Redondo Elementary School

2021-22 Schoolwide Improvement Plan

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Redondo Elementary School

18480 SW 304TH ST, Homestead, FL 33030

http://redondoelem.dadeschools.net/

Demographics

Principal: Tracey Roos E

Start Date for this Principal: 7/21/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-3
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	90%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Hispanic Students Economically Disadvantaged Students
School Grades History	2018-19: A (75%) 2017-18: A (62%) 2016-17: A (67%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

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

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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. 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.

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School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-3	Yes	96%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	99%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	A

School Board Approval

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

SIP Authority

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

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. 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: School Information

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 team, 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 Leadership Team

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

Name	Position Title	Job Duties and Responsibilities
Arnaiz, Jessica	Teacher, K-12	The Kindergarten teacher will provide support and feedback in our monthly leadership and faculty meetings.
Smith, Shonte	Teacher, PreK	The Pre-K teacher will provide support and feedback in our monthly leadership and faculty meetings.
Sperling, Ximena	Instructional Coach	The Instructional Coach will provide instructional support for reading and math teachers that include data dialogue and monitoring of the actions steps in the SIP purposed to provide monthly feedback to the SLT.
Anderson, Keith	Principal	The Principal oversees the School Improvement Plan process by monitoring the implementation, evaluating the action steps and make recommendations to ensure the overall success of the School Improvement Plan.
Puente-Ruiz, Rita	Assistant Principal	The Assistant Principal supports the Principal's efforts in overseeing the School Improvement Plan process by monitoring the implementation, evaluating the action steps and make recommendations to ensure the overall success of the School Improvement Plan.
Cunningham, Jody	Teacher, K-12	The third grade teacher will provide support and feedback in our monthly leadership meetings.

Demographic Information

Principal start date

Wednesday 7/21/2021, Tracey Roos E

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

17

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

26

Total number of teacher positions allocated to the school

22

Total number of students enrolled at the school

486

Identify the number of instructional staff who left the school during the 2020-21 school year.

1

Identify the number of instructional staff who joined the school during the 2021-22 school year.

0

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	47	101	109	135	0	0	0	0	0	0	0	0	0	392
Attendance below 90 percent	8	16	27	26	0	0	0	0	0	0	0	0	0	77
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	18	45	0	0	0	0	0	0	0	0	0	64
Course failure in Math	0	0	13	17	0	0	0	0	0	0	0	0	0	30
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	54	0	0	0	0	0	0	0	0	0	54
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	9	24	74	89	0	0	0	0	0	0	0	0	0	196

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	5	1	15	33	0	0	0	0	0	0	0	0	0	54

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	9	1	8	25	0	0	0	0	0	0	0	0	0	43
Students retained two or more times	0	0	0	14	0	0	0	0	0	0	0	0	0	14

Date this data was collected or last updated

Wednesday 7/21/2021

2020-21 - As Reported

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

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		

The number of students with two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

2020-21 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	127	120	127	147	0	0	0	0	0	0	0	0	0	521
Attendance below 90 percent	21	22	25	36	0	0	0	0	0	0	0	0	0	104
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	15	37	28	0	0	0	0	0	0	0	0	0	80
Course failure in Math	0	8	12	28	0	0	0	0	0	0	0	0	0	48
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	33	0	0	0	0	0	0	0	0	0	33
Level 1 on 2019 statewide FSA Math assessment	0	0	0	22	0	0	0	0	0	0	0	0	0	22

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	5	9	21	41	0	0	0	0	0	0	0	0	0	76

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	9	1	8	38	0	0	0	0	0	0	0	0	0	56
Students retained two or more times	0	0	1	21	0	0	0	0	0	0	0	0	0	22

Part II: Needs Assessment/Analysis

School Data Review
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				46%	62%	57%	55%	62%	56%
ELA Learning Gains				100%	62%	58%		62%	55%
ELA Lowest 25th Percentile					58%	53%		59%	48%
Math Achievement				62%	69%	63%	68%	69%	62%
Math Learning Gains				90%	66%	62%		64%	59%
Math Lowest 25th Percentile					55%	51%		55%	47%
Science Achievement				55%	53%			58%	55%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	43%	60%	-17%	58%	-15%
Cohort Comparison						

