent) is new to the school, 20 (36 percent) are White, 10 (18 percent) are Black, 25 (45 percent) are Hispanic, one (one percent) is Asian, three (five percent) are male and 53 (95 percent) are female, with the average length of time teaching in Florida at 11 years. Seventeen (29 percent) teachers have advanced degrees.

Redondo Elementary employs one general education teacher in Pre-Kindergarten with a class size of 20 students, eight general education teachers in Kindergarten with an average class size of 21 students, eight general education teachers in grade one with an average class size of 20 students, seven general education teachers in grade two with an average class size of 18 students, and six general education teachers in grade three with an average class size of 20 students. The school also employs nine Special Education teachers with an average class size of ten students. According to the most recent attendance report, Redondo Elementary had an average teacher attendance rate of 96 percent.

School Foundation

Leadership:

The area of Leadership within the Organizational Performance Improvement assessment obtained an average response score of 4.2 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 (4.4 out of 5). 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 4.2 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 (4.3 out of 5) and feel empowered to make decisions to solve problems for them (4.2 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 (4.1 out of 5), and a safe work place is provided to them (4.3 out of 5). In addition, staff members declare that they feel empowered to make changes that will improve their work (4.1 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 areas were the ones related to recognition for achievements of the staff and working cooperatively as a group, each receiving a score of 4.0 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 4.3 on a 5.0 scale. The staff at the school site strongly recognizes that they possess the knowledge to measure the quality and excellence of their work (4.5 out of 5). The two areas with the lowest item scores were those related to obtaining information on how well the school is performing and staff members getting information pertinent to the completion of their work, each with an item score of 4.1 out of 5.

Education Design:

The area of Process Management within the Organizational Performance Improvement assessment obtained an average response score of 4.0 on a 5.0 scale. Staff members agree that there are good processes in place for effectively doing their job (4.2 out of 5). The weakest area was related to staff members obtaining all the necessary resources to perform their jobs, with an item score of 3.8 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 highest item scores within this area relate to the staff members' job satisfaction and excellence of their work products, each scoring 4.4 out of 5. Item scores within this area reflected the administration's emphasis on obeying laws and regulations (4.3 out of 5). The staff responded unfavorably to questions that related to the organization's effectiveness in removing obstacles (3.7 out of 5). Of all statements, the least favorable was the staff's knowledge of the organization's financial status (3.5 out of 5).



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Schools Graded 'C' or Below

Professional Development:

Disaggregated Data :

Informal and Formal Assessments:

Alternative Instructional Delivery Methods :



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Schools Offering Primarily Grades 6 through 12

Secondary School Redesign (new State requirement, Sec. 1003.413, F.S.) :

Reading Goal

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

Florida Education Priorities

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"/>

Reading Statement

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

Needs Assessment

Results of the 2007 FCAT Reading Test indicate that 53 percent of students in grade three met the state required mastery level, 77 percent made annual learning gains, and 60 percent of students scoring in the lowest 25 percent made annual learning gains.

After examining data from grade three, it is evident that students demonstrated weakness in the Main Idea and Reference/Research clusters.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<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"/>

