Redondo Elementary School

2014-15 School Improvement Plan

Redondo Elementary School

18480 SW 304TH ST, Homestead, FL 33030

http://redondoelem.dadeschools.net/

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Elementary	Yes	98%

Alternative/ESE Center	Charter School	Minority
No	No	96%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	C			

School Board Approval

This plan is pending approval by the Dade County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
    - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

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.

Provide the school's vision statement

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.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

The school hosts American Heritage, Hispanic Heritage, Black History, and Holocaust Awareness activities throughout the school year, which allows students to share their cultural values with their teachers and peers.

Describe how the school creates an environment where students feel safe and respected before, during and after school

The school creates an environment where students feel safe and respected before, during and after school in various ways:
1. Providing morning supervision in the cafeteria and outside areas prior to morning bell
2. Sharing of core values during daily morning announcements
3. Involving third graders in the Safety Patrols program
4. Acknowledging students positive behavior through SPOT SUCCESS and Do the Right Thing initiatives
5. Enforcing Students Acts of Kindness philosophy by teaching the right things to do, setting up rules, and respecting others
6. Supervising students who are not picked up on time at dismissal

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

At Redondo Elementary School, we have protocols in place to help keep our students engaged during instructional time and procedures to follow to address disciplinary incidents. All students at Redondo Elementary School are required to abide by the Code of Student Conduct, school rules, classroom rules, and expectations for a safe learning environment. Staff and faculty are to support behavior management by redirecting inappropriate behavior observed through: verbal warnings, parental contact/conferences, detention, and administrative support.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

The school employs the services of a full-time guidance counselor, who is available for small group counseling and/or individual advising. The counselor is aware of events that occur in children's life to be able to offer appropriate services. District counseling services are also provided. Other programs available to students are, Do the Right Thing, Oyente/Listening Program, SPOT SUCCESS, Amigos for Kids, Bully Curriculum, and Children Bereavement Center. The school's counselor is very involved in the community, and procures any available services for the benefit of the entire student population.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Administrators, teachers and staff understand that student academic development correlates to student attendance and behavior. Within the school's Early Warning System, a rigorous instructional English Language Arts program is implemented and monitored with fidelity; the students' daily attendance rate will improve by decreasing the number of students who miss 10% or more instructional time; and the number of students who receive two or more behavioral referrals that lead to suspension will be decreased/maintained.
The following actions will be implemented:
Performance:
~Use data to set goals, determine sound instructional practices based on research, and differentiate instruction to meet the various needs of students, so as to reduce the number students scoring at Level 1 on the statewide, standardized assessments in English Language Arts.
Attendance:
~Administrators, teachers, and other staff members will make parents and students aware of valid excused absences through informational literature, workshops, and conferences;
~Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension will be reduced with the implementation of the Present and On Time school incentive program;
~Students who are deemed as developing a pattern for non-attendance will be referred to the MTSS/ RtI team.
Behavior:
~MTSS//RtI team will monitor students who receive two or more behavioral referrals and will provide students with counseling. Parents will also be encouraged to participate in this process;
~School will continue to provide a link to the Miami-Dade County Public Schools Code of Student Conduct in its web site and readily inform parents of any transgressions to the rules delineated in the aforementioned document;
~The school administration, school counselor, and social worker will review the Student Case Management Forms (SCMS), with consistent and timely follow-up, providing appropriate intervention, as needed.

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level				Total
	K	1	2	3	
Attendance below 90 percent	25	15	20	22	82
One or more suspensions	0	1	1	0	2
Course failure in ELA or Math	27	23	36	33	119
Level 1 on statewide assessment	0	0	0	57	57

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Intervention strategies employed by the school to improve the academic performance of students identified by the early warning system are:
~Use data to set goals, determine sound instructional practices based on research, and differentiate instruction to meet the various needs of students;
~Develop classroom routines that implement the gradual release of responsibility model as an instructional framework to support students in content, skills, and strategy acquisition by gradually releasing responsibility for learning outcomes from teacher to student;
~Provide professional development on instructional framework using the gradual release of responsibility model;
~The school administration, school counselor, and social worker will review daily and quarterly school attendance by using Percentage of Attendance District Region School Type Reports and Attendance Intervention Reports, as well as the Student Case Management Forms (SCMS), with consistent and timely follow-up, providing appropriate intervention, as needed.

Family and Community Involvement
The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress
Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?
Yes

PIP Link
The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/198175.