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	58%	67%	-9%	62%	-4%
Cohort Comparison						

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

i-Ready was the monitoring tool used to compile data points in English Language Arts and Mathematics for grades 1st - 3rd.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	15.1	20.6	34.3
	Economically Disadvantaged	15.2	20.8	34.7
	Students With Disabilities	20.0	0	20.0
	English Language Learners	16.7	8.0	8.0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	10.8	18.8	36.4
	Economically Disadvantaged	10.9	18.9	36.7
	Students With Disabilities	0	0	40.0
	English Language Learners	4.5	20.0	32.0

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	13.9	28.8	38.9
	Economically Disadvantaged	13.9	38.9	38.9
	Students With Disabilities	0	11.1	20.0
	English Language Learners	0	16.7	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	11.8	17.9	46.0
	Economically Disadvantaged	11.8	17.9	46.0
	Students With Disabilities	0	16.7	0
	English Language Learners	22.2	0	20.0

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	27.4	42.7	57.3
	Economically Disadvantaged	27.9	43.4	58.2
	Students With Disabilities	0	0	0
	English Language Learners	0	18.8	32.8
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	8.9	35.5	47.6
	Economically Disadvantaged	9.0	36.1	48.4
	Students With Disabilities	0	0	0
	English Language Learners	0	23.4	34.4

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	13			19							
ELL	33			42							
HSP	36			44							

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
FRL	38			45							

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	27			40							
ELL	45			64							
HSP	48	100		65	90						
FRL	46	100		62	90						

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	31			44							
ELL	56			69							
HSP	56			69							
FRL	55			67							

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	39
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	37
Total Points Earned for the Federal Index	116
Total Components for the Federal Index	3
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	18
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	37

English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	39
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	40
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

2019: All ELA subgroups achievement within 3rd grade increased 26 percentage points from Fall to Spring based on their i-Ready data. All Math subgroups within 3rd grade increased 44 percentage points from Fall to Spring based on their i-Ready data.

2021: All ELA subgroups achievement within 3rd grade increased 30 percentage points from Fall to Spring based on their i-Ready data. All Math subgroups within 3rd grade increased 39 percentage points from Fall to Spring based on their i-Ready data.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

2019: Based on the spring i-Ready 2019 data, 31 percent of 3rd grade students were on or above grade level in ELA. 46 percent of 3rd grade students demonstrated proficiency on the spring FSA ELA. Therefore, ELA is in the greatest need for improvement.

2021: Based on the spring i-Ready 2021 data, 57 percent of 3rd grade students were on or above grade level in ELA. 34 percent of 3rd grade students demonstrated proficiency on the spring FSA ELA. Therefore, ELA is in the greatest need for improvement.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

For the last 3 years, we have been focusing on implementing standard-based instruction in all classrooms. We have struggled with consistency of standards-based instruction across all classrooms and grade levels. In some of our classrooms, instruction does not meet the depth of the standard or access pre-requisite knowledge. In addition, many teachers have been moved into new grade levels and must learn a new set of standards and
may lack familiarity with new standards. We will begin to incorporate new development opportunities per grade level and content area to unwrap the standards and align appropriate resources and instructional activities. In addition, collaborative planning will support these efforts and will incorporate a greater focus on the standards and standards-based resources provided by the district.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

2019 data findings:
ELA overall proficiency decreased from 55 percentage points in 2018 to 46 percentage points on the 2019 FSA.

2021 data findings:
ELA overall proficiency was 36 percent.

What were the contributing factors to this improvement? What new actions did your school take in this area?

2019 data findings:
We provided extended learning opportunities, and interventions. We plan to continue to offer our students extended learning opportunities and strategic intervention sessions.

2021 data findings:
We provided after hours Virtual tutoring. Teachers monitored student progress on a weekly basis by conducting data chats with students to improve student outcomes. Administration conducted data conversations with teachers to improve instructional delivery.