Measurable Objective

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grade three will increase by five percent on the 2008 administration of the FCAT Reading Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement the Continuous Improvement Model (CIM) to monitor student achievement and the instructional program on an on-going basis.	Principal, Assistant Principal	8/20/2007	6/05/2008	Continuous Improvement Model	0
Use the Regional Center Data Debriefing Protocols to conduct data debriefing sessions.	Principal, Assistant Principal	8/20/2007	6/05/08	Other/ Not Applicable	0
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.	Principal, Assistant Principal, Teachers	8/20/2007	6/05/2008	District-wide Literacy Plan	0
Implement recognition programs to improve the attendance rate of all subgroups identified in the No Child Left Behind (NCLB) requirements.	Principal, Assistant Principal	8/20/2007	6/05/2008	Other/ Not Applicable	0
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.	Principal, Assistant Principal, Teachers	8/20/2007	6/05/2008	Other/ Not Applicable	0
Implement co-teaching models in kindergarten through third grade that will address remediation in the Sunshine State Standards.	Principal, Assistant Principal, Teachers	8/20/2007	6/05/2008	District-wide Literacy Plan	0
Implement a Before-School Tutorial Program to address the reading deficiencies of students in grades one through three.	Principal, Assistant Principal	8/20/2007	6/05/2008	Other/ Not Applicable	19800
Implement an intervention program to address reading deficiencies of identified students in grades Kindergarten through three through the use of Diagnostic Indicators of Basic Early Literacy Skills (DIBELS), Early Success, QuickReads, and Voyager.	Principal, Assistant Principal	8/20/2007	6/05/2008	District-wide Literacy Plan	31073
Implement an intervention program to address reading deficiencies of students in grade three scoring in the lowest 25th percentile on the 2007 Stanford Achievement Test of Reading Comprehension..	Principal, Assistant Principal	8/20/2007	6/05/2008	District-wide Literacy Plan	31073
Utilize the Continuous Improvement Model to develop and implement an instructional focus calendar to target reading benchmarks in grades Kindergarten through three.	Principal, Assistant Principal	8/20/2007	6/05/2008	Continuous Improvement Model	0
Employ the assistance of the Title I Community Involvement Specialist to provide workshops for parents, enabling them to assist their children to achieve academically in reading.	Principal, Assistant Principal, Title I Community Involvement Specialist	8/20/2007	6/05/2008	Other/ Not Applicable	32073
Utilize the Continuous Improvement Model to identify the students in all subgroups scoring at Level 1 on the FCAT Reading Test, as delineated in the AYP disaggregated data, and implement an intervention program to address their deficiencies in reading.	Principal, Assistant Principal	8/20/2007	6/05/2008	Continuous Improvement Model	31073

Research-Based Programs

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



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Professional Development

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

Evaluation

This objective will be evaluated by scores of the 2008 FCAT Reading Test, District Interim Assessments, Diagnostic Indicators of Basic Early Literacy Skills (DIBELS) and Diagnostic Assessment of Reading (DAR). The reading tutorial program will be evaluated by scores from reading pre-and post-tests administered in Fall 2007 and Spring 2008. Progress monitoring assessments will be administered four times during the school year.

Mathematics Goal

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

Florida Education Priorities

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"/>

Mathematics Statement

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

Needs Assessment

Results of the 2007 FCAT Mathematics Test indicate that 74 percent of students have met the state required mastery level, 95 percent have made annual learning gains and 100 percent of students scoring in the lowest 25 percent made annual learning gains.

After examining data from grade three, it is evident that students demonstrated weakness in Number Sense and Algebraic Thinking clusters.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<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"/>

Measurable Objective

Given instruction based on the Sunshine State Standards, the number of students meeting high standards in grade three will increase by five percentage points on the 2008 administration of the FCAT Mathematics Test as compared to the 2007 administration of the FCAT Mathematics Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement the Continuous Improvement Model (CIM) to monitor student achievement and the instructional program on an on-going basis.	Principal, Assistant Principal	8/20/2007	6/05/2008	Continuous Improvement Model	0
Use the Regional Center Data Debriefing Protocols to conduct data debriefing sessions.	Principal, Assistant Principal	8/20/2007	6/05/2008	Other/ Not Applicable	0
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 the Number Sense and Algebraic Thinking clusters.	Principal, Assistant Principal	8/20/2007	6/05/2008	Seamless PreK-12 Curriculum	31073
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 meeting high standards.	Principal, Assistant Principal, Teachers	8/20/2007	6/05/2008	Other/ Not Applicable	0
Develop and implement an instructional focus calendar to target mathematics benchmarks in grades Kindergarten through three.	Principal, Assistant Principal, Teachers	8/20/2007	6/05/2008	Seamless PreK-12 Curriculum	0
Provide staff development in the use of critical thinking skills, manipulatives, and mathematical software to improve delivery of instruction, mathematical reasoning and also help maintain the achievement of students meeting high standards in mathematics.	Principal	8/20/2007	6/05/2008	Other/ Not Applicable	0
Implement an intervention program to address mathematics deficiencies of students in grade three scoring in the lowest 25th percentile on the 2007 Stanford Achievement Test of Mathematics.	Principal, Assistant Principal	8/20/2007	6/05/2008	Other/ Not Applicable	31073
Continue to implement the Competency-Based Curriculum, Sunshine State Standards, and the Comprehensive Mathematics Plan through the use of the Houghton Mifflin Mathematics Series.	Principal, Assistant Principal, Teachers	8/20/2007	6/05/2008	Seamless PreK-12 Curriculum	0
Implement an After-School Tutorial Program to address the mathematics deficiencies of students in grades one through three.	Principal, Assistant Principal	8/20/2007	6/05/2008	Other/ Not Applicable	19800
Provide workshops for parents, enabling them to assist their children with academic achievement in mathematics.	Principal, Assistant Principal, Title I Community Involvement Specialist	8/20/2007	6/05/2008	Other/ Not Applicable	32073