Description
A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Redondo Elementary holds monthly School Advisory Council (SAC) meetings with participation from community members, who have active input in all decisions taken by the council to support the school and student achievement.
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, Cecy's Hair Salon, George Wright Farm, and South Florida Audio Video.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership
Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
Baly, Rene	Principal
Puente-Ruiz, Rita	Assistant Principal
Arce, Angela	Instructional Coach
Rosenfield, Sara	Instructional Coach
Murias, Chantal	Instructional Coach

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Dr. René E. Baly, Principal, SAC member, SIP Writing Team member; and Rita M. Puente Ruiz, Assistant Principal, SAC member, who will schedule and facilitate regular RtI meetings, ensure attendance of team members, ensure follow up of action steps, and allocate resources.
In addition to the school administrator(s), the school's Leadership Team will include the following members who will carry out SIP planning and MTSS problem solving:
Sara Rosenfield, Reading Coach
Angela Arce, Reading Coach
Chantal Murias, Mathematics Coach, SAC member, SIP Writing Team member
In addition to Tier 1 problem solving, the Leadership Team members will meet monthly to review consensus, infrastructure, and implementation of building level MTSS.
Tier 2
The Assistant Principal, School Guidance Counselor, Psychologist, Social Worker, and Reading Coaches will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization.
In addition to those selected, other teachers will be involved, as needed, to provide information or revise efforts.
Tier 3 SST
The Assistant Principal, School Guidance Counselor, Psychologist, Social Worker, and Reading Coaches, all members of theTier 2 Team, selected classroom teacher(s), and parents/guardians make up the Tier 3 SST Problem Solving Team.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

Redondo's MTSS Leadership Team uses the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:
1. Holding monthly team meetings where problem solving is the sole focus;
2. Using the four step problem solving process as the basis for goal setting, planning, and program

evaluation during all team meetings that focus on increasing student achievement or behavioral success

3. Determining how we will know if students have made expected levels of progress towards proficiency (What progress will show a positive response?)

4. Responding when grades, subject areas, classes, or individual students have not shown a positive response (MTSS problem solving process and monitoring progress of instruction)

5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively

6. Gathering and analyzing data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment

7. Ensuring that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze data using the Tier 2 problem solving process after each OPM

Tier 2

The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur monthly to:

1. Review OPM data for intervention groups to evaluate group and individual student response

2. Support interventions where there is not an overall positive group response

3. Select students (see SST guidelines) for SST Tier 3 intervention

Redondo's School Improvement Plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed to implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1 worksheets completed three times per year. The MTSS Problem-Solving Model (PSM) is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress on a schedule based on student needs across Tiers.

Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.

Finally, MTSS End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. Previous years trend data across grade levels is used to examine impacted grades for support focus or prevention/early intervention efforts.

While the SIP plan does not focus on the primary (untested) grades, the MTSS leadership team extends the intent of the SIP to kindergarten, first, and second grades as they greatly contribute to later grades performance and student engagement.

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday Academy or summer school). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. School based, Title I funded Community Liaison Specialist (CLS), serves as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CLS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for

assessment and implementation monitoring. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via the CLS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Title I CHESS; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant

The school provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students are also provided extended learning opportunities (before-school and/or after-school, and summer school) by the Title I, Part C, Migrant Education Program.

Title II

The District uses supplemental funds for improving basic education as follows:
• training to certify qualified mentors for the New Teacher (MINT) Program
• training for add-on endorsement programs, such as Reading, Gifted, ESOL
• training and substitute release time for Professional Development Liaisons (PDL) at the school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols

Title III

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:
• tutorial programs (K-12)
• parent outreach activities (K-12) through the Bilingual Parent Outreach Program (The Parent Academy)
• professional development on best practices for ESOL and content area teachers
• coaching and mentoring for ESOL and content area teachers(K-12)
• reading and supplementary instructional materials(K-12)
• cultural supplementary instructional materials (K-12)
• purchase of supplemental hardware and software for the development of language and literacy skills in reading, Mathematics and science, as well as, thematic cultural lessons is purchased for selected schools to be used by ELL students and recently arrived immigrant students (K-12, RFP Process)
The above services will be provided should funds become available for the 2014-2015 school year and should the FLDOE approve the application(s).

Title X- Homeless

• Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
• The Homeless Education Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
• The Homeless Education Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
• The Staff in the Homeless Education Program provides annual training to: 1) School Registrars on the procedures for enrolling homeless students, 2) School Counselors on the McKinney-Vento Homeless Assistance Act which ensures that homeless children and youth are not to be stigmatized,

separated, segregated, or isolated on their status as homeless, and are provided all entitlements, and 3) all School Homeless Liaisons assigned by the school administrator to provide further details on the rights and services of students identified as homeless.

• Project Upstart and The Homeless Trust, a community organization, provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by The Homeless Trust-a community organization.

• Project Upstart provides tutoring and counseling to selected homeless shelters in the community.

• The District Homeless Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.

The above listed will be implemented by Redondo Elementary as needed throughout the 2014-2015 school year.

Redondo Elementary will identify a school-based School Homeless Liaison to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Violence Prevention Programs

District Policy Against Bullying and Harassment

• Miami Dade County Public Schools adopted Policy 5517.01, titled Bullying and Harassment. It is the policy of the Miami-Dade County Public School District that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind.

