

Miami-Dade County Public Schools

Redondo Elementary School



2015-16 School Improvement Plan

Redondo Elementary School

18480 SW 304TH ST, Homestead, FL 33030

<http://redondoelem.dadeschools.net/>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	98%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	98%

School Grades History

Year	2014-15	2013-14
Grade	C*	C

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 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 core values during daily morning announcements
3. Implementing the Values Matter Initiative by highlighting the nine core values identified in the Code of Student Conduct, both during morning announcements and via signs posted throughout the school
4. Involving third graders in the Safety Patrols program
5. Acknowledging students positive behavior through SPOT Success and Do the Right Thing initiatives
6. Enforcing Students Acts of Kindness philosophy by teaching the right things to do, setting up rules, and respecting others
7. 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, Values Matter, Amigos for Kids, Bullying and Harassment 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/Rtl team.

Behavior:

~MTSS/Rtl 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	2	0	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
	K	1	2	3	
Students exhibiting two or more indicators	11	6	1	4	22

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 Riviera Schools, 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:

Name	Title
Baly, Rene	Principal
Puente-Ruiz, Rita	Assistant Principal
Murias, Chantal	Instructional Coach
Bell, Tiffany	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, and SIP Writing Team member; and Rita M. Puente Ruiz, Assistant Principal, and SAC member, will schedule and facilitate regular Rtl 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:

Tiffany Bell, Reading Coach

Chantal Murias, Mathematics Coach and 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 Coach 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 Coach, all members of the Tier 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 2015-2016 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

Bullying and Harassment District Policy

- 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 2015-2016. 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.

- HClOS delivers coordinated social work and mental/behavioral health interventions in a timely manner.
- HClOS enhances the health education activities provided by the schools and by the health department.
- HClOS 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:

Name	Stakeholder Group
Dr. René E. Baly	Principal
Maribel Diaz	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
Imelda Gutierrez	Parent
Zoraida Serret	Parent
Nancy Clark	Business/Community
Adela Carrion	Business/Community
Paul Baker	Business/Community
Rita M. Puente-Ruiz	Principal
Aniette Maldonado	Teacher
Blanca Coronado	Parent
Ana I. Silva	Parent
Liliana Andres	Parent
Marta Silva	Parent
Jose Cortina	Business/Community
William Howard	Business/Community
Shattorria Durham	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 20, 2015. 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 and faculty prior to submission to the regional office and state.

Development of this school improvement plan

The first meeting of the 2015-2016 school year is scheduled for September 30, 2015. The Action Plan, which includes English Language Arts, Mathematics, Science, Social Science, and Technology will be shared with all stakeholders. All stakeholders are aware of the 2015-2016 Actual and Target Performance for School Improvement Plan. Three members of SAC have been identified as the SIP Writing Team. During the first meeting of the year, September 30, 2015, 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. 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 second 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, is 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 \$600.00
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 \$900.00

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:

Name	Title
Baly, Rene	Principal
Puente-Ruiz, Rita	Assistant Principal
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
Bell, Tiffany	Instructional Coach
Frias, Luz	Teacher, K-12
Sperling, Ximena	Teacher, K-12

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 in order 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 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 2014-2015 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 iReady Diagnostic Tests, Interim Assessments, and interventions will be collected by the reading coach 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

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

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. To increase achievement by improving core instruction in all content areas.

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. To increase achievement by improving core instruction in all content areas. 1a

G070704

Targets Supported 1b

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

Resources Available to Support the Goal 2

- English Language Arts: i-Ready, Accelerated Reader, Imagine Learning, task cards, Saxon, Wonder Works, Literacy Instructional Coach, part-time interventionist
- Math: i-Ready, Reflex Math, Thinkcentral.com, Ready Florida MAFS books, Mathematics Instructional Coach
- Science: Discovery Learning, Gizmos, AIM books, Essential Labs
- Social Science: Time for Kids, National Geographic
- Technology: Computer Lab, Media Center Computer Lab, classroom desktops, student laptops for classroom use, SMART Boards, Promethean Boards

Targeted Barriers to Achieving the Goal 3

- There is limited mastery of standards-based planning.

Plan to Monitor Progress Toward G1. 8

Review weekly assessment data to determine progress towards the goal.

Person Responsible

Rene Baly

Schedule

Monthly, from 9/8/2015 to 5/31/2016

Evidence of Completion

iReady reports, Thinkgate reports, student work, Interim Progress Reports, Report Cards

Plan to Monitor Progress Toward G1. 8

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

Person Responsible

Rene Baly

Schedule

Quarterly, from 9/30/2015 to 5/31/2016

Evidence of Completion

iReady and 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 3/31/2016 to 6/8/2016

Evidence of Completion

Florida Standards Assessment

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. To increase achievement by improving core instruction in all content areas. **1**

 G070704

G1.B4 There is limited mastery of standards-based planning. **2**

 B184255

G1.B4.S1 Collaboratively plan for the delivery of specific components of the Gradual Release of Responsibility Model that are aligned to the standards. **4**

 S195802

Strategy Rationale

Collaborative planning that involves unwrapping the standards will aid teachers in effectively delivering instruction.