Research-Based Programs

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

Professional Development

- 1.Riverdeep Destination Mathematics
- 2.Voyager Mathematics

Evaluation



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This objective will be evaluated by scores of the 2008 FCAT Mathematics Test. Interim reports will provide formative assessment data which will be used to monitor progress toward the objective.
The mathematics tutorial program will be evaluated by scores from mathematics pre- and post-tests administered in Fall 2007 and Spring 2008.

Writing Goal

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

Florida Education Priorities

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"/>

Writing Statement

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

Needs Assessment

Results of the 2007 District Writing Narrative Post-Test indicate that 14 percent of students in grade three scored 3.5 or higher.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<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"/>

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade three will improve their writing skills as evidenced by 50 percent or more of students scoring 3.5 or higher on the 2008 administration of the District Writing Narrative Post-Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
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.	Principal, Assistant Principal, Teachers	8/20/2007	6/05/2008	District-wide Literacy Plan	0
Maintain student writing portfolios in grades Kindergarten through three with a collection of original narrative and expository writing samples.	Principal, Assistant Principal, Teachers	8/20/2007	6/05/2008	District-wide Literacy Plan	0
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.	Principal, Assistant Principal, Teachers	8/20/2007	6/05/2008	Other/ Not Applicable	0
Continue to implement "College Word of the Week" program each morning on closed circuit television, to aid in the acquisition of new vocabulary.	Principal, Assistant Principal, Title I Reading Coach	8/20/2007	6/05/2008	District-wide Literacy Plan	58127
Provide staff development in narrative/expository writing, and FCAT Writing+ holistic scoring.	Principal, Assistant Principal	8/20/2007	6/05/2008	Other/ Not Applicable	0
Provide workshops for parents enabling them to assist their children improve their writing skills.	Principal, Assistant Principal, Title I Community Involvement Specialist	8/20/2007	6/05/2008	Other/ Not Applicable	32073

Research-Based Programs

- 1.Houghton Mifflin Core Reading Program

Professional Development

- 1.FCAT Writing+ Holistic Scoring

Evaluation

This objective will be evaluated by scores on the District Narrative Writing Pre- and Post-Tests administered in Fall 2007 and Spring 2008. Monthly samples will provide formative assessment data, which will be used to monitor progress toward the objective.

Science Goal

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

Florida Education Priorities

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"/>

Science Statement

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

Needs Assessment

Scores of the 2007 School-developed Science Post-Test indicate that 47 percent of students in grade three achieved a score of 80 percent or higher.