What strategies will need to be implemented in order to accelerate learning?

In order to accelerate learning outcomes, we will provide extended day learning opportunities, Push-in /Pull-out intervention, and after hours virtual tutoring. This will allow teachers additional instructional minutes with intentionality targeting specific areas of need in ELA.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

The PLST will develop whole group sessions and job embedded sessions on Schoology (September 16th),and i-Ready refreshers (October 29th).

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Collaborative planning will be scheduled weekly and a member of the Leadership Team will attend to ensure fidelity to the strategies being implemented schoolwide that are aligned to the goals. Extended Learning opportunities will be provided with before and after school tutoring and interventions, Saturday Academies, as well as after school virtual home learning support.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Differentiation	
Area of Focus Description and Rationale:	Based on the spring i-Ready 2021 data, 57 percent of 3rd grade students were on or above grade level in ELA. 34 percent of 3rd grade students demonstrated proficiency on the spring FSA ELA. Therefore, ELA is in the greatest need for improvement.
Measurable Outcome:	Using i-Ready as a measurable outcome, we anticipate to improve by 5 percentage points or more with students who are performing on or above grade level when compared to 2021 AP3 data.
Monitoring:	Ms. Sperling, instructional coach, will be responsible for monitoring i-Ready and intervention data on a monthly basis for intervention groups. She will meet with interventionists and teachers on a monthly basis to discuss student outcomes and progress. The information gathered will be shared monthly with the Leadership Team for school improvement purposes.
Person responsible for monitoring outcome:	Ximena Sperling (ximenaherrera@dadeschools.net)
Evidence-based Strategy:	Data-Driven Instruction is an educational approach that relies on the teacher's use of student performance data to inform instructional planning and delivery. This systematic approach of instruction uses assessment, analysis, and actions to meet student's needs. Data-Driven Instruction may include developing Instructional Focus Calendars (IFC) to inform teachers on specific standards to target during instruction throughout the year, based on data outcomes.
Rationale for Evidence-based Strategy:	There is a need to focus on teachers meeting students' individual needs. There was a decline in the number of student proficiency on the 2021 FSA ELA.

Action Steps to Implement

8/31-10/11- Administration will disaggregate i-Ready Reading AP1 data and conduct data chats with teachers to improve reading performance.

Person Responsible	Keith Anderson (pr4611@dadeschools.net)

8/31- 10/11 - Analyze i-Ready diagnostic data to sustain or improve student performance and create differentiated groupings based on the needs of the students.

Person Responsible	Keith Anderson (pr4611@dadeschools.net)

8/31 - 10/11 - Schedule weekly grade level common planning sessions in Reading to allow collaborative data conversations between instructional coach and teacher.

Person Responsible	Ximena Sperling (ximenaherrera@dadeschools.net)

8/31 - 10/11 - Create collaborative learning activities and resources for students to use during differentiated instruction.

Person Responsible	Ximena Sperling (ximenaherrera@dadeschools.net)

11/1 - 12/17 - Design a Differentiated Instructional walkthrough calendar to monitor the implementation of DI and systems in the classroom.

Person Responsible Keith Anderson (pr4611@dadeschools.net)

11/1 - 12/17 - Provide teachers the opportunity to share DI best practices with colleagues during faculty meetings purposed to enhance instructional skillsets during DI.

Person Responsible Keith Anderson (pr4611@dadeschools.net)

