2013-2014 SCHOOL IMPROVEMENT PLAN

Redondo Elementary School
18480 SW 304TH ST
Homestead, FL 33030
305-247-5943
http://redondoelem.dadeschools.net/

School Demographics

School Type	**Title I**	**Free and Reduced Lunch Rate**
Elementary School	Yes	98%

Alternative/ESE Center	**Charter School**	**Minority Rate**
No	No	96%

School Grades History

2013-14	**2012-13**	**2011-12**	**2010-11**
C			

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), 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 FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

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 school 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 two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
    - Year 1 – declined to D, or first-time graded schools receiving a D
    - Year 2 – second consecutive D, or F followed by a D
    - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
    - Year 1 – declined to F, or first-time graded schools receiving an F
    - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School
Redondo Elementary School

Principal
Dr. René E. Baly

School Advisory Council chair
Bettina Gonzalez

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Dr. René E. Baly	Principal
Rita M. Puente-Ruiz	Assistant Principal
Angela Arce	Reading Coach
Jessica Arnaiz	Kindergarten Teacher, Kindergarten Chairperson
Barbara Rickmond	Grade 1 Teacher, Grade 1 Chairperson
Tavita Duenes	Grade 2 Teacher, Grade 2 Chairperson
Elaine Nodal	Grade 3 Reading Teacher, Grade 3 Chairperson
Shonte Smith	ASD Academy Pre-Kindergarten Teacher, SPED Chairperson
Angela Baquedano	Media Specialist
Bettina Gonzalez	Teacher, SAC Chairperson
Chantal Murias	Grade 3 Mathematics Teacher

District-Level Information

District
Dade

Superintendent
Mr. Alberto M. Carvalho

Date of school board approval of SIP
12/11/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Principal-1, Principal's Alternate-1,UTD Steward-1, Teachers – 5, Alternate Teacher-1, Parents – 5, Alternate Parent-1, Educational Support -1, Educational Support Alternate – 1, BCR-6

Involvement of the SAC in the development of the SIP

All stakeholders contributed to the review of the SIP 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) worksheets were completed by all grade levels, these were explained in detail at the SAC meeting conducted on April 24, 2013. Three members of SAC were selected to be part of the SIP Writing Team. The first draft will be presented to SAC during the first meeting of the 2013-2014 school year.

Activities of the SAC for the upcoming school year

The School Advisory Council (SAC) is instrumental in the development and implementation of the Redondo Elementary SIP. Some of the main activities of the SAC for the upcoming school year are:
• Develop and monitor the SIP
• Review SAC, Title I, and General School budgets
• Sponsor literacy events
• Sponsor Mathematics/Science events
• Sponsor discipline/safety programs
• Make recommendations as to which instructional materials/software/hardware are essential to SIP implementation
• Provide a forum for professional discussion of issues that affect student achievement
• Recommend progress monitoring activities related to student achievement as specified by the SIP

Projected use of school improvement funds, including the amount allocated to each project

Honor Roll/Awards $500.00
Literacy $700.00
Present/On Time Incentive Program $400.00
Red Ribbon $200.00
Safety Patrols $100.00
Science Expo $300.00
Technology $850.00

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff
This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators
2

receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Dr. René E. Baly

Principal	Years as Administrator: 16	Years at Current School: 6

Credentials

Doctorate in Educational Leadership, Barry University
Master of Science in Educational Leadership, Nova University
Bachelor of Science in Music Education, Florida International University

Performance Record

'13 '12 '11 '10 '09
School Grade N/A N/A N/A N/A N/A
Rdg. Proficiency 29 37 58 67 62
Mathematics Proficiency 65 57 80 88 86
Rdg. Lrg. Gains N/A N/A N/A N/A N/A
Mathematics Lrg. Gains N/A N/A N/A N/A N/A
Rdg. Imp. of Lowest 25% N/A N/A N/A N/A N/A Math Imp. of Lowest 25% N/A N/A N/A N/A N/A
Rdg. AMO –No
Mathematics AMO–No

Rita M. Puente-Ruiz

Asst Principal	Years as Administrator: 10	Years at Current School: 6

Credentials

Non-Degree Certification in Educational Leadership, Florida International University
Master of Education in Bilingual Counseling, Bank St. College of Education, New York
Bachelor of Science in Political Science, Queens College, New York

Performance Record

'13 '12 '11 '10 '09
School Grade N/A N/A N/A N/A N/A
Rdg. Proficiency 29 37 58 67 62
Mathematics Proficiency 65 57 80 88 86
Rdg. Lrg. Gains N/A N/A N/A N/A N/A
Mathematics Lrg. Gains N/A N/A N/A N/A N/A
Rdg. Imp. of Lowest 25% N/A N/A N/A N/A N/A Math Imp. of Lowest 25% N/A N/A N/A N/A N/A
Rdg. AMO –No
Mathematics AMO–No

Instructional Coaches

# of instructional coaches
1

 # receiving effective rating or higher
(not entered because basis is < 10)

Instructional Coach Information:

Angela Arce		
Full-time / School-based	Years as Coach: 1	Years at Current School: 3

Areas	Reading/Literacy
Credentials	Bachelor of Arts in English, Florida International University Professional Educators Certificate: Elementary Education K-6
Performance Record	'13 '12 '11 '10 '09 School Grade N/A N/A N/A N/A N/A Rdg. Proficiency 29 37 58 67 62 Mathematics Proficiency 65 57 80 88 86 Rdg. Lrg. Gains N/A N/A N/A N/A N/A Mathematics Lrg. Gains N/A N/A N/A N/A N/A Rdg. Imp. of Lowest 25% N/A N/A N/A N/A N/A Math Imp. of Lowest 25% N/A N/A N/A N/A N/A Rdg. AMO –No Mathematics AMO–No

Classroom Teachers

# of classroom teachers
55

 # receiving effective rating or higher
0%

 # Highly Qualified Teachers
71%

 # certified in-field
55, 100%

 # ESOL endorsed
41, 75%

 # reading endorsed
2, 4%

 # with advanced degrees
20, 36%

 # National Board Certified
1, 2%

 # first-year teachers
3, 5%

 # with 1-5 years of experience
6, 11%

 # with 6-14 years of experience
32, 58%

 # with 15 or more years of experience

14, 25%

Education Paraprofessionals

# of paraprofessionals

7

 # Highly Qualified

7, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above

2

 # receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

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

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the 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. Reading Coach will provide support and model small group instruction and classroom learning centers. Opportunities for professional development activities will be offered to new teachers throughout the school year.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

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 need 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. At this time, 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 contribute extensively to later grades performance and student engagement.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Dr. René E. Baly, Principal, SAC member, SIP Writing Team member; and Rita M. Puente Ruiz, Assistant Principal, SAC member, who will schedule and facilitate regular RtI meetings, ensure attendance of team members, ensure follow up of action steps, and allocate resources.
In addition to the school administrator(s), the school's Leadership Team will include the following members who will carry out SIP planning and MTSS problem solving:
Angela Arce, Reading Coach
Bettina Gonzalez, Teacher, SAC Chairperson, SIP Writing Team member
Jessica Arnaiz, Kindergarten Teacher/Grade Chairperson
Barbara Rickmond, Grade 1 Teacher/Grade Chairperson
Tavita Duenes, Grade 2 Teacher/Grade Chairperson
Elaine Nodal, Grade 3 Reading Teacher/Grade Chairperson, SAC member, SIP Writing Team member
Chantal Murias, Grade 3 Mathematics Teacher, SAC member, SIP Writing Team member

Shonte Smith, SPED Chairperson/ASD Academy Pre-Kindergarten Teacher
Angela Baquedano, Media Specialist
In addition to Tier 1 problem solving, the Leadership Team members will meet monthly to review consensus, infrastructure, and implementation of building level MTSS.
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, all who are members of the MTSS Leadership Team, 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 when 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 Leadership Team/Tier 2 Team, selected classroom teacher(s), and parent/guardian make up the Tier 3 SST Problem Solving Team.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The Tier 1 and Tier 2 worksheets document, align, and support any academic or behavioral goal listed on the SIP plan. They also document the specific plan to monitor fidelity of MTSS implementation. These documents are the centerpiece of any discussion related to these areas in any school meeting that plans, reviews, or revises efforts at increasing academic or behavioral outcomes. The 4 step problem solving process then becomes a structure for these meetings, and fidelity data is reviewed each time a group meets. Data gathered through the MTSS process informs the discussion at MTSS leadership, grade level, attendance review, Tier 2, and Tier 3 SST meetings.
The School Advisory Committee (SAC) Chairperson serves as a member of the MTSS Leadership Team and is also a member of the School Improvement Plan (SIP) writing team. Two or more members of the MTSS Leadership Team also serve on the SAC. These team members will gather data related to academic and behavioral areas from grade level chairpersons to utilize in the development of the SIP. The PSM will serve as a guide for the on-going monitoring and modification of the school's SIP.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