This policy provides awareness, prevention and education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or volunteers.

• Administrators or designees are required to begin any investigation of bullying or harassment within 24 hours of an initial report.

• All Staff, Students, and Parents/Volunteers MUST receive training on an annual basis.

Every school site is required to implement 5 curriculum lessons on Bullying and Violence Prevention per grade level Pre-K thru 12.

Nutrition Programs

1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.

2) Nutrition education, as per state statute, is taught through physical education.

3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

4) Redondo Elementary was selected to participate in the USDA Fresh Fruit and Vegetable Program for the year 2014-2015. Fresh fruits and vegetables will be distributed to the students three times per week as healthy snacks.

Career and Technical Education

Redondo grade two students gain an understanding of business and industry workforce requirements through their participation in the Kids And the Power Of Work (KAPOW) program.

Other

Health Connect in Our Schools

• Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds.

• Teams at designated school sites are staffed by a School Social Worker (shared between schools), a Nurse (shared between schools) and a full-time Health Aide.

• HCiOS services reduces or eliminates barriers to care, connects eligible students with health insurance and a medical home, and provides care for students who are not eligible for other services.

• HCiOS delivers coordinated social work and mental/behavioral health interventions in a timely manner.

• HCiOS enhances the health education activities provided by the schools and by the health department.

• HCiOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program.

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Dr. René E. Baly	Principal
Maribel Diaz	Teacher
Chantal Murias	Teacher
Bettina Gonzalez	Teacher
Ivette Paniagua	Teacher
Brandi Campbell	Teacher
Ximena Sperling	Teacher
Luz Frias-Ramirez	Teacher
Graciela Salinas	Education Support Employee
Marbella Servin	Education Support Employee
Aisha Woodson	Parent
Imelda Gutierrez	Parent
Elida Ramirez	Parent
Liliana Andres	Parent
Zoraida Serret	Parent
Jasmine Orengo	Parent
Jason Gross	Business/Community
Nancy Clark	Business/Community
Zoila Gallegos	Business/Community
Adela Carrion	Business/Community
Paul Baker	Business/Community
Rita M. Puente-Ruiz	Principal
Rebecca Meeks	Business/Community

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

All stakeholders contributed to the review and continuous evaluation of SIP strategies during monthly meetings, since this is always an item on the council's agenda. The school's SIP is a live/working document and, as such, is adjusted throughout the year as needed based on SAC recommendations. All data collected during the Mid-Year review was explained to the group and discussed before submitting it to the regional office. When End Of Year (EOY) SIP Review and Planning documents were completed by all grade levels/departments, these were explained in detail at the SAC meeting conducted on May 14, 2014. Data collected at mid-year was utilized to reflect on Annual Measurable Objectives (AMO) targets pertaining to all goals of the SIP. Three members of SAC were selected to be part of the SIP Writing Team. The first draft will be presented to SAC at the opening of the 2014-2015 school year, prior to submission to the regional office.

Development of this school improvement plan

The first meeting of the 2014-2015 school year was celebrated on September 24, 2014. The Action Plan, which includes English Language Arts, Mathematics, and Science was shared with all stakeholders. All stakeholders are aware of the 2014-2015 Actual and Target Performance for School Improvement Plan. Three members of SAC have been identified as the SIP Writing Team. A meeting will take place on October 8, 2014, when feedback from region and FLDOE SIP reviewers will be available for discussion. All stakeholders will have an opportunity to provide input as to the SIP.

Preparation of the school's annual budget and plan

The SAC must advise the principal in the development of the school's budget. (FSS) In order to accomplish this, the SAC should receive budget training, which is provided by the school's principal. A portion of the school's budget is an allocation of $5.00 for every FTE in the school, made directly to the SAC. This money may not be used on capital improvements, nor may they be used for any project or program that has duration of more than one (1) year. Neither District staff nor the principal may override the decision of the EESAC with regard to these funds. (F.S. 24.121) Initial allocation of these funds, which are dedicated to the support of the SIP, is decided upon by consensus during the first meeting of the school year. The SAC Chair, together with the school's secretary/treasurer, maintain an on-going record of expenditures.
Copies of the entire school budget, not just the SAC portion, should be provided to all members. Budget decisions and implementation timelines are tracked through the SAC's minutes.
School, Title I, and SAC budgets are discussed during each scheduled SAC meeting.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

Honor Roll/Awards for Students $500.00
School-wide Literacy Program $700.00
Present/On Time Attendance Incentive Program $400.00
Red Ribbon/Drug-Free Program $200.00
Safety Patrols $100.00
Science Expo $300.00
School-wide Technology $850.00

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership
Identify the name, email address and position title for each member of the school-based LLT.**:**