Measurable Objective

Given instruction based on the Sunshine State Standards, 52 percent of students in grade three will score 80 percent or higher on the Spring 2008 administration of the School-developed Science Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement the Continuous Improvement Model (CIM) to monitor student achievement and the instructional program on an on-going basis.	Principal, Assistant Principal, Teachers	8/20/2007	6/05/2008	Continuous Improvement Model	0
Use the Regional Center Data Debriefing Protocols to conduct data debriefing sessions.	Principal, Assistant Principal	8/20/2007	6/05/2008	Other/ Not Applicable	0
Continue to implement the Competency-Based Curriculum, the Sunshine State Standards, and the Comprehensive Mathematics and Science Plan, using the Scott Foresman Science Series.	Principal, Assistant Principal, Teachers	8/20/2007	6/05/2008	Seamless PreK-12 Curriculum	0
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.	Principal, Assistant Principal, Teachers	8/20/2007	6/05/2008	Other/ Not Applicable	0
Implement the District Science Focus Calendar in all grade levels.	Principal, Assistant Principal, Teachers	8/20/2007	6/05/2008	Seamless PreK-12 Curriculum	0
Utilize the Continuous Improvement Model in grades Kindergarten through three to administer a variety of assessment strategies including standardized tests, district developed tests, and school-developed tests focusing on FCAT science content clusters.	Principal, Assistant Principal, Teachers	8/20/2007	6/05/2008	Continuous Improvement Model	0
Provide ongoing staff development in the use of interactive technology, telecommunications, and multimedia resources.	Principal, Assistant Principal	8/20/2007	6/05/2008	Other/ Not Applicable	0
Invite parents and community members to participate in science-related workshops and Redondo's Science Expo.	Principal, Assistant Principal, Title I Community Involvement Specialist	8/20/2007	6/05/2008	Other/ Not Applicable	32073
Create the Redondo Science Club for grade three students to provide multi-sensory scientific experiences that will encourage lifelong science inquiry, utilizing materials and strategies acquired at science in-service sessions.	Principal, Assistant Principal	8/20/2007	6/05/2008	Other/ Not Applicable	

Research-Based Programs

- 1.Scott Foresman Science Series

Professional Development

- 1.Scott Foresman Science

Evaluation

This objective will be evaluated by scores on the 2008 School-developed Science Post-Test. Unit tests administered throughout the school year will provide formative assessment data which will be used to monitor progress towards the objective.

Parental Involvement Goal

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

Florida Education Priorities

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"/>

Parental Involvement 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 73 percent of students had a parent or guardian attend at least one parental involvement activity during the 2006-2007 school year. After careful analysis of the 2006-2007 School Climate Survey Report, over 40 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 78 percent of Redondo Elementary students will have a parent or guardian attend at least one parental involvement activity during the 2007-2008 school year, as documented by the 2007-2008 Title I Parent Participation Logs.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Highlight Redondo Elementary monthly activities in the Redondo Gazette Newsletter, which is sent home in the appropriate languages.	Principal, Assistant Principal	9/05/2007	6/05/2008	Other/ Not Applicable	0
Conduct family literacy workshops and training sessions to assist parents at home with skill-development in the areas of reading, mathematics, writing, and science.	Principal, Assistant Principal, Title I Community Involvement Specialist	8/20/2007	6/05/2008	Other/ Not Applicable	32073
Implement the Title I Student, Parent/Guardian and School Compact Agreement.	Principal, Title I Community Involvement Specialist	9/05/2007	6/05/2008	Other/ Not Applicable	32073
Conduct ESOL classes for parents during school hours to assist them with the acquisition of English as a Second Language (ESOL) skills.	Principal	8/20/2007	6/05/2008	Other/ Not Applicable	0
Provide notices to parents of Parent Advisory Council (PAC) meetings, District Advisory Council (DAC) meetings, Parent Teacher Association (PTA) meetings, and all school activities/events on a regular basis and in the appropriate languages.	Principal, Assistant Principal, Title I Community Involvement Specialist	8/20/2007	6/05/2008	Other/ Not Applicable	32073
Enhance the School to Career initiative through parental participation in Redondo's Career Day and Science Expo.	Principal, Assistant Principal	1/07/2008	5/30/2008	Other/ Not Applicable	1600

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 2007-2008 school year. Title I Parent Outreach Monthly School Report will provide data, which will be used to monitor progress toward the objective.

Discipline & Safety Goal

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

Florida Education Priorities

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"/>

Discipline & Safety Statement

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

Needs Assessment

Attendance reports for the 2006-2007 school year indicated an average student attendance rate of 95 percent.