Action Step 1 **5**

Plan for and deliver professional development to target standards-based instruction through weekly collaborative planning.

Person Responsible

Chantal Murias

Schedule

Weekly, from 10/9/2015 to 5/27/2016

Evidence of Completion

Collaborative planning meeting agendas, lesson plans, handouts and deliverables from professional development

Action Step 2 5

Conduct coaching cycles based on teacher need.

Person Responsible

Tiffany Bell

Schedule

Weekly, from 10/9/2015 to 5/27/2016

Evidence of Completion

Coaching cycles, coaching calendar, and reflections

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Monitor the implementation of collaboratively planned lessons that focus on the Florida standards.

Person Responsible

Rene Baly

Schedule

Biweekly, from 10/9/2015 to 5/27/2016

Evidence of Completion

Administrative walkthroughs and leadership team meeting agendas

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Review weekly and unit assessments to monitor student progress.

Person Responsible

Rita Puente-Ruiz

Schedule

Monthly, from 10/9/2015 to 5/27/2016

Evidence of Completion

Data chats with instructional coaches, administration, curriculum support, and teachers

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.B4.S1.A1	Plan for and deliver professional development to target standards-based instruction through weekly collaborative planning.	Murias, Chantal	10/9/2015	Collaborative planning meeting agendas, lesson plans, handouts and deliverables from professional development	5/27/2016 weekly
G1.B4.S1.A2	Conduct coaching cycles based on teacher need.	Bell, Tiffany	10/9/2015	Coaching cycles, coaching calendar, and reflections	5/27/2016 weekly
G1.MA1	Review weekly assessment data to determine progress towards the goal.	Baly, Rene	9/8/2015	iReady reports, Thinkgate reports, student work, Interim Progress Reports, Report Cards	5/31/2016 monthly
G1.MA2	Disaggregate data of iReady data and Interim Assessments to determine progress towards the goal.	Baly, Rene	9/30/2015	iReady and Interim Assessment data	5/31/2016 quarterly
G1.MA3	Conduct data analysis of Florida Standards Assessment results to determine achievement of the goal.	Baly, Rene	3/31/2016	Florida Standards Assessment	6/8/2016 annually
G1.B4.S1.MA1	Review weekly and unit assessments to monitor student progress.	Puente-Ruiz, Rita	10/9/2015	Data chats with instructional coaches, administration, curriculum support, and teachers	5/27/2016 monthly
G1.B4.S1.MA1	Monitor the implementation of collaboratively planned lessons that focus on the Florida standards.	Baly, Rene	10/9/2015	Administrative walkthroughs and leadership team meeting agendas	5/27/2016 biweekly

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 Opportunities

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

G1. To increase achievement by improving core instruction in all content areas.

G1.B4 There is limited mastery of standards-based planning.

G1.B4.S1 Collaboratively plan for the delivery of specific components of the Gradual Release of Responsibility Model that are aligned to the standards.

PD Opportunity 1

Plan for and deliver professional development to target standards-based instruction through weekly collaborative planning.

Facilitator

Chantal Murias, Tiffany Bell, Sara Rosenfield

Participants

Classroom Teachers

Schedule

Weekly, from 10/9/2015 to 5/27/2016

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data						
1	G1.B4.S1.A1	Plan for and deliver professional development to target standards-based instruction through weekly collaborative planning.				\$10,210.95
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			4611 - Redondo Elementary School	Other	630.35	\$3,000.00
<i>Notes: EESAC funds are allocated to enhance student achievement and support the School Improvement Plan.</i>						
			4611 - Redondo Elementary School	Title I Part A	630.35	\$3,709.45
<i>Notes: Reading Response, Writing, Mathematics, and Science Journals are purchased to enhance these curriculum areas.</i>						
			4611 - Redondo Elementary School	Title I Part A	630.35	\$1,296.00
<i>Notes: Accelerated Reader Program is purchased to improve literacy in first grade.</i>						
			4611 - Redondo Elementary School	Title I Part A	630.35	\$2,205.50
<i>Notes: Time for Kids periodicals are purchased to enhance literacy and Social Science in grades 1-3.</i>						
2	G1.B4.S1.A2	Conduct coaching cycles based on teacher need.				\$0.00
					Total:	\$10,210.95