Name	Title
Baly, Rene	Principal
Puente-Ruiz, Rita	Assistant Principal
Arce, Angela	Instructional Coach
Rosenfield, Sara	Instructional Coach
Murias, Chantal	Instructional Coach
Guerrero, Elaine	Teacher, K-12
Jagielski, Rebecca	Teacher, K-12
Rickmond, Barbara	Teacher, K-12
Arnaiz, Jessica	Teacher, K-12
Smith, Shonte	Teacher, ESE
Hernandez, Teresa	Teacher, K-12
Hosmer, Claudia	Teacher, K-12
Paniagua, Ivette	Guidance Counselor
Gonzalez, Bettina	Teacher, K-12
Diaz, Maribel	Teacher, K-12
Baquedano, Angela	Instructional Media

Duties

Describe how the LLT promotes literacy within the school

Redondo Elementary School's LLT will ensure fidelity of implementation of the K-12 Comprehensive Research-Based Reading Plan (K-12 CRRP). The team will monitor the effective implementation of the Florida Standards (FS) in grades Kindergarten – three. The team will review student achievement data and identify school-wide trends. This group of educators will monitor the implementation of tiered reading interventions to guarantee that students are making adequate progress. The LLT will identify appropriate professional development opportunities for staff members. The team will identify and facilitate appropriate peer-to-peer observations throughout the school year.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Redondo Elementary teachers plan collaboratively on a weekly basis, with the support of instructional coaches. Horizontal and vertical peer observations will occur during the course of the school year. Professional Learning Community (PLC) sessions will be scheduled to address teachers' instructional needs/concerns to enhance student achievement.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

• Administrators identify exemplary instructors to be part of the school's leadership teams
• School facilitates monthly Professional Learning Community sessions to share best practices among teachers
• Principal offers stipends to highly qualified teachers to carry out additional professional responsibilities, i.e., grade level/department chairperson

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

New teachers are paired with experienced, highly qualified educators within the same grade level. Release time is provided for mutual observations and feedback, coaching, and planning. Instructional Coaches will provide support and model small/whole group instruction and classroom learning centers. Opportunities for professional development activities will be offered to new teachers throughout the school year.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Instructional coaches ensure that district-provided pacing guides are utilized to guide instructional planning during weekly collaborative planning meetings, resulting in proper alignment between core instructional programs and Florida standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Students are provided with an extra hour of English Language Arts intervention to address their deficiencies in this subject area and to enrich the skills already acquired. Student data is monitored monthly to ensure that differentiated instruction meets the individual needs of each of our students. Small group instruction is implemented daily during reading and mathematics instructional blocks.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 10,800

Redondo Elementary implements daily English Language Arts interventions utilizing programs such as:
Saxon
WonderWorks-Access Complex Text and Foundational Skills

Strategy Rationale

The school's performance data from the 2013-2014 school year reflects a need for additional English Language Arts instruction.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Baly, Rene, pr4611@dadeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data from Interim Assessments, Florida Assessment for Instruction in Reading (FAIR-FS), and interventions will be collected by reading coaches and analyzed during collaborative meetings with administrators, teachers, instructional coaches and interventionists, so as to determine effectiveness of the extended school day.

Student Transition and Readiness

PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Redondo Elementary assists preschool children in transition from early childhood programs to local elementary school programs by conducting orientation meetings and site visits between the area preschools and the school. Orientation meetings for the parents of these students are conducted in February, May, and August. These orientation meetings provide families with information on the expectations of Kindergarten and as to how they can help their children make the transition. Additionally, school staff visits preschools in February, April, and May. Furthermore, preschool staff and school staff collaborate throughout the year, and when possible, preschool staff members conduct monthly visits to the school, prior to the annual February, April, and May visits with students.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

N/A

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

N/A

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

N/A

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](), as required by section 1008.37(4), Florida Statutes

N/A

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

`1` = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   We will increase student achievement by improving core instruction in all content areas.

G2.   We will utilize Early Warning Systems (EWS) to identify at-risk students in a timely manner to provide support and interventions so as to increase achievement.

G3.   We will increase quantity of activities and student participation in experiences that integrate Science, Technology, Engineering, and Mathematics.

G4.   Parent Involvement - See Title I PIP for this goal.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. We will increase student achievement by improving core instruction in all content areas. 1a

🔍 G054148

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	62.0
AMO Reading - ED	61.0
AMO Reading - ELL	61.0
AMO Reading - Hispanic	62.0
ELA/Reading Gains	63.0
ELA/Reading Lowest 25% Gains	63.0
AMO Math - All Students	77.0
AMO Math - ED	76.0
AMO Math - ELL	76.0
AMO Math - Hispanic	77.0
Math Gains	80.0
Math Lowest 25% Gains	76.0

Resources Available to Support the Goal 2

- English Language Arts Florida Standards, Item Specifications, Planning Cards, Task Cards, Daily Learning Targets, McGraw Hill Wonders, McGraw Hill WonderWorks, Saxon, Reading Plus, Instructional Coaches, Curriculum Support Specialists, Imagine Learning, Waterford, FAIR-FS

- Go Math Textbooks, CER Bellringers, iReady, weekly common planning meetings, Thinkcentral.com, Reflex Math, Instructional Math Coach, Curriculm Support Specialist

- Pacing Guides, FCAT Item Specifications, Year-at-a-Glance, Scope and Sequence, Essential Labs, AIMS Activity Books, Discover Education Videos, CER Tasks, Gizmos, J & J Bootcamp

Targeted Barriers to Achieving the Goal 3

- There is limited evidence of collaborative planning and instructional delivery aligned to the Florida Standards and NGSSS.