#2. Instructional Practice specifically relating to Student Engagement	
Area of Focus Description and Rationale:	Based on the Spring i-Ready 2021 data, 57 percent of 3rd grade students were on or above grade level in ELA. 34 percent of 3rd grade students demonstrated proficiency on the spring FSA ELA. Therefore, ELA is in the greatest need for improvement.
Measurable Outcome:	Using i-Ready as a measurable outcome, we anticipate to improve by 5 percentage points or more with students who are performing on or above grade level when compared to 2021 AP3 data.
Monitoring:	Ms. Sperling, instructional coach, will be responsible for monitoring i-Ready and intervention data on a monthly basis for intervention groups. She will meet with interventionists and teachers on a monthly basis to discuss student outcomes and progress. An action plan will be created as needed, such as a coaching cycles or instructional modeling in order to meet student's academic goals.
Person responsible for monitoring outcome:	Ximena Sperling (ximenaherrera@dadeschools.net)
Evidence-based Strategy:	Student Engagement refers to the degree of attention, curiosity, interest, optimism, and passion that students show when they are learning or being taught (physical or virtual), which extends to the level of motivation they have to learn and progress in their education. This deals with student engagement, cognitively, behaviorally, physically, and emotionally.
Rationale for Evidence-based Strategy:	There is a need to focus on student engagement. The criteria used for this strategy was selected based on the 2021 Spring FSA data.

Action Steps to Implement

8/31 - 10/11 - Create an Administrative walkthrough schedule with a focus on student engagement to ensure students are engaged.

Person Responsible	Keith Anderson (pr4611@dadeschools.net)

8/31 - 10/11- Identify a best practice relating to student engagement and have teachers provide examples of best practices learned during mini-workshops.

Person Responsible	Ximena Sperling (ximenaherrera@dadeschools.net)

8/31 - 10/11 - Propose student engagement Lesson Study to promote student engagement and grade level outcome.

Person Responsible	Ximena Sperling (ximenaherrera@dadeschools.net)

8/31 - 10/11 - Monitor Lesson Study activities and resources to ensure a successful implementation.

Person Responsible	Keith Anderson (pr4611@dadeschools.net)

11/1 - 12/17 - Use selected pages from the book, "Teach Like A Champion", as a resource for teachers to sustain or improve teaching techniques.

Person Responsible   Keith Anderson (pr4611@dadeschools.net)

11/1 - 12/17 - Participate in professional development for teachers that focuses on student engagement.

Person Responsible   Mirta Madonia (mirtamadonia@dadeschools.net)

#3. Culture & Environment specifically relating to Teacher Attendance	
Area of Focus Description and Rationale:	Based on the data from PowerBI, teacher attendance is necessary to improve the education of students with the belief that direct instruction is more beneficial with regular teachers and support staff in place.
Measurable Outcome:	Improve teacher attendance by 7 percentage points or more with 0-5 days absent during the 2021-2022 school as compared to the previous school year or 33 percent.
Monitoring:	Administration will conduct monthly teacher attendance checks to gage the attendance volume. As measured by growth between AP1-AP2 and AP2-AP3 in i-Ready, teachers will be given an expected benchmark to reach each quarter. Data chats will be conducted with teachers in order to reward or provide strategies for improvement.
Person responsible for monitoring outcome:	Rita Puente-Ruiz (r_ruiz@dadeschools.net)
Evidence-based Strategy:	Rewards/Incentives refers to a school's leadership team creating rewards and incentive programs.
Rationale for Evidence-based Strategy:	Based on the data from PowerBI, teacher attendance is necessary to encourage a safe, healthy and supportive learning environment leading to promote student access and engagement.

Action Steps to Implement

8/31 - 10/11 - Conduct administrative monthly teacher attendance checks to gage teacher attendance to ensure improvement.

Person Responsible	Rita Puente-Ruiz (r_ruiz@dadeschools.net)

8/31 - 10/11 - Identify teachers with improved attendance and provide incentives to promote consistent teacher attendance.

Person Responsible	Rita Puente-Ruiz (r_ruiz@dadeschools.net)

8/31 - 10/11 - Recognize teachers with 100% attendance during monthly faculty meetings to promote consistent teacher attendance.

Person Responsible	Rita Puente-Ruiz (r_ruiz@dadeschools.net)

8/31 - 10/11 - Create a healthy teacher attendance competition and recognize winning grade levels each quarter to place an emphasis on the importance of consistent teacher attendance.

Person Responsible	Rita Puente-Ruiz (r_ruiz@dadeschools.net)

11/1 - 12/17 - Plan school events for teachers that will bolster moral while encouraging stronger teacher attendance.