The following data source(s)/data management system(s) will be used to summarize data:
Data Sources
Academic
• FAIR assessment (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic Indicators, Ongoing Progress Monitoring Tools, Phonics Screening Inventory)
• STAR reading assessment
• Oral Reading Fluency Measures
• Success Maker Utilization and Progress Reports
• Interim assessments
• State/District Mathematics and Science assessments
• FCAT
• SAT
• Student grades
• School site specific assessments
Behavior
• Student Case Management System
• Detentions

- Suspensions
- Referrals by student behavior, staff behavior, and administrative context
- Office referrals per day/per week/per month
- Team climate surveys
- Attendance
- Functional Assessment
- Frequency Monitoring

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

The school will participate in the MTSS district professional development which consists of:
1. Administrators will attend district trainings in MTSS foundations and MTSS problem solving at Tiers 1 and 2, and School Support Team Training.
2. MTSS team members will attend district trainings in MTSS foundations and MTSS problem solving at Tiers 1 and 2, and School Support Team Training.
3. Staff will participate in the Florida RtI online training at providing a network of ongoing support for RtI.
In addition, the MTSS Leadership Team will monitor the school's consensus, infrastructure, and implementation to reach a rating of at least 80% MTSS implementation in the school.
The school will make parents aware of the MTSS and distribute MTSS brochures (available at http://rti.dadeschools).

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 2,640

Redondo Elementary implements research-based strategies to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum, such as:
Before-school tutoring
Academic Excellence Program/Science Club
SuccessMaker interventions
Riverdeep Destination Reading and Mathematics
Professional Learning Communities (PLC)
Common Planning (according to Master Schedule)

Strategy Purpose(s)

- Instruction in core academic subjects

- Enrichment activities that contribute to a well-rounded education

- Teacher collaboration, planning and professional development

How is data collected and analyzed to determine the effectiveness of this strategy?

Principal, MTSS/RtI Leadership Team , Reading Coach, Grade Chairpersons, tutors, and interventionists will meet monthly to monitor student progress and the effectiveness of program delivery using data collected from Baseline Assessment, Monthly Benchmark Assessments, Interim Assessments, Florida Assessment for Instruction in Reading (FAIR), and tutorial program student progress reports.

Who is responsible for monitoring implementation of this strategy?

Principal and Assistant Principal

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Dr. René E. Baly	Principal
Rita M. Puente-Ruiz	Assistant Principal
Angela Arce	Reading Coach
Bettina Gonzalez	SAC Chairperson
Jessica Arnaiz	Kindergarten Teacher, Grade Chairperson
Barbara Rickmond	Grade 1 Teacher, Grade Chairperson
Nicole Brockway	Grade 1 Teacher, Social Studies Liaison
Luz Frias	Grade 1 Teacher, Science Liaison
Tavita Duenes	Grade 2 Teacher, Grade Chairperson
Brandi Campbell	Grade 2 Teacher
Ximena Sperling	Grade 2 Teacher

Name	Title
Elaine Nodal	Grade 3 Reading Teacher, Grade Chairperson
Olivia Mulet	Grade 3 Reading Teacher, Writing Liaison
Teresa Hernandez	Grade 3 Mathematics Teacher, Mathematics Liaison
Chantal Murias	Grade 3 Teacher
Ciria Frias	ELL Teacher, Grade 1 Teacher
Shonte Smith	SPED Chairperson, ASD Academy Pre-Kindergarten Teacher
Angela Baquedano	Media Specialist
Vilma Batres	Grade 2 Teacher, United Teachers of Dade (UTD) Steward

How the school-based LLT functions

Redondo Elementary School's Literacy Leadership Team (LLT) meets on a monthly basis to ensure fidelity of implementation of the K-12 Comprehensive Research-Based Reading Plan (K-12 CRRP). The LLT also assures correct utilization of school resources based on data analysis, which indicate the needs of students.
The Principal cultivates the vision for school-wide literacy across all content areas and supports all LLT members and teachers in this endeavor.
The reading/literacy coach is vital in the process of providing job embedded professional development at the school level. The coach provides motivation and promotes a spirit of collaboration among the LLT, and conferences with teachers and administration.
The LLT maintains a connection to the school's Response to Intervention process by using the RtI problem solving approach to ensure that a multi-tiered system of reading support is present and effective.
The reading/literacy coach will be encouraged and supported in developing Lesson Studies to focus on developing and implementing instructional routines that use complex text and incorporate text dependent questions. Multi-disciplinary teams will develop lessons that provide students with opportunities for research and incorporate writing throughout the curriculum.

Major initiatives of the LLT

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 Common Core State Standards (CCSS) in grades Kindergarten – two, and the blended Next Generation State Standards (NGSS)/CCSS in grade 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.

Preschool Transition
This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

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.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	53%	29%	No	57%
American Indian		0%		
Asian		0%		
Black/African American	31%	0%	No	38%
Hispanic	53%	29%	No	57%
White		0%		
English language learners	51%	22%	No	56%
Students with disabilities	42%	28%	Yes	48%
Economically disadvantaged	52%	30%	No	57%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	24	17%	37%
Students scoring at or above Achievement Level 4	17	12%	20%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	158	37%	43%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	73	18%	26%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	81	19%	27%

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	71%	65%	Yes	74%
American Indian		0%		
Asian		0%		
Black/African American	65%	0%	No	69%
Hispanic	72%	65%	Yes	75%
White		0%		
English language learners	70%	59%	No	73%
Students with disabilities	38%	56%	Yes	44%
Economically disadvantaged	70%	65%	Yes	73%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	42	29%	37%
Students scoring at or above Achievement Level 4	49	34%	37%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	3		100
Participation in STEM-related experiences provided for students	156	100%	100%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	76	10%	9%
Students retained, pursuant to s. 1008.25, F.S.	89	13%	12%
Students who are not proficient in reading by third grade	104	72%	65%
Students who receive two or more behavior referrals	41	6%	5%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	4	1%	1%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1. Results from the 2013 FCAT 2.0 Reading Test indicate that 29% of our students in Grade 3 scored at or above achievement Level 3. Our goal for 2014 is for 57% of students in Grade 3 to score at or above Level 3, an increase of 28 percentage points.

G2. Results from the 2013 FCAT 2.0 MathematicsTest indicate that 65% of our students in Grade 3 scored at or above achievement Level 3. Our goal for 2014 is for 74% of students in Grade 3 to score at or above Level 3, an increase of 9 percentage points.

G3. In 2012-2013, 3 STEM-related experiences were provided for Redondo students, with 100% participation. It is expected that in 2013-2014, 4 or more STEM-related activities will be provided for our students, with 100% participation.

G4. Utilize Early Warning Systems (EWS) to identify students at risk in a timely manner to provide applicable interventions.

Goals Detail

G1. Results from the 2013 FCAT 2.0 Reading Test indicate that 29% of our students in Grade 3 scored at or above achievement Level 3. Our goal for 2014 is for 57% of students in Grade 3 to score at or above Level 3, an increase of 28 percentage points.

Targets Supported

- Reading (AMO's, FCAT2.0, CELLA)

Resources Available to Support the Goal

- McGraw-Hill Reading Wonders

- CCSS Writer's Notebook/Journal Writing materials and supplies

- AR/STAR Site License

- CROSSWalk Coach for the Common Core State Standards

Targeted Barriers to Achieving the Goal

- Performance data from the 2013 administration of the FCAT 2.0 indicates 29% of the Hispanic and 30% of the Economically Disadvantaged (ED) subgroups scored at or above a Level 3. Students need improvement in Reporting Category 2-Reading Application (LA.3.1.7.5). Students need improvement in identifying text structures such as cause/effect, compare/contrast, and chronological order in grade-level text. (CCSS.ELA-Literacy.RI.3.3). Our goal for 2014 is that 57% of the Hispanic and ED subgroups will score at or above Level 3 in Reading, an increase of 28 percentage points for each subgroup.

- Performance data from the 2013 administration of the FCAT 2.0 indicates 22% of the English Language Learners (ELL) subgroup scored at or above a Level 3. Students need improvement in Reporting Category 2-Reading Application (LA.3.1.7.5). Students need improvement in identifying text structures such as cause/effect, compare/contrast, and chronological order in grade-level text. (CCSS.ELA-Literacy.RI.3.3), Our goal for 2014 is that 56% of the ELL subgroup will score at or above Level 3 in Reading, an increase of 34 percentage points

- Performance data from the 2013 administration of the FCAT 2.0 indicates 17 % of students scored at achievement Level 3.These students need improvement in Reporting Category 2-Reading Application (LA.3.1.7.7). Students need improvement in comparing and contrasting elements, topics, settings, characters and problems in grade-level text. (CCSS.ELA-Literacy.RL.3.6). Our goal for 2014 is that 37% of students will score at or above Level 3 in Reading, an increase of 20 percentage points.