Plan to Monitor Progress Toward G1. 8

Review formative assessment data to determine progress towards the goal.

Person Responsible
Rene Baly

Schedule
Monthly, from 9/9/2014 to 5/29/2015

Evidence of Completion
Thinkgate reports, student work, Interim Progress Reports, Report Cards

Plan to Monitor Progress Toward G1. 8

Disaggregate data of Interim Assessments to determine progress towards the goal.

Person Responsible
Rene Baly

Schedule
Quarterly, from 9/9/2014 to 5/29/2015

Evidence of Completion
Interim Assessment data

Plan to Monitor Progress Toward G1. 8

Conduct data analysis of Florida Standards Assessment results to determine achievement of the goal.

Person Responsible
Rene Baly

Schedule
Annually, from 3/16/2015 to 6/5/2015

Evidence of Completion
Florida Standards Assessment

G2. We will utilize Early Warning Systems (EWS) to identify at-risk students in a timely manner to provide support and interventions so as to increase achievement. 1a

🔑 G054149

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90%	10.0
One or More Suspensions	0.0
Level 1 - All Grades	38.0

Resources Available to Support the Goal 2

- Administrators will identify students via the Present and On Time school incentive program.

- The school administration, school counselor, and social worker will review the Student Case Management Forms (SCMS), with consistent and timely follow-up, providing appropriate intervention, as needed.

- Use data to set goals, determine sound instructional practices based on research, and differentiate instruction to meet the various needs of students, so as to reduce the number students scoring at Level 1 on the statewide, standardized assessments in English Language Arts.

Targeted Barriers to Achieving the Goal 3

- Eighty-two students (12%) in grades Kindergarten through three missed 10% or more of available instructional time.

Plan to Monitor Progress Toward G2. 8

Daily and quarterly school attendance reports will be reviewed by using Percentage of Attendance District Region School Type Reports and Attendance Intervention Reports.

Person Responsible
Rene Baly

Schedule
Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion
Percentage of Attendance District Region School Type Reports and Attendance Intervention Reports data will be collected to measure progress towards the selected target.

Plan to Monitor Progress Toward G2. 8

Review formative assessment data to determine progress towards the goal.

Person Responsible
Rene Baly

Schedule
Quarterly, from 9/9/2014 to 5/29/2015

Evidence of Completion
Interim Assessments

Plan to Monitor Progress Toward G2. `8`

Data analysis of Florida Standards Assessment results

Person Responsible
Rene Baly

Schedule
Annually, from 3/16/2015 to 6/5/2015

Evidence of Completion
Florida Standards Assessment

G3. We will increase quantity of activities and student participation in experiences that integrate Science, Technology, Engineering, and Mathematics. `1a`

🔑 G054150

Targets Supported `1b`

Indicator	Annual Target

Resources Available to Support the Goal `2`
- School will participate in the Elementary Science Fair, SECME activities, and the annual In-House Redondo Science Expo.
- Pacing Guides, FCAT Item Specifications, Year-at-a-Glance, Scope and Sequence, Essential Labs, AIMS Activity Books, Discover Education Videos, CER Tasks, Gizmos, Curriculum Support Specialist, J & J Bootcamp

Targeted Barriers to Achieving the Goal `3`
- There is evidence of limited exposure to hands-on experiences in the integration of Science, Technology, Engineering, and Mathematics, with four STEM-related experiences offered during the 2013-2014 school year.

Plan to Monitor Progress Toward G3. `8`

School monthly calendar, bi-monthly newsletter, student participation rosters, field trip documentation, STEM-related publications, and classroom observations will reflect increased student participation in STEM-related activities.

Person Responsible
Rene Baly

Schedule
Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion
School monthly calendar, bi-monthly newsletter, and STEM-related publications that reflect student participation in STEM-related activities will demonstrate progress towards increased exposure to hands-on experiences in the integration of Science, Technology, Engineering, and Mathematics, resulting in five or more STEM-related activities offered throughout the school year.

