Redondo Elementary School

2022-23 Schoolwide Improvement Plan

Table of Contents

Redondo Elementary School

18480 SW 304TH ST, Homestead, FL 33030

http://redondoelem.dadeschools.net/

Demographics

Principal: Keith Anderson A

Start Date for this Principal: 7/12/2017

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-3
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	90%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Hispanic Students Economically Disadvantaged Students
School Grades History	2021-22: A (72%) 2018-19: A (75%) 2017-18: A (62%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

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

SIP Authority

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

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

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

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-3	Yes	90%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	98%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A		A	A

School Board Approval

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SIP Authority

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Redondo Elementary is committed to achievement and excellence for all its students. Realizing the expectations of today's society, the leadership team, staff, and stakeholders continuously provide all students with quality instructional experiences.

Provide the school's vision statement.

Redondo Elementary School and the multicultural community it serves will work cooperatively to improve student achievement and prepare learners to become vital contributors to a global, technological society.

School Leadership Team

Membership
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Anderson, Keith	Principal	The Principal oversees the School Improvement Plan process by monitoring the implementation, evaluating the action steps and make recommendations to ensure the overall success of the School Improvement Plan. Leads all aspects of the school including, but not limited to, academics, operations, maintenance, parental involvement, community partnerships, budget and all compliance.
Guerrero, Elaine	Reading Coach	The Reading Coach will provide instructional support for teachers that include data dialogue and monitoring of the actions steps in the SIP purposed to provide monthly feedback to the SLT.
Cunningham, Jody	Reading Coach	The Reading Coach will provide instructional support for teachers that include data dialogue and monitoring of the actions steps in the SIP purposed to provide monthly feedback to the SLT.
Arnaiz, Jessica	Teacher, K-12	The kindergarten grade teacher will provide support and feedback in our monthly leadership meetings. The teacher also assume the role of grade level chair that oversees the grade level and leads the collaborative planning efforts for kindergarten.
Madonia, Mirta	Teacher, K-12	The Professional Development Liaison will identify PD support teachers to ensure action steps that relates to teacher training are offered to meet the needs and goals in the SIP.
Smith, Shonte	Teacher, PreK	The Pre-K teacher will provide support and feedback in our monthly leadership and faculty meetings. The Pre-K teacher will provide support and feedback in our monthly leadership meetings. The teacher also assume the role of department chair that oversees the ESE department.

Demographic Information

Principal start date
Wednesday 7/12/2017, Keith Anderson A

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
17

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
23

Total number of teacher positions allocated to the school
20

Total number of students enrolled at the school
473

Identify the number of instructional staff who left the school during the 2021-22 school year.
2

Identify the number of instructional staff who joined the school during the 2022-23 school year.
2

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	127	108	125	110	0	0	0	0	0	0	0	0	0	470
Attendance below 90 percent	0	16	22	14	0	0	0	0	0	0	0	0	0	52
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	7	33	33	0	0	0	0	0	0	0	0	0	73
Course failure in Math	0	6	18	16	0	0	0	0	0	0	0	0	0	40
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	19	0	0	0	0	0	0	0	0	0	19
Level 1 on 2022 statewide FSA Math assessment	0	0	0	16	0	0	0	0	0	0	0	0	0	16
Number of students with a substantial reading deficiency	0	7	41	40	0	0	0	0	0	0	0	0	0	88

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	12	27	28	0	0	0	0	0	0	0	0	0	67

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	17	21	20	0	0	0	0	0	0	0	0	0	58
Students retained two or more times	0	0	0	6	0	0	0	0	0	0	0	0	0	6

Date this data was collected or last updated

Tuesday 9/6/2022

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

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

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

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

The number of students identified as retainees:

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

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

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

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

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

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	47%	62%	56%				46%	62%	57%
ELA Learning Gains	91%						100%	62%	58%
ELA Lowest 25th Percentile								58%	53%
Math Achievement	55%	58%	50%				62%	69%	63%
Math Learning Gains	96%						90%	66%	62%
Math Lowest 25th Percentile								55%	51%
Science Achievement		64%	59%				55%	55%	53%

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	43%	60%	-17%	58%	-15%
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	58%	67%	-9%	62%	-4%
Cohort Comparison		0%				

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

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	20			40							
ELL	43	91		53	95						
HSP	47	91		55	96						
FRL	47	91		55	96						
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	13			19							
ELL	33			42							
HSP	36			44							

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
FRL	38			45							
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	27			40							
ELL	45			64							
HSP	48	100		65	90						
FRL	46	100		62	90						

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	69
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	57
Total Points Earned for the Federal Index	346
Total Components for the Federal Index	5
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	33
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	68
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A

Native American Students	
Number of Consecutive Years Native American Students Subgroup Below 32%	0

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	69
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0

White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	69
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

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

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

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

2022: All ELA subgroups achievement within 3rd grade increased 32 percentage points from Fall to Spring based on their i-Ready data. All Math subgroups within 3rd grade increased 39 percentage points from Fall to Spring based on their i-Ready data.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Student data show 47 percent of 3rd grade students demonstrated proficiency on the spring 2022 FSA ELA. Therefore, ELA is in the greatest need for improvement.