Measurable Objective

Given an emphasis on a safe and orderly environment, student attendance will improve as evidenced by a one percent increase in the attendance rate for the 2007-2008 school year as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Continue to implement Redondo's Present, On Time and in School Uniform incentive program to reward students that comply with attendance and mandatory uniform policy.	Principal	8/20/2007	6/05/2008	Safe and High-quality Facilities	1000
Recognize classes with perfect attendance on the Redondo daily news broadcast.	Principal, Assistant Principal	8/20/2007	6/05/2008	Other/ Not Applicable	0
Attend Region and District Behavior Management Workshops to foster a safe and disciplined school wide environment.	Principal, Assistant Principal, Counselor	8/20/2007	6/05/2008	Safe and High-quality Facilities	
Implement the "Do the Right Thing" program to honor students for their positive behavior.	Principal, Assistant Principal, Counselor	8/20/2007	6/05/2008	Other/ Not Applicable	0
Conduct Title I parent workshops focused on safety, discipline, parenting, and behavior management.	Principal, Assistant Principal, Community Involvement Specialist	8/20/2007	6/05/2008	Other/ Not Applicable	32073
Continue to monitor the effectiveness of the school's discipline and safety plan as developed by the Redondo Elementary Safety Committee.	Principal, Assistant Principal	8/20/2007	6/05/2008	Safe and High-quality Facilities	

Research-Based Programs

1.N/A

Professional Development

1.Region and District Behavior Management Workshops

Evaluation

This objective will be evaluated by a comparison of the results of the Miami-Dade County Public Schools Attendance Report from the 2006-2007 school year to those of the 2007-2008 school year.

Technology Goal

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

Florida Education Priorities

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"/>

Technology Statement

Redondo Elementary will promote equitable and universal access to technology.

Needs Assessment

Miami-Dade County Public School (M-DCPS) System has implemented several electronic programs, including Pinnacle Electronic Gradebook, FCAT Explorer, Riverdeep, Electronic Mail, Edusoft, Accelerated Reader, Reading Plus, 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. Ninety-three percent of Redondo's teachers participated in technology in-services during the 2006-2007 school year.

Measurable Objective

Given an emphasis on the use of technology in education, 94 percent or more of Redondo Elementary teachers will participate in technology-related in-services in the year 2007-2008.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Continue to reinforce the International Society for Technology in Education (ISTE) National Educational Technology Standards (NETS) for students.	Principal, Assistant Principal, Teachers	8/20/2007	6/05/2008	Other/ Not Applicable	0
Allocate available funds for the purchase of modern technology equipment and software.	Principal	8/20/2007	6/05/2008	Other/ Not Applicable	18000
Utilize the Pinnacle Electronic Gradebook to report student progress in all curricular areas and also daily attendance.	Principal, Gradebook Manager, Gradebook Attendance Manager	8/20/2007	6/05/2008	Other/ Not Applicable	0
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, Gradebook Manager	8/20/2007	6/05/2008	Other/ Not Applicable	0
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.	Principal, Teachers	8/20/2007	6/05/2008	Other/ Not Applicable	0
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	8/20/2007	6/05/2008	Other/ Not Applicable	0

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 in-services in the year 2007-2008, as reported in sign-in logs and workshop registration forms.

Health & Physical Fitness Goal

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

Florida Education Priorities

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"/>

Health & Physical Fitness Statement

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

Needs Assessment

Cardiovascular health has a positive impact on the cognitive and physical well being of students. Redondo Elementary School identifies the running component of the Moving Into the Future: National Standards for Physical Education Program as an integral element of a well-balanced physical fitness program.

Measurable Objective

Given instruction based on the M-Dade County Public Schools (M-DCPS) mandated Moving Into the Future: National Standards for Physical Education Program, students in grades two and three will improve their running skills as evidenced by 85 percent of the students meeting high standards in running-the-one-mile test on the 2007-2008 administration of the FITNESSGRAM Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
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 Moving Into the Future: National Standards for Physical Education Program.	Principal, Assistant Principal, Physical Education Teachers	8/20/2007	6/05/2008	Healthcare & Healthy Choices	0
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	8/20/2007	6/05/2008	Healthcare & Healthy Choices	0
Develop an action plan to insure input from the Physical Education department to meet the goals and objectives as stated.	Principal, Assistant Principal, Physical Education Teachers	8/20/2007	6/05/2008	Healthcare & Healthy Choices	0
Invite parents to attend the End-of-the-Year Health and Fitness Days.	Principal, Assistant Principal, Teachers	1/07/2008	6/05/2008	Healthcare & Healthy Choices	0
Ensure that an appropriate amount of instructional time is dedicated to fitness related activities on a daily basis. Activities should emphasize improvement in cardiovascular health, flexibility, and muscular strength/endurance.	Principal, Assistant Principal, Physical Education Teachers	8/20/2007	6/05/2008	Healthcare & Healthy Choices	0