- Performance data from the 2013 administration of the FCAT 2.0 indicates 12% of students scored at or above Level 4. These students need improvement in Reporting Category 3-Literary Analysis: Fiction and Nonfiction (LA.3.2.1.2). Students need improvement in identifying elements of story structure. (CCSS.ELA-Literacy.RL.3.3). Our goal for 2014 is that 20% of students will score at or above Level 4 in Reading, an increase of eight percentage points.

- Performance data from the 2013 administration of the Comprehensive English Language Learning Assessment (CELLA) indicates 37% of students tested understand and speak the English language at grade level in a manner similar to non-ELL students. Our goal for 2014 is that 43% of students will understand and speak the English language at grade level in a manner similar to non-ELL students, an increase of six percentage points.

- Performance data from the 2013 administration of the Comprehensive English Language Learning Assessment (CELLA) indicates 18% of students tested understand the text at grade level in a manner similar to non-ELL students. Our goal for 2014 is that 26% of students will understand the text at grade level in a manner similar to non-ELL students, an increase of eight percentage points.

- Performance data from the 2013 administration of the Comprehensive English Language Learning Assessment (CELLA) indicates 19% of students tested generate written text that that is focused and organized at grade level in a manner similar to non-ELL students. Our goal for 2014 is that 27% of students will generate written text that that is focused and organized at grade level in a manner similar to non-ELL students, an increase of eight percentage points.

Plan to Monitor Progress Toward the Goal

Quarterly reviews of Interim Assessment data to monitor students' knowledge in Reporting Category 2-Reading Application (LA.3.1.7.5)/(CCSS.ELA-Literacy.RI.3.3)

Person or Persons Responsible

LLT/MTSS/RtI

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Baseline Assessment, District Interim Assessments, Florida Assessment for Instruction in Reading (FAIR), Quarterly SuccessMaker reports

G2. Results from the 2013 FCAT 2.0 MathematicsTest indicate that 65% of our students in Grade 3 scored at or above achievement Level 3. Our goal for 2014 is for 74% of students in Grade 3 to score at or above Level 3, an increase of 9 percentage points.

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0)

Resources Available to Support the Goal

- Mathematics Journals

- SuccessMaker

- Riverdeep Destination Mathematics

- Mathematics Liaison

- Interactive White Boards

- Mathematics Manipulatives

- Go Math Series

Targeted Barriers to Achieving the Goal

- Results from the 2013 FCAT 2.0 Mathematics Test indicate 59% of English Language Learners (ELL) scored at or above Level 3.The area of difficulty was Reporting Category 1- Number Operations: Problem and Solutions (MA.3.A.1.2). Students need improvement in solving multiplication and division fact problems using number properties. (MACC.3.OA.2.5). Our goal for 2014 is that 73% of the ELL subgroup will score at or above Level 3, an increase of 14 percentage points.

- Performance data from the 2013 administration of the FCAT 2.0 indicates 29 % of students scored at achievement Level 3.Students need improvement in Reporting Category 1- Number Operations: Problem and Solutions (MA.3.A.6.2). Students also need improvement in solving non-routine problems by making a table, chart, or list and searching for patterns. (MACC.3.OA.4.9) Our goal for 2014 is that 32% of students will score at or above Level 3 in Mathematics, an increase of three percentage points.

- Performance data from the 2013 administration of the FCAT 2.0 indicates 34% of students scored at or above Level 4. Students need improvement in Reporting Category 3- Geometry and Measurement (MA.3.G.3.2). Students experienced difficulties composing, decomposing, and transforming polygons to make other polygons, including concave and convex polygons with three, four, five, six, eight, or ten sides. Our goal for 2014 is that 35% of students will score at or above Level 4 in Mathematics, an increase of one percentage point.

Plan to Monitor Progress Toward the Goal

Utilizing the FCIM, Administrators and the Leadership Team will schedule quarterly reviews of Interim Assessment Data in order to monitor students' progress.

Person or Persons Responsible
Administrators and Leadership Team

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Baseline Assessment, District Interim Assessments, Benchmark Assessments, SuccessMaker Reports

G3. In 2012-2013, 3 STEM-related experiences were provided for Redondo students, with 100% participation. It is expected that in 2013-2014, 4 or more STEM-related activities will be provided for our students, with 100% participation.

Targets Supported
- STEM
- STEM - All Levels

Resources Available to Support the Goal
- Materials for Redondo Science Expo
- Materials/supplies/equipment to support Technology integration throughout the Science and Mathematics curriculum
- Science Liaison
- Academic Excellence Program/Science Club
- Discovery Education
- National Library of Virtual Manipulatives
- Miami-Dade STEM Expo

Targeted Barriers to Achieving the Goal
- Students will have increased exposure to hands-on experiences in the integration of Science, Technology, Engineering, and Mathematics (STEM).
- Students will have increased participation in STEM-related learning experiences through involvement in the Academic Excellence Program/Science Club and in-house field trips.

Plan to Monitor Progress Toward the Goal

Administrators, together with the Science Liaison, will ensure that STEM-related experiences are offered to students.

Person or Persons Responsible
Administrators and Science Liaison

Target Dates or Schedule:
Ongoing

Evidence of Completion:
Miami-Dade STEM Expo Program, school monthly calendar and bi-monthly newsletter reflect student participation in STEM-related activities

G4. Utilize Early Warning Systems (EWS) to identify students at risk in a timely manner to provide applicable interventions.

Targets Supported
- EWS
- EWS - Elementary School

Resources Available to Support the Goal
- Miami-Dade County Public Schools Code of Student Conduct
- Title I Compact Agreement
- Title I Community Liaison Specialist
- School Counselor
- School Social Worker
- Present and On Time Student Incentive Program
- Do the Right Thing Program
- Spot Success
- MTSS//RtI Team
- Redondo Safety Patrols
- Redondo WRTK News Crew
- Before/After School Tutoring
- Migrant Program
- America Reads Program

Targeted Barriers to Achieving the Goal
- Seventy-six students (10%) missed 10% or more of available instructional time. Our goal for 2014 is to reduce this percentage of students to 9%.
- Forty-one students (6%) received two or more behavior referrals. Our goal for 2014 is to reduce this percentage of students to 5%.
- Four students (1%) received one or more behavior referrals that led to suspension. Our goal for 2014 is to maintain this percentage of students at 1% or less.
- Eighty-nine students (13%) were retained in grades Kindergarten-three. Our goal for 2014 is to reduce this percentage of students to 12%.
- One hundred four students (72%) were not proficient in reading by grade three. Our goal for 2014 is to reduce this percentage of students to 65%.

Plan to Monitor Progress Toward the Goal

The school administration, school counselor, and social worker will review daily and quarterly school attendance by using COGNOS Percentage of Attendance District Region School Type Reports and COGNOS Attendance Intervention Reports. The school administration, school counselor, and social worker will review the Student Case Management Forms (SCMS), with consistent and timely follow-up. Administrators and LLT will review Quarterly Interim Assessment data to ensure students are making adequate progress.

Person or Persons Responsible

Administrators

Target Dates or Schedule:

Ongoing

Evidence of Completion:

COGNOS Percentage of Attendance District Region School Type Reports and COGNOS Attendance Intervention Reports; Student Case Management Forms (SCMS); and Quarterly Interim Assessment data.

Action Plan for Improvement

Problem Solving Key

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

G1. Results from the 2013 FCAT 2.0 Reading Test indicate that 29% of our students in Grade 3 scored at or above achievement Level 3. Our goal for 2014 is for 57% of students in Grade 3 to score at or above Level 3, an increase of 28 percentage points.

G1.B1 Performance data from the 2013 administration of the FCAT 2.0 indicates 29% of the Hispanic and 30% of the Economically Disadvantaged (ED) subgroups scored at or above a Level 3. Students need improvement in Reporting Category 2-Reading Application (LA.3.1.7.5). Students need improvement in identifying text structures such as cause/effect, compare/contrast, and chronological order in grade-level text. (CCSS.ELA-Literacy.RI.3.3). Our goal for 2014 is that 57% of the Hispanic and ED subgroups will score at or above Level 3 in Reading, an increase of 28 percentage points for each subgroup.

G1.B1.S1 Students will utilize graphic organizers to identify the different text structures after reading informational texts. (e.g., cause/effect chains, Venn diagrams, informational text structure charts and timelines).

Action Step 1

After reading informational text, students will identify text details to compare/contrast via the use of Venn diagrams and T charts.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Students work and benchmark assessments.

Facilitator:

Mirta Madonia

Participants:

Teachers

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

Utilizing the FCIM, the LLT/MTSS/RtI and Reading teachers will schedule quarterly reviews of Interim Assessment Data in order to monitor students' knowledge in the area of Reading Application and to adjust instruction as needed.