G4. Parent Involvement - See Title I PIP for this goal. 1a

Targets Supported 1b
G054151

Indicator	Annual Target

Resources Available to Support the Goal 2

Targeted Barriers to Achieving the Goal 3

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. We will increase student achievement by improving core instruction in all content areas. 1

🔑 G054148

G1.B1 There is limited evidence of collaborative planning and instructional delivery aligned to the Florida Standards and NGSSS. 2

🔑 B136618

G1.B1.S1 Effective Planning and Instructional Delivery 4

🔑 S148618

Strategy Rationale

Plan for and deliver instruction that is based on standards and/or specific course benchmarks. Students will experience and master course content and skills, as a result of rigorous, purposeful, and engaging instructional activities. Stakeholders will use student data to ascertain strengths and weaknesses to identify clear and accessible future instructional paths.

Action Step 1 5

Provide professional development on comprehensive lesson planning, purpose driven standard instruction, including learning targets aligned to the standards that scaffold to the highest level of DOK.

Person Responsible

Rene Baly

Schedule

Quarterly, from 9/9/2014 to 5/29/2015

Evidence of Completion

Agendas, Sign-in sheets, Professional Development Handouts

Action Step 2 `5`

Work collaboratively during common planning to create lesson plans using backward planning, ensuring that student work products (end products) are aligned to the learning targets and meet the needs of the standard.

Person Responsible

Rene Baly

Schedule

Weekly, from 9/9/2014 to 5/29/2015

Evidence of Completion

Coaching logs and calendars, debrief protocol, lesson plans, common planning agendas, student work products

Action Step 3 `5`

Conduct coaching cycles and model different components of the instructional framework based on teacher need.

Person Responsible

Rene Baly

Schedule

Weekly, from 9/9/2014 to 5/29/2015

Evidence of Completion

Coaching logs and calendar

Action Step 4 `5`

Conduct classroom walkthroughs to monitor the effective use of lesson planning and delivery to include all components of the Gradual Release Model with a clear focus aligned to the standard.

Person Responsible

Rene Baly

Schedule

Weekly, from 9/9/2014 to 5/29/2015

Evidence of Completion

Walkthrough documentation, administrative feedback, and reflection on support document

Plan to Monitor Fidelity of Implementation of G1.B1.S1 `6`

Instructional Coaches will debrief with administration during weekly leadership meetings to discuss teachers' planning and delivery of instruction aligned to the Florida Standards and NGSSS.

Person Responsible

Rene Baly

Schedule

Weekly, from 9/9/2014 to 5/29/2015

Evidence of Completion

Coaching log and calendars, leadership team meeting agendas, lesson plans, classroom walk-throughs

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 `7`

Conduct data chats with teachers and instructional coaches to review student assessment data.

Person Responsible

Rene Baly

Schedule

Biweekly, from 9/9/2014 to 5/29/2015

Evidence of Completion

Student work and performance data, data chats, results of formative assessments

G2. We will utilize Early Warning Systems (EWS) to identify at-risk students in a timely manner to provide support and interventions so as to increase achievement. [1]

🔑 G054149

G2.B1 Eighty-two students (12%) in grades Kindergarten through three missed 10% or more of available instructional time. [2]

🔑 B136624

G2.B1.S1 Promote attendance through school-wide recognition Present and On Time incentive program. [4]

🔑 S148621

Strategy Rationale

Attendance incentive program will help reduce the percentage of students absent 18 or more days from 12% to 10%.

Action Step 1 [5]

Implementation of the Present and On Time school incentive program to recognize students during daily morning announcements.

Person Responsible

Rene Baly

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

Daily morning broadcast of school news via closed-circuit television network with dedicated time slot for Present and On Time initiative

Action Step 2 [5]

Dissemination of Title I School Parent Compact and M-DCPS Parent/Student Handbook

Person Responsible

Rene Baly

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Records of parental receipt/signature of Title I School Parent Compact, minutes/agendas of EESAC monthly meetings, M-DCPS/Redondo Elementary Parent/Student Handbook

Action Step 3 5

Awards assemblies celebrated at the end of each nine-week period, where perfect attendance is recognized

Person Responsible

Rene Baly

Schedule

Quarterly, from 10/23/2014 to 6/4/2015

Evidence of Completion

School monthly calendars, parental attendance sign-in records

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

The school administration ensures daily implementation of the Present and On Time incentive program

Person Responsible

Rene Baly

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

Daily morning broadcast of school news via closed-circuit television network with dedicated time slot for Present and On Time initiative

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

The school administration, school counselor, and social worker will review daily and quarterly school attendance by using Percentage of Attendance District Region School Type Reports and Attendance Intervention Reports.

Person Responsible

Rene Baly

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Percentage of Attendance District Region School Type Reports and Attendance Intervention Reports.