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

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

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

ELA Learning Gains were maintained at 90% or more on the 2019 FSA and 2022 FSA.

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

Teachers monitored student progress on a weekly basis by conducting data chats with students to improve student outcomes. Administration conducted data conversations with teachers to improve instructional delivery.

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

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

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

The PLST will develop whole group sessions and job-embedded sessions on using data to drive instruction, Aligning resources to small group instruction, Tracking PM data, making adjustments to groups as data becomes available and continuous data chats with individualized feedback and next steps. Coaching cycles will also be implemented individually with teachers to support specific needs.

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

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

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Differentiation	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	According to the 2022 FSA ELA proficiency data, 45 percent of 3rd grade students demonstrated proficiency. Based on the trend data, differentiation has been proven to be effective as our students continue to improve in the Learning Gains category. We will focus on differentiation to address this critical need.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	With the implementation of differentiation, students will improve by 5 percentage points or more with students performing at or above grade level in the area of ELA, and 5 percentage points in the area of mathematics by FAST Progress Monitoring assessments.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Ms. Guerrero, Reading Coach, will be responsible for monitoring i-Ready and intervention data on a monthly basis for intervention groups. She will meet with interventionists and teachers on a monthly basis to discuss student outcomes and progress. The information gathered will be shared monthly with the Leadership Team for school improvement purposes.
Person responsible for monitoring outcome:	Elaine Guerrero (ebarbeito@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Our school will focus on the evidence-based strategy of: Differentiation. Differentiation will support students in the area of learning gains as they focus on their academic goals. Data-Driven instruction will be monitored through the use of data trackers to drive instructional planning and data driven conversations to include OPMs.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Differentiation will ensure that teachers are using relevant, recent, and aligned data to plan lessons that are customized to students' needs. Teachers will continually make adjustments to their instruction, plans, and instructional delivery as new data becomes available.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/22-10/14 - Administration will disaggregate FAST PM1 data and conduct data chats with teachers. As a result, teachers will be better prepared to address students' individual needs to improve reading and math performance.

Person Responsible	Keith Anderson (pr4611@dadeschools.net)

8/22- 10/14 - Teachers will use students' data trackers and collect student work samples in their DI folders to track mini-assessments that are aligned to weekly small group instruction. Teachers will use data trackers to monitor students' progress and adjust instruction as appropriate.

Person Responsible	Keith Anderson (pr4611@dadeschools.net)

8/22 - 10/14 - Facilitate weekly collaborative planning meetings to provide teachers with an opportunity to collaborate and brainstorm challenges, needs, and shared best practices. As a result, teachers will leave meetings with additional instructional skills to improve teaching and learning.

Person Responsible	Elaine Guerrero (ebarbeito@dadeschools.net)

8/22 - 10/14 - Teachers will attend collaborative planning and take turns taking the lead and modeling explicit instruction during small groups. As a result, teachers will enhance additional instructional skills to improve teaching and learning.

Person Responsible   Jody Cunningham (cunninghamj@dadeschools.net)

10/31 - 12/16 - Teachers will review students' AP1 data to group and regroup students based on their data. As a result, teachers will be able to modify their instruction to better meet the needs of each student.

Person Responsible   Jody Cunningham (cunninghamj@dadeschools.net)

10/31 - 12/16 - Administration will disaggregate AP2 data and conduct data chats with teachers. As a result, teachers will be better prepared to address students' individual needs to improve reading and math performance.

Person Responsible   Keith Anderson (pr4611@dadeschools.net)

#2. Positive Culture and Environment specifically relating to Teacher Attendance Rewards/ Incentives	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	According to the school culture survey on PowerBI, teacher attendance is necessary to improve the education of students with the belief that direct instruction is more beneficial with regular teachers and support staff in place.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Improve teacher attendance by 7 percentage points or more with 0-5 days absent during the 2022-2023 school as compared to the previous school year or 33 percent based on PowerBi School Culture survey results.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Administration will conduct monthly teacher attendance checks using the district's attendance platform to gage the attendance volume.
Person responsible for monitoring outcome:	Keith Anderson (pr4611@dadeschools.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Teacher attendance is key to school improvement. Redondo has struggled to regain high teacher attendance due to the aftermath of the pandemic. Research suggests that by creating a reward and incentive program, it will motivate individuals to meet organizational goals.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Teacher attendance is necessary to encourage a safe, healthy and supportive learning environment leading to promote student access and engagement.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/22 - 10/14 - Conduct administrative monthly teacher attendance checks to gage teacher attendance to ensure improvement. As a result, this will promote consistent teacher attendance.