Person or Persons Responsible

LLT/MTSS/RtI

Target Dates or Schedule

Quarterly

Evidence of Completion

Interim Assessments

Plan to Monitor Effectiveness of G1.B1.S1

Quarterly reviews of Interim Assessment Data in order to monitor students' knowledge in the area of compare and contrast and adjust instruction accordingly.

Person or Persons Responsible

LLT/MTSS/RtI

Target Dates or Schedule

Quarterly

Evidence of Completion

Baseline Assessment, District Interim Assessments, Florida Assessment for Instruction in Reading (FAIR), Quarterly SuccessMaker reports

G1.B1.S2 Students will be provided opportunities to respond to fiction and non-fiction literature and explain how text structure impacts the meaning of text.

Action Step 1

Students work in cooperative learning groups to identify different elements of text structure and how these impact meaning.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work/journal entries

Facilitator:

Reading Coach

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G1.B1.S2

Utilizing the FCIM, the LLT/MTSS/RtI and Reading teachers will schedule quarterly reviews of Interim Assessment Data in order to monitor students' knowledge in the area of text structure and adjust instruction as needed.

Person or Persons Responsible

LLT/MTSS/RtI

Target Dates or Schedule

Quarterly

Evidence of Completion

Interim Assessments

Plan to Monitor Effectiveness of G1.B1.S2

Utilizing the FCIM, the LLT/MTSS/RtI and Reading teachers will schedule quarterly reviews of Interim Assessment Data in order to monitor students' knowledge in the area of text structure and adjust instruction as needed.

Person or Persons Responsible

LLT/MTSS/RtI

Target Dates or Schedule

Quarterly

Evidence of Completion

Baseline Assessment, District Interim Assessments, Florida Assessment for Instruction in Reading (FAIR), Quarterly SuccessMaker reports

G1.B2 Performance data from the 2013 administration of the FCAT 2.0 indicates 22% of the English Language Learners (ELL) subgroup scored at or above a Level 3. Students need improvement in Reporting Category 2-Reading Application (LA.3.1.7.5). Students need improvement in identifying text structures such as cause/effect, compare/contrast, and chronological order in grade-level text. (CCSS.ELA-Literacy.RI.3.3), Our goal for 2014 is that 56% of the ELL subgroup will score at or above Level 3 in Reading, an increase of 34 percentage points

G1.B2.S1 Students will utilize graphic organizers to compare and contrast after reading literary or informational texts. (e.g., Venn diagrams, two column charts).

Action Step 1

After reading informational text, students will identify text details to compare/contrast via the use of Venn diagrams, T Charts, and other appropriate graphic organizers.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and benchmark assessments

Facilitator:

Mirta Madonia

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G1.B2.S1

Utilizing the FCIM, the LLT/MTSS/RtI and Reading teachers will schedule quarterly reviews of Interim Assessment Data in order to monitor students' knowledge in the area of Reading Application and adjust instruction as needed.

Person or Persons Responsible

LLT/MTSS/RtI

Target Dates or Schedule

Quarterly

Evidence of Completion

Interim Assessments

Plan to Monitor Effectiveness of G1.B2.S1

Quarterly reviews of Interim Assessment data to monitor students' knowledge in Reporting Category 2-Reading Application (LA.3.1.7.5)/(CCSS.ELA-Literacy.RI.3.3)

Person or Persons Responsible

LLT/MTSS/RtI

Target Dates or Schedule

Quarterly

Evidence of Completion

Baseline Assessment, District Interim Assessments, Florida Assessment for Instruction in Reading (FAIR), Quarterly SuccessMaker reports

G1.B3 Performance data from the 2013 administration of the FCAT 2.0 indicates 17 % of students scored at achievement Level 3.These students need improvement in Reporting Category 2- Reading Application (LA.3.1.7.7). Students need improvement in comparing and contrasting elements, topics, settings, characters and problems in grade-level text. (CCSS.ELA-Literacy.RL.3.6). Our goal for 2014 is that 37% of students will score at or above Level 3 in Reading, an increase of 20 percentage points.

G1.B3.S1 Students will understand character development and character point of view by using the Author's Toolbox for bringing a character to life.

Action Step 1

Students will utilize the Author's Toolbox to respond to literature in a Reader's Journal, where they will compare and contrast themes, settings, and plots of stories.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Students' entries in Reader's Journal

Facilitator:

Angela Arce

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G1.B3.S1

Utilizing the FCIM, the LLT/MTSS/RtI and Reading teachers will schedule quarterly reviews of Interim Assessment Data in order to monitor students' knowledge in the area of Reading Application and to adjust instruction as needed.

Person or Persons Responsible

LLT/MTSS/RtI

Target Dates or Schedule

Quarterly

Evidence of Completion

Interim Assessments

Plan to Monitor Effectiveness of G1.B3.S1

Quarterly reviews of Interim Assessment data in order to monitor students' knowledge in Reporting Category 2- Reading Application (LA.3.1.7.7)/ (CCSS.ELA-Literacy.RL.3.6)

Person or Persons Responsible

LLT/MTSS/RtI

Target Dates or Schedule

Quarterly

Evidence of Completion

Baseline Assessments, District Interim Assessments, Florida Assessment for Instruction in Reading (FAIR), quarterly SuccessMaker reports

G1.B4 Performance data from the 2013 administration of the FCAT 2.0 indicates 12% of students scored at or above Level 4. These students need improvement in Reporting Category 3-Literary Analysis: Fiction and Nonfiction (LA.3.2.1.2). Students need improvement in identifying elements of story structure. (CCSS.ELA-Literacy.RL.3.3). Our goal for 2014 is that 20% of students will score at or above Level 4 in Reading, an increase of eight percentage points.

G1.B4.S1 Students will demonstrate higher order, critical thinking skills through the creation of story maps that identify and interpret elements of story structure within a text.

Action Step 1

After reading fiction and non-fiction literature, teachers will demonstrate story mapping strategies, so students may create original story maps to identify and interpret elements of story structure.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Students original story maps

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

Utilizing the LLT/MTSS/RtI and Reading teachers will schedule quarterly reviews of Interim Assessment data in order to monitor students' knowledge in the area of elements of story structure and to adjust instruction as needed.

Person or Persons Responsible

LLT/MTSS/RtI

Target Dates or Schedule

Quarterly

Evidence of Completion

Interim Assessments

Plan to Monitor Effectiveness of G1.B4.S1

LLT/MTSS/RtI and Reading teachers will conduct quarterly reviews of Interim Assessment data in order to monitor students' knowledge in the area of elements of story structure and to adjust instruction as needed.

Person or Persons Responsible

LLT/MTSS/RtI

Target Dates or Schedule

Quarterly

Evidence of Completion

Baseline Assessment, District Interim Assessments, Florida Assessment for Instruction in Reading (FAIR), Quarterly SuccessMaker reports

G1.B5 Performance data from the 2013 administration of the Comprehensive English Language Learning Assessment (CELLA) indicates 37% of students tested understand and speak the English language at grade level in a manner similar to non-ELL students. Our goal for 2014 is that 43% of students will understand and speak the English language at grade level in a manner similar to non-ELL students, an increase of six percentage points.

G1.B5.S1 Teachers will use the Language Experience Approach in the classroom to retell events and answer questions aloud.

Action Step 1

After the teacher reads aloud grade level text, students answer questions about the text and retell the story aloud in a manner that relates to their English language level.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher informal observation logs of students' oral language development

Plan to Monitor Fidelity of Implementation of G1.B5.S1

Following the FCIM model teachers will review students' reports to monitor the implementation of the identified strategies and adjust instruction as needed. The LEP Committee, along with the LLT/MTSS/RtI will conduct quarterly reviews of classroom observations, data chats, and academic reviews to make recommendations based on needs assessment.

Person or Persons Responsible

LLT/MTSS/RtI and LEP Committee

Target Dates or Schedule

Quarterly

Evidence of Completion

Teacher informal observation logs of students progress in understanding and speaking the English language at grade level in a manner similar to non-ELL students

Plan to Monitor Effectiveness of G1.B5.S1

Following the FCIM model teachers will review students' reports to monitor the implementation of the identified strategies and adjust instruction as needed. The LLT/MTSS/RtI and LEP Committee will review data reports from computer-based programs, classroom observations, data chats, and academic reviews to make recommendations based on needs assessment.

Person or Persons Responsible

LLT/MTSS/RtI and LEP Committee

Target Dates or Schedule

Quarterly

Evidence of Completion

Teacher informal observations logs reporting students progress in listening and speaking skills

G1.B6 Performance data from the 2013 administration of the Comprehensive English Language Learning Assessment (CELLA) indicates 18% of students tested understand the text at grade level in a manner similar to non-ELL students. Our goal for 2014 is that 26% of students will understand the text at grade level in a manner similar to non-ELL students, an increase of eight percentage points.

G1.B6.S1 Reading teachers in grades K-3 will focus on developing vocabulary skills by using ESOL strategies, such as vocabulary maps, to help build meaning and understanding of unfamiliar words.