Person Responsible Rita Puente-Ruiz (r_ruiz@dadeschools.net)

11/1 - 12/17 - Continue to create a healthy teacher attendance competition and recognize winning grade levels each quarter to place an emphasis on the importance of consistent teacher attendance.

Person Responsible Rita Puente-Ruiz (r_ruiz@dadeschools.net)

#4. Leadership specifically relating to Specific Teacher Feedback	
Area of Focus Description and Rationale:	Based on the data from PowerBI, 29 percent of teachers feel that administration provides them with feedback to improve student outcomes on a monthly basis.
Measurable Outcome:	Teacher feedback will improve by 10 percentage points as indicated in the end of year school climate survey.
Monitoring:	Conduct walkthroughs, provide feedback and discuss feedback and monitor students outcomes.
Person responsible for monitoring outcome:	Keith Anderson (pr4611@dadeschools.net)
Evidence-based Strategy:	Consistent, Developmental Feedback involves providing a clear expectation, progress towards that goal and a description of the behavior and support that will be provided. Feedback should be provided regularly as a means of professional growth.
Rationale for Evidence-based Strategy:	Based on the data from PowerBI, 29 percent of teachers feel that administration gives feedback on student outcomes on a monthly basis. This strategy will develop more highly effective teachers, leaders, and staff.

Action Steps to Implement	

8/31 - 10/11 - Conduct periodic walkthroughs and provide teacher with immediate feedback after each walkthrough.

Person Responsible	Keith Anderson (pr4611@dadeschools.net)

8/31 - 10/11 - Monitor teachers to ensure that the specified feedback was implemented.

Person Responsible	Keith Anderson (pr4611@dadeschools.net)

8/31 - 10/11 - Create a classroom walkthrough survey purposed to provide teachers with specific feedback after classroom visits to improve instructional strategies.

Person Responsible	Keith Anderson (pr4611@dadeschools.net)

8/31 - 10/11 - Use selected pages from the book, "Teach Like A Champion", as a resource for teachers to sustain or improve teaching techniques.

Person Responsible	Keith Anderson (pr4611@dadeschools.net)

11/1 - 12/17 - Design a Differentiated Instruction walkthrough calendar to monitor the implementation of DI and systems in the classroom and offer feedback.

Person Responsible	Keith Anderson (pr4611@dadeschools.net)

11/1 - 12/17 - Assign coaching cycles to teachers purposed to enhance their instructional strategies as needed.

Person Responsible	Keith Anderson (pr4611@dadeschools.net)

#5. Other specifically relating to RAISE	
Area of Focus Description and Rationale:	Redondo Elementary School has been identified as a Reading Achievement Initiative for Scholastic Excellence (RAISE) school. The RAISE program criteria includes "schools with students in grades Kindergarten through five, where 50 percent or more of its students, in any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment. Based on the spring 2020-2021 FSA ELA data, only 34 percent of 3rd grade students at Redondo Elementary School demonstrated proficiency. Therefore, ELA is in the greatest need for improvement.
Measurable Outcome:	We anticipate to improve by 5 percentage points or more in the number of 3rd grade students demonstrating proficiency on the 2021-2022 spring FSA ELA.
Monitoring:	The Principal will monitor i-Ready and intervention data on a monthly basis for intervention groups. Monthly meetings with the Leadership Team will be held to discuss student outcomes and progress. The information gathered will be shared monthly with teachers for school improvement purposes.
Person responsible for monitoring outcome:	Keith Anderson (pr4611@dadeschools.net)
Evidence-based Strategy:	Data-Driven Instruction is an educational approach that relies on the teacher's use of student performance data to inform instructional planning and delivery. This systematic approach of instruction uses assessment, analysis, and actions to meet student's needs. Data-Driven Instruction may include developing Instructional Focus Calendars (IFC) to inform teachers on specific standards to target during instruction throughout the year, based on data outcomes.
Rationale for Evidence-based Strategy:	There is a need to focus on teachers meeting students' individual needs. There was a decline in the number of student proficiency on the 2021 FSA ELA.