G3. We will increase quantity of activities and student participation in experiences that integrate Science, Technology, Engineering, and Mathematics. 1

G054150

G3.B1 There is evidence of limited exposure to hands-on experiences in the integration of Science, Technology, Engineering, and Mathematics, with four STEM-related experiences offered during the 2013-2014 school year. 2

B136627

G3.B1.S1 Students will participate in the Redondo In-house Science Expo, Elementary School Science Fair, SECME Olympiad activities, South Florida Science Center In-House Field Trip(s), and other District initiatives which will be offered throughout the school year. 4

S148627

Strategy Rationale

Participation in a myriad of STEM-related activities will increase students' scientific thinking as they observe the effective/purposeful integration of science, technology, engineering, and mathematics.

Action Step 1 5

School will prepare students to submit projects to the Elementary Science Fair.

Person Responsible

Rene Baly

Schedule

Monthly, from 9/1/2014 to 2/7/2015

Evidence of Completion

Science project entries to the Elementary Science fair; technology-embedded lesson plans evidencing effective utilization of interactive white boards/virtual science activities, observation of STEM-related classroom projects

Action Step 2 5

Students will participate in Redondo's Annual Science Expo.

Person Responsible

Rene Baly

Schedule

On 6/4/2015

Evidence of Completion

Participation logs, Science Expo judging criteria sheets

Action Step 3 [5]

Science teachers facilitate STEM-related activities via the implementation of Essential Labs.

Person Responsible

Rene Baly

Schedule

Quarterly, from 9/9/2014 to 6/4/2015

Evidence of Completion

Essential Labs checklists; students' science journals; technology-embedded lesson plans evidencing effective utilization of interactive white boards/virtual science activities

Plan to Monitor Fidelity of Implementation of G3.B1.S1 [6]

Administrators will conduct on-going quantitative and qualitative review of STEM-related activities available to students.

Person Responsible

Rene Baly

Schedule

Monthly, from 8/18/2014 to 5/29/2015

Evidence of Completion

List of STEM-related activities offered to Redondo students and student participation logs.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 [7]

Administrators and science teachers will monitor availability of STEM-related activities and student participation in such activities.

Person Responsible

Rene Baly

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

School monthly calendar, bi-monthly newsletter, and STEM-related publications that reflect student participation in STEM-related activities