Person Responsible	Keith Anderson (pr4611@dadeschools.net)

8/22 - 10/14 - Identify teachers with improved attendance and provide incentives. As a result, this will promote consistent teacher attendance.

Person Responsible	Keith Anderson (pr4611@dadeschools.net)

8/22 - 10/14 - Recognize teachers with 100% attendance during monthly faculty meetings to promote consistent teacher attendance. As a result, this will promote consistent teacher attendance.

Person Responsible	Keith Anderson (pr4611@dadeschools.net)

8/22 - 10/14 - Create a healthy teacher attendance competition and recognize winning grade levels each quarter to place an emphasis on the importance of consistent teacher attendance. As a result, this will promote consistent teacher attendance.

Person Responsible	Keith Anderson (pr4611@dadeschools.net)

10/31 - 12/16 - Continue to conduct administrative monthly teacher attendance checks to gage teacher attendance to ensure improvement. As a result, this will promote consistent teacher attendance.

Person Responsible   Keith Anderson (pr4611@dadeschools.net)

10/31 - 12/16 - Plan school events for teachers that will bolster moral while encouraging stronger teacher attendance. As a result, this will promote consistent teacher attendance.

Person Responsible   Keith Anderson (pr4611@dadeschools.net)

#3. Transformational Leadership specifically relating to Specific Teacher Feedback/Walkthroughs	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Based on the data from PowerBI, 19 percent of teachers feel that administration gives feedback on student outcomes on a monthly basis. This strategy will develop more highly effective teachers, leaders, and staff.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Teacher feedback will improve by 10 percentage points as indicated in the end of year school climate survey.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Conduct walkthroughs, provide feedback and discuss feedback and monitor students outcomes.
Person responsible for monitoring outcome:	Keith Anderson (pr4611@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Administration understands the value in teacher feedback. Feedback involves providing a clear expectation, progress towards that goal and a description of the behavior and support that will be provided. It is key that to improve teaching and learning, feedback should be provided regularly as a means of professional growth.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Consistent feedback will develop more highly effective teachers, leaders, and staff. Research suggests that low-stakes forms of feedback can produce meaning improvements in teacher instruction and student achievement. Administration will focus on strengthening weekly feedback for teachers.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/22 - 10/14 - Conduct periodic walkthroughs and provide teacher with immediate feedback after each walkthrough. This will ensure teachers receive time to make adjustments as they enhance their instruction.

Person Responsible	Keith Anderson (pr4611@dadeschools.net)

8/22 - 10/14 - Monitor teachers upon completion of the walkthrough. This will ensure that the specified feedback was implemented.

Person Responsible	Keith Anderson (pr4611@dadeschools.net)

8/22 - 10/14 - Create a classroom walkthrough survey using the Framework of Effective Instruction model. As a result, teachers will be given specific feedback after each classroom visit to improve instructional strategies.

Person Responsible	Keith Anderson (pr4611@dadeschools.net)

8/22 - 10/14 - Use selected pages from the book, "Teach Like A Champion" as a instructional resource guide for teachers. As a result, teachers gain more tools to sustain or improve teaching techniques.

| **Person Responsible** | Keith Anderson (pr4611@dadeschools.net) |

10/31 - 12/16 - Continue to conduct periodic walkthroughs and provide teacher with immediate feedback after each walkthrough. This will ensure teachers receive time to make adjustments as they enhance their instruction.

| **Person Responsible** | Keith Anderson (pr4611@dadeschools.net) |

10/31 - 12/16 - Propose Instructional Lesson Studies to enhance instructional delivery and student engagement. As a result, teachers will be able to share lessons learned from their colleagues.