Action Steps to Implement

8/31-10/11- Administration will disaggregate i-Ready Reading AP1 data and conduct data chats with teachers to improve reading performance.

Person Responsible	Keith Anderson (pr4611@dadeschools.net)

8/31- 10/11 - Analyze i-Ready diagnostic data to sustain or improve student performance and create differentiated groupings based on the needs of the students.

Person Responsible	Ximena Sperling (ximenaherrera@dadeschools.net)

8/31 - 10/11 - Schedule weekly grade level common planning sessions in Reading to allow collaborative data conversations between instructional coach and teacher.

Person Responsible	Elaine Guerrero (ebarbeito@dadeschools.net)

8/31 - 10/11 - Create collaborative learning activities and resources for students to use during differentiated instruction.

Person Responsible	Ximena Sperling (ximenaherrera@dadeschools.net)

11/1 - 12/17 - Create a classroom walkthrough survey purposed to provide teachers with specific feedback after classroom visits to improve instructional strategies.

Person Responsible Keith Anderson (pr4611@dadeschools.net)

8/31-10/11- Administration will disaggregate i-Ready Reading AP2 data and conduct data chats with teachers to improve reading performance.

Person Responsible Keith Anderson (pr4611@dadeschools.net)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

According to PowerBi, 4 percent of our 3rd grade students received discipline referrals as compared to 2nd grade students with 1 percent. Redondo Elementary School has maintained a safe learning environment and school community. We intend to maintain a strong school culture and environment by monitoring the social and emotional needs of students. The Principal will monitor student discipline referrals and programs offered for sustainability. The Assistant Principal will support the principal with these efforts. The school Counselor will ensure district guidelines and initiatives are implemented with fidelity. The Community Involvement Specialist will reach out to the community for support and resources to impact student discipline.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Our Strengths within School Culture are in Relationships, Physical & Emotional Safety and Support, Care, and Connections. Our school creates experiences throughout the year to engage with parents and families and ensures they have necessary information to support their children through monthly Parent Academy workshops. Students are supported through mentorship programs and our Rainbow Club. The effort will represent a SAVE (Students Against Violence Everywhere) Promise Club created for protecting others, schools and the community from violence BEFORE it happens. SAVE Promise Clubs are establish through the Sandy Hook Promise programs with the focus on reinforcing important lessons against violence,

empowering students to influence others in a positive way and create a more caring and connected community. Through the outgoing activities a SAVE Promise Club aims at creating a culture of looking out for one another, being upstanders, preventing violence before it happens, creating safer classrooms, schools, and communities now and for the FUTURE. Staff are provided opportunities to take part in Team-Building activities. We provide opportunities for both staff and students to provide ongoing feedback and suggestions to school leaders and we schedule informal conferences with staff and students to garner information about their educational/professional and emotional experience at our school. We also ensure information is provided to all stakeholders through our monthly calendar. We continue to build our skill-set in ensuring our classrooms are highly engaging and foster the highest level of engagement and learning.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

The stakeholders involved in building a positive school culture and environment are the Principal, Assistant Principal, Instructional Coach, Teacher Leaders and Counselor (our School Leadership Team). The Principal's role is to monitor and oversee all initiatives and respond to concerns. Some initiatives are but not limited to implementing Team-building and morale boosting activities. The Assistant Principal will monitor mentorship programs and assist in ensuring all information is shared with stakeholders in a timely manner. Teacher leaders, instructional coach and school counselor will assist in providing and responding to feedback from stakeholders. All stakeholders are responsible for making specific efforts to connect and build relationships with students, parents, and families.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	**Areas of Focus: Instructional Practice: Differentiation**	$0.00
2	III.A.	**Areas of Focus: Instructional Practice: Student Engagement**	$0.00
3	III.A.	**Areas of Focus: Culture & Environment: Teacher Attendance**	$0.00
4	III.A.	**Areas of Focus: Leadership: Specific Teacher Feedback**	$0.00
5	III.A.	**Areas of Focus: Other: RAISE**	$0.00
		Total:	**$0.00**