Action Step 1

After reading fiction and non-fiction pieces of literature, students will develop vocabulary maps to gain understanding of unfamiliar concepts.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Review of student work

Plan to Monitor Fidelity of Implementation of G1.B6.S1

Following the FCIM model, teachers will review students' reports to monitor the implementation of the identified strategies and adjust instruction as needed. The LLT along with the MTSS/RTI team will review data reports from computer-based programs, classroom observations, data chats, and academic reviews to make recommendations based on needs assessment.

Person or Persons Responsible

LLT/MTSS/RtI and LEP Committee

Target Dates or Schedule

Quarterly

Evidence of Completion

Teacher Informal observations logs and students' work

Plan to Monitor Effectiveness of G1.B6.S1

Following the FCIM model, teachers will review students' reports to monitor the implementation of the identified strategies and adjust instruction as needed. The LLT along with the MTSS/RtI team will review data reports from computer-based programs, classroom observations, data chats, and academic reviews to make recommendations based on needs assessment.

Person or Persons Responsible

LLT/MTSS/RtI and LEP Committee

Target Dates or Schedule

Quarterly

Evidence of Completion

Teacher Informal observation logs and students' work

G1.B7 Performance data from the 2013 administration of the Comprehensive English Language Learning Assessment (CELLA) indicates 19% of students tested generate written text that that is focused and organized at grade level in a manner similar to non-ELL students. Our goal for 2014 is that 27% of students will generate written text that that is focused and organized at grade level in a manner similar to non-ELL students, an increase of eight percentage points.

G1.B7.S1 Students will write in their reading response journals to record their thoughts or questions about what they have read to practice academic writing.

Action Step 1

After reading narrative and/or informational literature, students will write in their reading response journals to record their thoughts or questions about what they have read.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Students' Writing Journals

Facilitator:

Jody Cunningham

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G1.B7.S1

Following the FCIM model, teachers will review students' reports to monitor the implementation of the identified strategies and adjust instruction as needed. The LLT along with the MTSS/RTI team will review data reports from computer-based programs, classroom observations, data chats, and academic reviews to make recommendations based on needs assessment.

Person or Persons Responsible

LLT/MTSS/RtI and LEP Committee

Target Dates or Schedule

Quarterly

Evidence of Completion

Teacher informal observation logs and students' writing samples

Plan to Monitor Effectiveness of G1.B7.S1

Following the FCIM model, teachers will review students' reports to monitor the implementation of the identified strategies and adjust instruction as needed. The LLT along with the MTSS/RTI team will review data reports from computer-based programs, classroom observations, data chats, and academic reviews to make recommendations based on needs assessment.

Person or Persons Responsible

LLT/MTSS/RtI and LEP Committee

Target Dates or Schedule

Quarterly

Evidence of Completion

Teacher Informal observation logs and students' work

G2. Results from the 2013 FCAT 2.0 MathematicsTest indicate that 65% of our students in Grade 3 scored at or above achievement Level 3. Our goal for 2014 is for 74% of students in Grade 3 to score at or above Level 3, an increase of 9 percentage points.

G2.B1 Results from the 2013 FCAT 2.0 Mathematics Test indicate 59% of English Language Learners (ELL) scored at or above Level 3.The area of difficulty was Reporting Category 1- Number Operations: Problem and Solutions (MA.3.A.1.2). Students need improvement in solving multiplication and division fact problems using number properties. (MACC.3.OA.2.5). Our goal for 2014 is that 73% of the ELL subgroup will score at or above Level 3, an increase of 14 percentage points.

G2.B1.S1 Mathematics teachers will provide contexts for mathematical exploration and the development of student understanding of number properties and mathematical operations through use of manipulatives, such as base ten blocks, linking cubes, and Mathematics journals.

Action Step 1

Students will explore number properties and mathematical operations through the use of manipulatives, such as base ten blocks, linking cubes, and Mathematics journals.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher observation of student work that reflects understanding of concepts learned.

Facilitator:

Mirta Madonia

Participants:

Teachers

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

Utilizing the FCIM, Administrators, the Mathematics Liaison and Mathematics teachers will schedule quarterly reviews of Interim Assessment Data in order to monitor students' knowledge in the area of Number Operations: Problems and Solution to adjust instruction as needed.

Person or Persons Responsible

Administrators and Mathematics Liaison

Target Dates or Schedule

Quarterly

Evidence of Completion

Interim Assessments

Plan to Monitor Effectiveness of G2.B1.S1

Utilizing the FCIM, Administrators, the Mathematics Liaison and Mathematics teachers will schedule quarterly reviews of Interim Assessment Data in order to monitor students' knowledge in the area of Number Operations: Problems and Solution to adjust instruction as needed.

Person or Persons Responsible

Administrators and Mathematics Liaison

Target Dates or Schedule

Quarterly

Evidence of Completion

Baseline Assessment, District Interim Assessments, Benchmark Assessments

G2.B1.S2 Mathematics teachers will implement the I Do, We Do, You Do strategy through the Parent Assisted Learning Program (P.A.L.)

Action Step 1

Students will observe modeling of strategies by the teacher, teacher and students will solve problems together, and finally students will solve problems independently.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments

Plan to Monitor Fidelity of Implementation of G2.B1.S2

Utilizing the FCIM, Administrators, the Mathematics Liaison and Mathematics teachers will schedule quarterly reviews of Interim Assessment Data in order to monitor students' knowledge in the area of Number Operations: Problems and Solution to adjust instruction as needed.

Person or Persons Responsible

Administrators and Mathematics Liaison

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative and Interim Assessments

Plan to Monitor Effectiveness of G2.B1.S2

Utilizing the FCIM, Administrators, the Mathematics Liaison and Mathematics teachers will schedule quarterly reviews of Interim Assessment Data in order to monitor students' knowledge in the area of Number Operations: Problems and Solution to adjust instruction as needed.

Person or Persons Responsible

Administrators and Mathematics Liaison

Target Dates or Schedule

Quarterly

Evidence of Completion

Baseline Assessment, District Interim Assessments, Benchmark Assessments

G2.B1.S3 Grade three Mathematics teachers will re-teach targeted benchmarks to students in other homerooms, thus capitalizing in individual teacher instructional strength(s) though the "Math Teacher Exchange".

Action Step 1

Students will receive instruction in identified Mathematics benchmarks from other instructors besides their own Mathematics teacher.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Formative Assessments

Plan to Monitor Fidelity of Implementation of G2.B1.S3

Utilizing the FCIM, Administrators, the Mathematics Liaison and Mathematics teachers will schedule quarterly reviews of Interim Assessment Data in order to monitor students' knowledge in the area of Number Operations: Problems and Solution to adjust instruction as needed.

Person or Persons Responsible

Administrators and Mathematics Liaison

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative and Interim Assessments

Plan to Monitor Effectiveness of G2.B1.S3

Utilizing the FCIM, Administrators, the Mathematics Liaison and Mathematics teachers will schedule quarterly reviews of Interim Assessment Data in order to monitor students' knowledge in the area of Number Operations: Problems and Solution to adjust instruction as needed.

Person or Persons Responsible

Administrators and Mathematics Liaison

Target Dates or Schedule

Quarterly

Evidence of Completion

Baseline Assessment, District Interim Assessments, Benchmark Assessments

G2.B1.S4 Mathematics teachers will utilize GIZMO lessons to enhance the Mathematics curriculum, providing students opportunities to apply concepts via interactive technology.

Action Step 1

Students will demonstrate knowledge of Mathematics concepts using GIZMO lessons via interactive technology.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Observation of students utilizing GIZMO

Plan to Monitor Fidelity of Implementation of G2.B1.S4

Utilizing the FCIM, Administrators, the Mathematics Liaison and Mathematics teachers will schedule quarterly reviews of Interim Assessment Data in order to monitor students' knowledge in the area of Number Operations: Problems and Solution to adjust instruction as needed.

Person or Persons Responsible

Administrators and Mathematics Liaison

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative and Interim Assessments

Plan to Monitor Effectiveness of G2.B1.S4

Utilizing the FCIM, Administrators, the Mathematics Liaison and Mathematics teachers will schedule quarterly reviews of Interim Assessment Data in order to monitor students' knowledge in the area of Number Operations: Problems and Solution to adjust instruction as needed.

Person or Persons Responsible

Administrators and Mathematics Liaison

Target Dates or Schedule

Quarterly

Evidence of Completion

Baseline Assessment, District Interim Assessments, Benchmark Assessments

G2.B2 Performance data from the 2013 administration of the FCAT 2.0 indicates 29 % of students scored at achievement Level 3.Students need improvement in Reporting Category 1- Number Operations: Problem and Solutions (MA.3.A.6.2). Students also need improvement in solving non-routine problems by making a table, chart, or list and searching for patterns. (MACC.3.OA.4.9) Our goal for 2014 is that 32% of students will score at or above Level 3 in Mathematics, an increase of three percentage points.