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Provide professional development on comprehensive lesson planning, purpose driven standard instruction, including learning targets aligned to the standards that scaffold to the highest level of DOK.	Baly, Rene	9/9/2014	Agendas, Sign-in sheets, Professional Development Handouts	5/29/2015 quarterly
G2.B1.S1.A1	Implementation of the Present and On Time school incentive program to recognize students during daily morning announcements.	Baly, Rene	8/18/2014	Daily morning broadcast of school news via closed-circuit television network with dedicated time slot for Present and On Time initiative	6/4/2015 daily
G3.B1.S1.A1	School will prepare students to submit projects to the Elementary Science Fair.	Baly, Rene	9/1/2014	Science project entries to the Elementary Science fair; technology-embedded lesson plans evidencing effective utilization of interactive white boards/virtual science activities, observation of STEM-related classroom projects	2/7/2015 monthly
G1.B1.S1.A2	Work collaboratively during common planning to create lesson plans using backward planning, ensuring that student work products (end products) are aligned to the learning targets and meet the needs of the standard.	Baly, Rene	9/9/2014	Coaching logs and calendars, debrief protocol, lesson plans, common planning agendas, student work products	5/29/2015 weekly
G2.B1.S1.A2	Dissemination of Title I School Parent Compact and M-DCPS Parent/Student Handbook	Baly, Rene	8/18/2014	Records of parental receipt/signature of Title I School Parent Compact, minutes/ agendas of EESAC monthly meetings, M-DCPS/Redondo Elementary Parent/ Student Handbook	6/4/2015 monthly
G3.B1.S1.A2	Students will participate in Redondo's Annual Science Expo.	Baly, Rene	9/1/2014	Participation logs, Science Expo judging criteria sheets	6/4/2015 one-time
G1.B1.S1.A3	Conduct coaching cycles and model different components of the instructional framework based on teacher need.	Baly, Rene	9/9/2014	Coaching logs and calendar	5/29/2015 weekly
G2.B1.S1.A3	Awards assemblies celebrated at the end of each nine-week period, where perfect attendance is recognized	Baly, Rene	10/23/2014	School monthly calendars, parental attendance sign-in records	6/4/2015 quarterly
G3.B1.S1.A3	Science teachers facilitate STEM-related activities via the implementation of Essential Labs.	Baly, Rene	9/9/2014	Essential Labs checklists; students' science journals; technology-embedded lesson plans evidencing effective utilization of interactive white boards/ virtual science activities	6/4/2015 quarterly
G1.B1.S1.A4	Conduct classroom walkthroughs to monitor the effective use of lesson planning and delivery to include all components of the Gradual Release Model with a clear focus aligned to the standard.	Baly, Rene	9/9/2014	Walkthrough documentation, administrative feedback, and reflection on support document	5/29/2015 weekly
G1.MA1	Review formative assessment data to determine progress towards the goal.	Baly, Rene	9/9/2014	Thinkgate reports, student work, Interim Progress Reports, Report Cards	5/29/2015 monthly
G1.MA2	Disaggregate data of Interim Assessments to determine progress towards the goal.	Baly, Rene	9/9/2014	Interim Assessment data	5/29/2015 quarterly
G1.MA3	Conduct data analysis of Florida Standards Assessment results to determine achievement of the goal.	Baly, Rene	3/16/2015	Florida Standards Assessment	6/5/2015 annually
G1.B1.S1.MA1	Conduct data chats with teachers and instructional coaches to review student assessment data.	Baly, Rene	9/9/2014	Student work and performance data, data chats, results of formative assessments	5/29/2015 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA1	Instructional Coaches will debrief with administration during weekly leadership meetings to discuss teachers' planning and delivery of instruction aligned to the Florida Standards and NGSSS.	Baly, Rene	9/9/2014	Coaching log and calendars, leadership team meeting agendas, lesson plans, classroom walk-throughs	5/29/2015 weekly
G2.MA1	Daily and quarterly school attendance reports will be reviewed by using Percentage of Attendance District Region School Type Reports and Attendance Intervention Reports.	Baly, Rene	8/18/2014	Percentage of Attendance District Region School Type Reports and Attendance Intervention Reports data will be collected to measure progress towards the selected target.	6/4/2015 quarterly
G2.MA2	Review formative assessment data to determine progress towards the goal.	Baly, Rene	9/9/2014	Interim Assessments	5/29/2015 quarterly
G2.MA3	Data analysis of Florida Standards Assessment results	Baly, Rene	3/16/2015	Florida Standards Assessment	6/5/2015 annually
G2.B1.S1.MA1	The school administration, school counselor, and social worker will review daily and quarterly school attendance by using Percentage of Attendance District Region School Type Reports and Attendance Intervention Reports.	Baly, Rene	8/18/2014	Percentage of Attendance District Region School Type Reports and Attendance Intervention Reports.	6/4/2015 quarterly
G2.B1.S1.MA1	The school administration ensures daily implementation of the Present and On Time incentive program	Baly, Rene	8/18/2014	Daily morning broadcast of school news via closed-circuit television network with dedicated time slot for Present and On Time initiative	6/4/2015 daily
G3.MA1	School monthly calendar, bi-monthly newsletter, student participation rosters, field trip documentation, STEM-related publications, and classroom observations will reflect increased student participation in STEM-related activities.	Baly, Rene	8/18/2014	School monthly calendar, bi-monthly newsletter, and STEM-related publications that reflect student participation in STEM-related activities will demonstrate progress towards increased exposure to hands-on experiences in the integration of Science, Technology, Engineering, and Mathematics, resulting in five or more STEM-related activities offered throughout the school year.	6/4/2015 monthly
G3.B1.S1.MA1	Administrators and science teachers will monitor availability of STEM-related activities and student participation in such activities.	Baly, Rene	8/18/2014	School monthly calendar, bi-monthly newsletter, and STEM-related publications that reflect student participation in STEM-related activities	6/4/2015 quarterly
G3.B1.S1.MA1	Administrators will conduct on-going quantitative and qualitative review of STEM-related activities available to students.	Baly, Rene	8/18/2014	List of STEM-related activities offered to Redondo students and student participation logs.	5/29/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportuntities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. We will increase student achievement by improving core instruction in all content areas.

G1.B1 There is limited evidence of collaborative planning and instructional delivery aligned to the Florida Standards and NGSSS.

G1.B1.S1 Effective Planning and Instructional Delivery

PD Opportunity 1

Provide professional development on comprehensive lesson planning, purpose driven standard instruction, including learning targets aligned to the standards that scaffold to the highest level of DOK.

Facilitator

Instructional Coaches, Curriculum Support Specialists

Participants

Teachers

Schedule

Quarterly, from 9/9/2014 to 5/29/2015

Budget Rollup

Summary	
Description	**Total**
Goal 2: We will utilize Early Warning Systems (EWS) to identify at-risk students in a timely manner to provide support and interventions so as to increase achievement.	750
Goal 3: We will increase quantity of activities and student participation in experiences that integrate Science, Technology, Engineering, and Mathematics.	1,500
Grand Total	**2,250**

Goal 2: We will utilize Early Warning Systems (EWS) to identify at-risk students in a timely manner to provide support and interventions so as to increase achievement.		
Description	**Source**	**Total**
B1.S1.A1 - SAC allocation for Present and On Time school incentive program	Other	400
B1.S1.A3 - EESAC Honor Roll allocation	Other	350
Total Goal 2		**750**

Goal 3: We will increase quantity of activities and student participation in experiences that integrate Science, Technology, Engineering, and Mathematics.		
Description	**Source**	**Total**
B1.S1.A2 - SAC Science/Technology Allocation	Other	1,500
Total Goal 3		**1,500**