| **Person Responsible** | Elaine Guerrero (ebarbeito@dadeschools.net) |

#4. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Based on the spring 2022 FSA ELA Subgroups reporting data, only 33 percent of 3rd grade Students With Disabilities (SWD) Subgroups at Redondo Elementary School demonstrated proficiency. Therefore, ELA is in the greatest need for improvement for our targeted Subgroup.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	We anticipate to improve by 2 percentage points or more in the number of 3rd grade SWD demonstrating proficiency when comparing PM1 to PM3.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The Principal will monitor PM and intervention data on a monthly basis for intervention groups. Monthly meetings with the Leadership Team will be held to discuss student outcomes and progress. The information gathered will be shared monthly with teachers for school improvement purposes.
Person responsible for monitoring outcome:	Keith Anderson (pr4611@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Student engagement and data-driven Instruction are essential to the growth of students with disabilities. The more students are engaged in their learning, the potential to reach their curiosity, interest and passion to learn will substantially increase. Student academic data will improve and adjustments can be made as teacher focus more on data-driven instruction. Teachers can create an instructional focus calendar and plan for specific standards/benchmarks to target during instruction throughout the school year.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	There is a need to focus on teachers meeting students' individual needs. SWD has performed below the 41 percent threshold for three consecutive years based on the FSA ELA Subgroups reporting data.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/22 -10/14- Identify a best practice relating to student engagement and have teachers provide examples of best practices learned during faculty meetings and/or mini-learning shops. As a result, teachers will be able to learn from their colleagues and use new teaching techniques to improve students' academic performance.

Person Responsible	Elaine Guerrero (ebarbeito@dadeschools.net)

8/22- 10/14 - Teachers will collaboratively develop data trackers that can be used to track mini-assessments that are aligned to weekly small group instruction. Teachers will use data trackers to monitor student progress and adjust instruction as appropriate.

Person Responsible	Keith Anderson (pr4611@dadeschools.net)

8/22 - 10/14 - Create interactive notebooks for student use. As a result of the interactive notebooks, teachers will be able to teach students how to organize their notes/learning and synthesize their thoughts.

Person Responsible	Jody Cunningham (cunninghamj@dadeschools.net)

8/22 - 10/14 - Create an Administrative walkthrough schedule with a focus on student engagement. Walkthroughs will ensure that teachers are engaging students in all lessons and activities with fidelity.

Person Responsible	Keith Anderson (pr4611@dadeschools.net)

10/31 - 12/16 - Create a Differentiated Instruction walkthrough calendar to monitor the implementation of DI

and systems in the classroom and offer feedback. Walkthroughs will ensure that teachers are engaging students in all lessons and activities with fidelity.

Person Responsible	Keith Anderson (pr4611@dadeschools.net)

10/31 - 12/16 - Assign coaching cycles to teachers purposed to enhance their instructional strategies as needed. As a result, Coaches will be able to work closely with teachers to enhance specific instructional areas.

Person Responsible	Keith Anderson (pr4611@dadeschools.net)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Differentiated Instruction (DI) - According to Power BI Early Warning Systems (EWS) academic data, about 70 percent of students in grades K-2 have been identified as Tier 2 or Tier 3.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

Differentiated Instruction (DI) - According to the spring 2022 FSA ELA data, only 45 percent of 3rd grade students demonstrated proficiency.

Measurable Outcomes:
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

We anticipate an improvement of 5 percentage points or more in the number of students per grade level (K,1, and 2) demonstrate proficiency when comparing PM 1 to PM 3 ELA.

Grades 3-5: Measureable Outcome(s)

We anticipate to improve by 5 percentage points or more in the number of 3rd grade students demonstrating proficiency when comparing PM 1 to PM 3 ELA.

Monitoring:
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

The Principal will monitor PM data on a monthly basis. Monthly meetings with the Literacy Leadership Team will be held to discuss student outcomes and progress. The information gathered will be shared monthly with teachers for school improvement purposes.

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Anderson, Keith, pr4611@dadeschools.net

Evidence-based Practices/Programs:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Data-Driven Instruction is an educational approach that relies on the teacher's use of student performance data to inform instructional planning and delivery. This systematic approach will be implemented to better meet student's needs. Data-Driven Instruction may include developing Instructional Focus Calendars (IFC) to inform teachers on specific standards to target during instruction throughout the year, based on data outcomes.

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?

- Do the identified practices/programs show proven record of effectiveness for the target population?

There is a need to focus on teachers meeting students' individual needs. Student data show that only 45 percent of 3rd grade students tested met proficiency on the 2022 FSA ELA. Differentiation will ensure that teachers are using relevant, recent, and aligned data to plan lessons that are customized to student needs. Teachers will continually make adjustments to their instruction, plans, and instructional delivery as new data becomes available.