G2.B2.S1 Mathematics teachers will foster the use of meanings of numbers to create strategies for solving problems and responding to practical situations; and the use of models, place-value, and properties of operations to represent mathematical operations.

Action Step 1

Students will use meanings of numbers to create strategies for solving problems and responding to practical situations; and use models, place-value, and properties of operations to represent mathematical operations. Students will represent data collected via tables, charts and/or lists that accurately demonstrate understanding of patterns.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher observation of student work that reflects understanding of concepts learned.

Plan to Monitor Fidelity of Implementation of G2.B2.S1

Utilizing the FCIM, Administrators, the Mathematics Liaison and Mathematics teachers will schedule quarterly reviews of Interim Assessment Data in order to monitor students' knowledge in the area of Number Operations: Problems and Solution, and the creation/interpretation of tables, charts and/or lists. Instruction will then be adjusted as needed.

Person or Persons Responsible

Administrators and Mathematics Liaison

Target Dates or Schedule

Quarterly

Evidence of Completion

Interim Assessments

Plan to Monitor Effectiveness of G2.B2.S1

Utilizing the FCIM, Administrators, the Mathematics Liaison and Mathematics teachers will schedule quarterly reviews of Interim Assessment Data in order to monitor students' knowledge in the area of Number Operations: Problems and Solution, and the creation/interpretation of tables, charts and/or lists. Instruction will then be adjusted as needed.

Person or Persons Responsible

Administrators and Mathematics Liaison

Target Dates or Schedule

Quarterly

Evidence of Completion

Baseline Assessment, District Interim Assessments, Benchmark Assessments

G2.B3 Performance data from the 2013 administration of the FCAT 2.0 indicates 34% of students scored at or above Level 4. Students need improvement in Reporting Category 3- Geometry and Measurement (MA.3.G.3.2). Students experienced difficulties composing, decomposing, and transforming polygons to make other polygons, including concave and convex polygons with three, four, five, six, eight, or ten sides. Our goal for 2014 is that 35% of students will score at or above Level 4 in Mathematics, an increase of one percentage point.

G2.B3.S1 Mathematics teachers will provide grade-level appropriate activities that promote the composing and decomposing of geometric shapes to create and identify other polygons using attribute shapes.

Action Step 1

Students will analyze attributes and properties of two-dimensional shapes/objects using student-developed geometry study cards, to transform polygons into other concave and convex polygons with three, four, five, six, eight, or ten sides .

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher observation of student work that reflects understanding of concepts learned.

Plan to Monitor Fidelity of Implementation of G2.B3.S1

Utilizing the FCIM, Administrators, the Mathematics Liaison and Mathematics teachers will schedule quarterly reviews of Interim Assessment Data in order to monitor students' knowledge in the area of Geometry and Measurement to adjust instruction as needed.

Person or Persons Responsible

Administrators and Mathematics Liaison

Target Dates or Schedule

Quarterly

Evidence of Completion

Interim Assessments

Plan to Monitor Effectiveness of G2.B3.S1

Utilizing the FCIM, Administrators, the Mathematics Liaison and Mathematics teachers will schedule quarterly reviews of Interim Assessment Data in order to monitor students' knowledge in the area of Geometry and Measurement to adjust instruction as needed.

Person or Persons Responsible

Administrators and Mathematics Liaison

Target Dates or Schedule

Quarterly

Evidence of Completion

Baseline Assessment, District Interim Assessments, Benchmark Assessments

G3. In 2012-2013, 3 STEM-related experiences were provided for Redondo students, with 100% participation. It is expected that in 2013-2014, 4 or more STEM-related activities will be provided for our students, with 100% participation.

G3.B1 Students will have increased exposure to hands-on experiences in the integration of Science, Technology, Engineering, and Mathematics (STEM).

G3.B1.S1 Students will design and develop science and engineering projects to increase their scientific thinking by allowing them to identify the problem, research the problem, formulate a hypothesis, conduct an experiment, and reach a conclusion. The culminating Science activity which will demonstrate the scientific process will be student participation in the Redondo Science Expo.

Action Step 1

Students will learn the scientific process as they engage in hands-on classroom projects.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Submission of projects that demonstrate the scientific process to be judged/displayed in the Redondo Science Expo

Plan to Monitor Fidelity of Implementation of G3.B1.S1

Administrators and Science Liaison will monitor the effectiveness of the Mathematics and Science program, where students are provided multiple opportunities to increase scientific thinking as they develop Science and Engineering projects.

Person or Persons Responsible

Administrators and Science Liaison

Target Dates or Schedule

Ongoing

Evidence of Completion

Submission of projects that demonstrate the scientific process to be judged/displayed in the Redondo Science Expo

Plan to Monitor Effectiveness of G3.B1.S1

Administrators and science teachers will review data reports after each quarterly assessment to ensure students are applying scientific thinking and problem-solving skills learned through their involvement in STEM-related activities.

Person or Persons Responsible

Administrators and ScienceTeachers

Target Dates or Schedule

Quarterly

Evidence of Completion

District Quarterly Science Assessments

G3.B1.S2 Science teachers will engage students in programs like Smart Technologies, Discovery Education, and/or the National Library of Virtual Manipulatives.

Action Step 1

Science teachers will engage students in technology-based programs, which will provide visual stimuli, thus assisting students in developing understanding of mathematical concepts, and allowing them to build connections between Science, Engineering, and Mathematics through the use of Technology.

Person or Persons Responsible

Science Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and site-generated assessments/projects

Plan to Monitor Fidelity of Implementation of G3.B1.S2

Administrators conduct classroom walk-throughs to observe the involvement of students in multiple opportunities to increase scientific thinking as they develop Science and Engineering projects utilizing Technology.

Person or Persons Responsible

Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Student engagement in STEM-related activities

Plan to Monitor Effectiveness of G3.B1.S2

Administrators and science teachers will review data reports after each quarterly assessment to ensure students are making sufficient progress.

Person or Persons Responsible

Administrators

Target Dates or Schedule

Quarterly

Evidence of Completion

Formative: District Quarterly Science Assessments

G3.B2 Students will have increased participation in STEM-related learning experiences through involvement in the Academic Excellence Program/Science Club and in-house field trips.

G3.B2.S1 Administrators and Science Liaison will ensure that students are afforded sufficient opportunities to increase their participation in STEM-related activities.

Action Step 1

Administrators and Science Liaison will actively pursue more STEM-related activities, such as South Florida Science Center and Aquarium in-house field trip for grades 2-3, The Early Development of Global Education (EDGE) Discover: Science and Literacy Program, Miami-Dade STEM Expo, and other STEM-related experiences.

Person or Persons Responsible

Administrators and Science Liaison

Target Dates or Schedule

November 2013-May 2014

Evidence of Completion

Student participation in STEM-related activities

Plan to Monitor Fidelity of Implementation of G3.B2.S1

Administrators and Science Liaison will observe student participation in applicable STEM-related activities.

Person or Persons Responsible

Administrators and Science Liaison

Target Dates or Schedule

November 2013-May 2014

Evidence of Completion

Number of STEM-related experiences offered to the students

Plan to Monitor Effectiveness of G3.B2.S1

Administrators and Science Liaison will review student participation as evidenced by attendance logs.

Person or Persons Responsible

Administrators and Science Liaison

Target Dates or Schedule

May 2014

Evidence of Completion

Logs of student participation in STEM-related activities

G4. Utilize Early Warning Systems (EWS) to identify students at risk in a timely manner to provide applicable interventions.

G4.B1 Seventy-six students (10%) missed 10% or more of available instructional time. Our goal for 2014 is to reduce this percentage of students to 9%.

G4.B1.S1 Administrators will identify students via the Present and On Time school incentive program.

Action Step 1

Schoolwide recognition during morning announcements

Person or Persons Responsible

Principal

Target Dates or Schedule

Daily

Evidence of Completion

Schoolwide Attendance Report

Plan to Monitor Fidelity of Implementation of G4.B1.S1

Ensure students who are recognized as being present and on time receive their corresponding reward

Person or Persons Responsible

Principal

Target Dates or Schedule

Daily

Evidence of Completion

End of grading period attendance report

Plan to Monitor Effectiveness of G4.B1.S1

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

Person or Persons Responsible

Principal

Target Dates or Schedule

Quarterly

Evidence of Completion

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

G4.B2 Forty-one students (6%) received two or more behavior referrals. Our goal for 2014 is to reduce this percentage of students to 5%.

G4.B2.S1 MTSS/RtI 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.

Action Step 1

MTSS/RtI will monitor students who receive two or more behavioral referrals and provide counseling as needed.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Case Management System (SCMS) forms

Plan to Monitor Fidelity of Implementation of G4.B2.S1

MTSS/RtI and Administrators will review SCMS data to ensure proper implementation of referral process.