Research-Based Programs

1. Moving Into the Future: National Standards for Physical Education Program

Professional Development

1. Moving Into the Future: National Standards for Physical Education Program

Evaluation

The objective will be evaluated by results of the 2007-2008 FITNESSGRAM assessments.

Electives & Special Areas Goal

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

Florida Education Priorities

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"/>

Electives & Special Areas Statement

Twenty percent or more of students in grades two and three will participate in extra-curricular activities.

Needs Assessment

Redondo Elementary identifies the need to provide students in grades two and three opportunities to explore areas of interest that will enhance their education beyond the scope of the standard curriculum.

During the 2006-2007 school year, Redondo Elementary did not offer extra-curricular activities to students in grades two and three. Recognizing the need for more enrichment activities, Redondo will establish a Safety Patrol, Academic Excellence Program, Science Club, Future Educators of America, and Morning News Team for students in grades two and three.

Measurable Objective

Given emphasis on the benefits of participating in enrichment extra-curricular activities, student membership in grades two and three will increase as evidenced by 20 percent of the students participating in these clubs during the 2007-2008 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Establish the Redondo Science Club for students in grades two and three.	Principal	9/30/2007	6/05/2008	Other/ Not Applicable	0
Advertise in grades two and three to promote student participation in Future Educators of America and Redondo Morning News Team.	Principal, Future Educators of America Facilitator	8/20/2007	6/05/2008	Other/ Not Applicable	794
Advertise in grade two to promote participation in Redondo Safety Patrol.	Principal, Safety Patrol Sponsor	8/20/2006	6/05/2008/	Other/ Not Applicable	1094
Promote participation of grade two and three students in the Academic Excellence Program by motivating students to uphold academic and conduct participation criteria, utilizing the Scott Foresman Science Series and strategies/materials from Academic Excellence In-service Sessions.	Principal	9/30/2007	6/05/2008	Other/ Not Applicable	0

Research-Based Programs

- 1.Scott Foresman Science Series

Professional Development

- 1.Academic Excellence Program In-Service Sessions
- 2.Scott Foresman Science

Evaluation

This objective will be evaluated by student participation as recorded in extra-curricular membership rosters for the 2007-2008 school year.

Return On Investment Goal

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

Florida Education Priorities

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"/>

Return On Investment 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 Return On Investment (ROI) percentile ranking will increase by at least one percentage point.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Become more informed about the use of financial resources in relation to school programs.	Principal	8/20/2007	6/05/2008	Business Process Redesign	0
Collaborate with the district on resource allocation.	Principal	8/20/2007	6/05/2008	Business Process Redesign	0
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal	8/20/2007	6/05/2008	Business Process Redesign	0
Consider shared use of facilities, partnering with community agencies.	Principal	8/20/2007	6/05/2008	Business Process Redesign	0

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 were 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 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 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 were 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 supported 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 supported Read-Aloud, Career Day, Science Exposition, Attendance/Uniform Incentive Program, Red Ribbon, Family Literacy Nights, Library/Media, Safety Patrols, and Multicultural/Diversity Celebration.

Benchmarking:



School Improvement Plan

2007-2008



The Educational Excellence School Advisory Council recommended benchmarking activities related to student achievement as specified by the School Improvement Plan. Instructional Focus Calendars were 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
Reading	145092
Mathematics	114019
Writing	90200
Science	32073
Parental Involvement	97819
Discipline & Safety	33073
Technology	18000
Health & Physical Fitness	0
Electives & Special Areas	1888
Return On Investment	0
Total	532164



School Improvement Plan 2007-2008



Date of Review: _____

This School Improvement Plan has been reviewed cooperatively by administrators, teachers, parents, students, and business/community representatives. As a result of this review, modifications to the SIP will be made in the following areas

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