Action Steps to Implement:
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership

- Literacy Coaching

- Assessment

- Professional Learning

Action Step	Person Responsible for Monitoring
8/22 -10/14 - Assessment: Administration will disaggregate FAST PM1 data and conduct data chats with teachers. As a result, teachers will strengthen their knowledge of learners to improve student reading performance through differentiated instruction.	Anderson, Keith, pr4611@dadeschools.net
8/22 - 10/14 - Literacy Coach: Schedule weekly grade level common planning sessions in reading. As a result, teachers will be able to plan and collaborate with the reading coach to ensure lessons and activities are engaging and focused to improve students' achievement in reading.	Guerrero, Elaine, ebarbeito@dadeschools.net
8/22 - 10/14 - Professional Learning: Identify a best practice relating DI and have teachers share samples to enhance DI practices. As a result, teachers will gain additional strategies to better address their academic needs of their students through differentiated instruction.	Cunningham, Jody, cunninghamj@dadeschools.net
8/22 - 10/14 - Literacy Leadership: Create a Literacy Leadership Team that will include Administration, teachers, Media Specialist, Counselor, Reading Coach, ESE teacher, Pre-K teacher, ESOL teacher, and Community Liaison Specialist. As a result, Redondo Elementary will have a healthier representation of the school purposed to meet the needs and goals of the SIP.	Anderson, Keith, pr4611@dadeschools.net
8/22 - 10/14 - Assessment: Create computer-based testing labs with an environment conducive to learning to maximize students' testing potential. As a result, students will become accustomed to CBT and better success using the e-tools and functions during testing to impact achievement.	Guerrero, Elaine, ebarbeito@dadeschools.net
8/22 - 10/14 - Literacy Coach: The Literacy Coach will conduct coaching cycles to support teachers. As a result, teachers will enhance and/or improve in their teaching skills and techniques to improve students' academic achievement.	Cunningham, Jody, cunninghamj@dadeschools.net
8/22 - 10/14 - Professional Learning: Identify PDs targeting teacher needs. As a result, teachers will participate in specific PDs to ensure their instructional needs are met to improve teaching and learning.	Madonia, Mirta, mirtamadonia@dadeschools.net
8/22 - 10/14 - Literacy Leadership: Create a calendar purposed to monitor and share SIP progress. As a result, the Literacy leadership Team will be able to adjust or modify action steps to ensure that the SIP goals are met.	Anderson, Keith, pr4611@dadeschools.net

Positive Culture & Environment

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

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

Our Strengths within School Culture are in Relationships, Physical & Emotional Safety and Support, Care, and Connections. Our school creates experiences throughout the year to engage with parents and families and ensures they have necessary information to support their children through monthly Parent Academy workshops. Students are supported through mentorship programs and our Rainbow Club. The effort will represent a SAVE (Students Against Violence Everywhere) Promise Club created for protecting others, schools and the community from violence BEFORE it happens. SAVE Promise Clubs are establish through the Sandy Hook Promise programs with the focus on reinforcing important lessons against violence, empowering students to influence others in a positive way and create a more caring and connected community. Through the outgoing activities a SAVE Promise Club aims at creating a culture of looking out for one another, being upstanders, preventing violence before it happens, creating safer classrooms, schools, and communities now and for the FUTURE. Staff are provided opportunities to take part in Team Building activities. We provide opportunities for both staff and students to provide ongoing feedback and suggestions to school leaders and we schedule informal conferences with staff and students to garner information about their educational/professional and emotional experience at our school. We also ensure information is provided to all stakeholders through our monthly calendar. We continue to build our skill-set in ensuring our classrooms are highly engaging and foster the highest level of engagement and learning.

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

The stakeholders involved in building a positive school culture and environment are the Principal, Assistant Principal, Instructional Coach, Teacher Leaders and Counselor (our School Leadership Team). The Principal's role is to monitor and oversee all initiatives and respond to concerns. Some initiatives are but not limited to implementing Team-building and morale boosting activities. The Assistant Principal will monitor mentorship programs and assist in ensuring all information is shared with stakeholders in a timely manner. Teacher leaders, instructional coach and school counselor will assist in providing and responding to feedback from stakeholders. We are happy to have a present and supportive PTA at Redondo Elementary School. The PTA provides our students with fundamental needs as well as supporting the school with parent outreach and community events. The PTA sponsors teacher classroom wish lists as well as supported schoolwide team building activities. In addition, our Educational Excellence Advisory Council (EESAC) also plays a significant role at Redondo Elementary School. EESAC meetings are held with participation from community members, who have active input in all decisions taken by the council to support the school and student achievement. Redondo Elementary recruits local businesses to assist in the successful implementation of its educational programs. Dade Partners is a cooperative agreement between Redondo Elementary and community businesses to work together to improve and enhance educational programs responsive to the needs of the students, the community, and our society. As a whole, all stakeholders are responsible for making specific efforts to connect and build relationships with students, parents, and families.