Person or Persons Responsible

MTSS/RtI and Administrators

Target Dates or Schedule

Quarterly

Evidence of Completion

SCMS

Plan to Monitor Effectiveness of G4.B2.S1

Administrators and MTSS/RtI will conduct quarterly reviews of referral reports to determine the effectiveness of efforts to reduce referrals.

Person or Persons Responsible

Administrators

Target Dates or Schedule

Quarterly

Evidence of Completion

Reduction in behavioral referrals as reported in SCMS reports

G4.B3 Four students (1%) received one or more behavior referrals that led to suspension. Our goal for 2014 is to maintain this percentage of students at 1% or less.

G4.B3.S1 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.

Action Step 1

The Discipline Committee will be responsible for identifying alternatives to suspension.

Person or Persons Responsible

Discipline Committee

Target Dates or Schedule

Ongoing

Evidence of Completion

Discipline Committee meetings agendas

Plan to Monitor Fidelity of Implementation of G4.B3.S1

Functional Assessment of Behavior (FAB)/Behavior Improvement Plan (BIP) meetings

Person or Persons Responsible

Discipline Committee

Target Dates or Schedule

Ongoing

Evidence of Completion

FAB/BIP

Plan to Monitor Effectiveness of G4.B3.S1

Discipline Committee will conduct quarterly reviews of referral reports to determine the effectiveness of efforts to reduce referrals.

Person or Persons Responsible

Discipline Committee

Target Dates or Schedule

Quarterly

Evidence of Completion

Reduction in suspensions as evidenced by the District-provided Suspension Reports

G4.B4 Eighty-nine students (13%) were retained in grades Kindergarten-three. Our goal for 2014 is to reduce this percentage of students to 12%.

G4.B4.S1 During-school tutorials and/or interventions will be provided for K-3 retained students.

Action Step 1

Retained students in grades Kindergarten-three will receive tutorials and/or interventions during school hours.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

SuccessMaker Progress Reports and benchmark assessments

Plan to Monitor Fidelity of Implementation of G4.B4.S1

Following the FCIM model teachers will review students' reports to monitor the implementation of the identified strategies and adjust instruction as needed.The LLT, along with the MTSS/RTI team will review data reports from computer-based programs, classroom observations, data chats, and academic reviews to make recommendations based on needs assessment.

Person or Persons Responsible

LLT/MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

SuccessMaker Progress Reports, Reading Wonders Assessments, and benchmark assessments

Plan to Monitor Effectiveness of G4.B4.S1

Following the FCIM model, administrators and teachers will review students' reports to monitor the implementation of the identified strategies and adjust instruction as needed. The LLT along with the MTSS/RTI team will review data reports from computer-based programs, classroom observations, data chats, and academic reviews to make recommendations based on needs assessment.

Person or Persons Responsible

LLT and MTSS/RTI team

Target Dates or Schedule

Monthly

Evidence of Completion

Baseline Assessment, District Interim Assessments, Florida Assessment for Instruction in Reading (FAIR), Quarterly SuccessMaker reports

G4.B5 One hundred four students (72%) were not proficient in reading by grade three. Our goal for 2014 is to reduce this percentage of students to 65%.

G4.B5.S1 Before and after school tutorial programs will be provided for third grade students not demonstrating proficiency in reading.

Action Step 1

Small group before/after school tutorials will be offered to third grade students not demonstrating proficiency in reading.

Person or Persons Responsible

Teachers

Target Dates or Schedule

October 2013-April 2014

Evidence of Completion

Tutorial program pre/post-tests, Baseline Assessment, Interim Assessments, SuccessMaker reports

Plan to Monitor Fidelity of Implementation of G4.B5.S1

Assistant Principal will monitor required weekly attendance reports provided by tutors.

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

Weekly

Evidence of Completion

Tutorial sessions weekly attendance reports

Plan to Monitor Effectiveness of G4.B5.S1

Following the FCIM model tutors will review students' reports to monitor the implementation of the identified strategies and adjust instruction as needed. The LLT along with the MTSS/RTI team will review data reports from computer-based programs, tutorial pre/post tests, data chats, and academic reviews to make recommendations based on needs assessment.

Person or Persons Responsible

LLT/MTSS/RtI

Target Dates or Schedule

Monthly/Quarterly

Evidence of Completion

Baseline Assessment, District Interim Assessments, Florida Assessment for Instruction in Reading (FAIR), Quarterly SuccessMaker reports

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

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 2013-2014 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 2013-2014 school year.

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

Violence Prevention Programs

District Policy Against Bullying and Harassment

• Miami Dade County Public Schools adopted Policy 5517.01, titled Bullying and Harassment. It is the policy of the Miami-Dade County Public School District that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind. This policy provides awareness, prevention and education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or volunteers.

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

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

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

Nutrition Programs

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

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

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

4) Redondo Elementary was selected to participate in the USDA Fresh Fruit and Vegetable Program for the year 2013-2014. Fresh fruits and vegetables will be distributed to the students three times per week as

healthy snacks.
Career and Technical Education
Redondo grade two students gain an understanding of business and industry workforce requirements through their participation in the Kids And the Power Of Work (KAPOW) program.
Other
Health Connect in Our Schools
• Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds.
• Teams at designated school sites are staffed by a School Social Worker (shared between schools), a Nurse (shared between schools) and a full-time Health Aide.
• HCiOS services reduces or eliminates barriers to care, connects eligible students with health insurance and a medical home, and provides care for students who are not eligible for other services.
• HCiOS delivers coordinated social work and mental/behavioral health interventions in a timely manner.
• HCiOS enhances the health education activities provided by the schools and by the health department.
• HCiOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. Results from the 2013 FCAT 2.0 Reading Test indicate that 29% of our students in Grade 3 scored at or above achievement Level 3. Our goal for 2014 is for 57% of students in Grade 3 to score at or above Level 3, an increase of 28 percentage points.

G1.B1 Performance data from the 2013 administration of the FCAT 2.0 indicates 29% of the Hispanic and 30% of the Economically Disadvantaged (ED) subgroups scored at or above a Level 3. Students need improvement in Reporting Category 2-Reading Application (LA.3.1.7.5). Students need improvement in identifying text structures such as cause/effect, compare/contrast, and chronological order in grade-level text. (CCSS.ELA-Literacy.RI.3.3). Our goal for 2014 is that 57% of the Hispanic and ED subgroups will score at or above Level 3 in Reading, an increase of 28 percentage points for each subgroup.

G1.B1.S1 Students will utilize graphic organizers to identify the different text structures after reading informational texts. (e.g., cause/effect chains, Venn diagrams, informational text structure charts and timelines).

PD Opportunity 1

After reading informational text, students will identify text details to compare/contrast via the use of Venn diagrams and T charts.

Facilitator

Mirta Madonia

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Students work and benchmark assessments.

G1.B1.S2 Students will be provided opportunities to respond to fiction and non-fiction literature and explain how text structure impacts the meaning of text.

PD Opportunity 1

Students work in cooperative learning groups to identify different elements of text structure and how these impact meaning.

Facilitator

Reading Coach

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work/journal entries

G1.B2 Performance data from the 2013 administration of the FCAT 2.0 indicates 22% of the English Language Learners (ELL) subgroup scored at or above a Level 3. Students need improvement in Reporting Category 2-Reading Application (LA.3.1.7.5). Students need improvement in identifying text structures such as cause/effect, compare/contrast, and chronological order in grade-level text. (CCSS.ELA-Literacy.RI.3.3), Our goal for 2014 is that 56% of the ELL subgroup will score at or above Level 3 in Reading, an increase of 34 percentage points

G1.B2.S1 Students will utilize graphic organizers to compare and contrast after reading literary or informational texts. (e.g., Venn diagrams, two column charts).

PD Opportunity 1

After reading informational text, students will identify text details to compare/contrast via the use of Venn diagrams, T Charts, and other appropriate graphic organizers.

Facilitator

Mirta Madonia

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work and benchmark assessments

G1.B3 Performance data from the 2013 administration of the FCAT 2.0 indicates 17 % of students scored at achievement Level 3.These students need improvement in Reporting Category 2- Reading Application (LA.3.1.7.7). Students need improvement in comparing and contrasting elements, topics, settings, characters and problems in grade-level text. (CCSS.ELA-Literacy.RL.3.6). Our goal for 2014 is that 37% of students will score at or above Level 3 in Reading, an increase of 20 percentage points.

G1.B3.S1 Students will understand character development and character point of view by using the Author's Toolbox for bringing a character to life.

PD Opportunity 1

Students will utilize the Author's Toolbox to respond to literature in a Reader's Journal, where they will compare and contrast themes, settings, and plots of stories.

Facilitator

Angela Arce

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Students' entries in Reader's Journal

G1.B7 Performance data from the 2013 administration of the Comprehensive English Language Learning Assessment (CELLA) indicates 19% of students tested generate written text that that is focused and organized at grade level in a manner similar to non-ELL students. Our goal for 2014 is that 27% of students will generate written text that that is focused and organized at grade level in a manner similar to non-ELL students, an increase of eight percentage points.

G1.B7.S1 Students will write in their reading response journals to record their thoughts or questions about what they have read to practice academic writing.

PD Opportunity 1

After reading narrative and/or informational literature, students will write in their reading response journals to record their thoughts or questions about what they have read.

Facilitator

Jody Cunningham

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Students' Writing Journals

G2. Results from the 2013 FCAT 2.0 MathematicsTest indicate that 65% of our students in Grade 3 scored at or above achievement Level 3. Our goal for 2014 is for 74% of students in Grade 3 to score at or above Level 3, an increase of 9 percentage points.

G2.B1 Results from the 2013 FCAT 2.0 Mathematics Test indicate 59% of English Language Learners (ELL) scored at or above Level 3.The area of difficulty was Reporting Category 1- Number Operations: Problem and Solutions (MA.3.A.1.2). Students need improvement in solving multiplication and division fact problems using number properties. (MACC.3.OA.2.5). Our goal for 2014 is that 73% of the ELL subgroup will score at or above Level 3, an increase of 14 percentage points.

G2.B1.S1 Mathematics teachers will provide contexts for mathematical exploration and the development of student understanding of number properties and mathematical operations through use of manipulatives, such as base ten blocks, linking cubes, and Mathematics journals.

PD Opportunity 1

Students will explore number properties and mathematical operations through the use of manipulatives, such as base ten blocks, linking cubes, and Mathematics journals.

Facilitator

Mirta Madonia

Participants

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher observation of student work that reflects understanding of concepts learned.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Results from the 2013 FCAT 2.0 Reading Test indicate that 29% of our students in Grade 3 scored at or above achievement Level 3. Our goal for 2014 is for 57% of students in Grade 3 to score at or above Level 3, an increase of 28 percentage points.	$2,705
G2.	Results from the 2013 FCAT 2.0 MathematicsTest indicate that 65% of our students in Grade 3 scored at or above achievement Level 3. Our goal for 2014 is for 74% of students in Grade 3 to score at or above Level 3, an increase of 9 percentage points.	$231
G3.	In 2012-2013, 3 STEM-related experiences were provided for Redondo students, with 100% participation. It is expected that in 2013-2014, 4 or more STEM-related activities will be provided for our students, with 100% participation.	$1,150
G4.	Utilize Early Warning Systems (EWS) to identify students at risk in a timely manner to provide applicable interventions.	$7,900
	Total	$11,986

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Materials	Evidence-Based Program	Other	Technology	Personnel	Total
Title I	$2,590	$346	$0	$0	$0	$2,936
SAC	$0	$0	$700	$850	$0	$1,550
Title III and Title I	$0	$0	$0	$0	$7,500	$7,500
Total	$2,590	$346	$700	$850	$7,500	$11,986

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. Results from the 2013 FCAT 2.0 Reading Test indicate that 29% of our students in Grade 3 scored at or above achievement Level 3. Our goal for 2014 is for 57% of students in Grade 3 to score at or above Level 3, an increase of 28 percentage points.

G1.B1 Performance data from the 2013 administration of the FCAT 2.0 indicates 29% of the Hispanic and 30% of the Economically Disadvantaged (ED) subgroups scored at or above a Level 3. Students need improvement in Reporting Category 2-Reading Application (LA.3.1.7.5). Students need improvement in identifying text structures such as cause/effect, compare/contrast, and chronological order in grade-level text. (CCSS.ELA-Literacy.RI.3.3). Our goal for 2014 is that 57% of the Hispanic and ED subgroups will score at or above Level 3 in Reading, an increase of 28 percentage points for each subgroup.

G1.B1.S1 Students will utilize graphic organizers to identify the different text structures after reading informational texts. (e.g., cause/effect chains, Venn diagrams, informational text structure charts and timelines).

Action Step 1

After reading informational text, students will identify text details to compare/contrast via the use of Venn diagrams and T charts.

Resource Type

Evidence-Based Materials

Resource

CCSS Writer's Notebook/Journal Writing materials and supplies

Funding Source

Title I

Amount Needed

$346

G1.B1.S2 Students will be provided opportunities to respond to fiction and non-fiction literature and explain how text structure impacts the meaning of text.

Action Step 1

Students work in cooperative learning groups to identify different elements of text structure and how these impact meaning.

Resource Type

Evidence-Based Materials

Resource

CROSSWalk Coach for the Common Core State Standards

Funding Source

Title I

Amount Needed

$2,013

G1.B7 Performance data from the 2013 administration of the Comprehensive English Language Learning Assessment (CELLA) indicates 19% of students tested generate written text that that is focused and organized at grade level in a manner similar to non-ELL students. Our goal for 2014 is that 27% of students will generate written text that that is focused and organized at grade level in a manner similar to non-ELL students, an increase of eight percentage points.

G1.B7.S1 Students will write in their reading response journals to record their thoughts or questions about what they have read to practice academic writing.

Action Step 1

After reading narrative and/or informational literature, students will write in their reading response journals to record their thoughts or questions about what they have read.

Resource Type

Evidence-Based Program

Resource

CCSS Writer's Notebook/Journal Writing materials and supplies

Funding Source

Title I

Amount Needed

$346

G2. Results from the 2013 FCAT 2.0 MathematicsTest indicate that 65% of our students in Grade 3 scored at or above achievement Level 3. Our goal for 2014 is for 74% of students in Grade 3 to score at or above Level 3, an increase of 9 percentage points.

G2.B1 Results from the 2013 FCAT 2.0 Mathematics Test indicate 59% of English Language Learners (ELL) scored at or above Level 3.The area of difficulty was Reporting Category 1- Number Operations: Problem and Solutions (MA.3.A.1.2). Students need improvement in solving multiplication and division fact problems using number properties. (MACC.3.OA.2.5). Our goal for 2014 is that 73% of the ELL subgroup will score at or above Level 3, an increase of 14 percentage points.

G2.B1.S1 Mathematics teachers will provide contexts for mathematical exploration and the development of student understanding of number properties and mathematical operations through use of manipulatives, such as base ten blocks, linking cubes, and Mathematics journals.

Action Step 1

Students will explore number properties and mathematical operations through the use of manipulatives, such as base ten blocks, linking cubes, and Mathematics journals.

Resource Type

Evidence-Based Materials

Resource

Materials for implementation of the Common Core Mathematics State Standards

Funding Source

Title I

Amount Needed

$231

G3. In 2012-2013, 3 STEM-related experiences were provided for Redondo students, with 100% participation. It is expected that in 2013-2014, 4 or more STEM-related activities will be provided for our students, with 100% participation.

G3.B1 Students will have increased exposure to hands-on experiences in the integration of Science, Technology, Engineering, and Mathematics (STEM).

G3.B1.S1 Students will design and develop science and engineering projects to increase their scientific thinking by allowing them to identify the problem, research the problem, formulate a hypothesis, conduct an experiment, and reach a conclusion. The culminating Science activity which will demonstrate the scientific process will be student participation in the Redondo Science Expo.

Action Step 1

Students will learn the scientific process as they engage in hands-on classroom projects.

Resource Type

Other

Resource

Materials for Redondo Science Expo

Funding Source

SAC

Amount Needed

$300

G3.B1.S2 Science teachers will engage students in programs like Smart Technologies, Discovery Education, and/or the National Library of Virtual Manipulatives.

Action Step 1

Science teachers will engage students in technology-based programs, which will provide visual stimuli, thus assisting students in developing understanding of mathematical concepts, and allowing them to build connections between Science, Engineering, and Mathematics through the use of Technology.

Resource Type

Technology

Resource

Materials/supplies/equipment to support Technology integration throughout the Science and Mathematics curriculum

Funding Source

SAC

Amount Needed

$850

G4. Utilize Early Warning Systems (EWS) to identify students at risk in a timely manner to provide applicable interventions.

G4.B1 Seventy-six students (10%) missed 10% or more of available instructional time. Our goal for 2014 is to reduce this percentage of students to 9%.

G4.B1.S1 Administrators will identify students via the Present and On Time school incentive program.

Action Step 1

Schoolwide recognition during morning announcements

Resource Type

Other

Resource

Present and On Time School Incentive Program materials

Funding Source

SAC

Amount Needed

$400

G4.B5 One hundred four students (72%) were not proficient in reading by grade three. Our goal for 2014 is to reduce this percentage of students to 65%.

G4.B5.S1 Before and after school tutorial programs will be provided for third grade students not demonstrating proficiency in reading.

Action Step 1

Small group before/after school tutorials will be offered to third grade students not demonstrating proficiency in reading.

Resource Type

Personnel

Resource

Before/After School Tutorials

Funding Source

Title III and Title I

Amount Needed

$7,500