

Miami-Dade County Public Schools

Redondo Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	11
III. Planning for Improvement	15
IV. ATSI, TSI and CSI Resource Review	24
V. Reading Achievement Initiative for Scholastic Excellence	24
VI. Title I Requirements	28
VII. Budget to Support Areas of Focus	31

Redondo Elementary School

18480 SW 304TH ST, Homestead, FL 33030

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

School Board Approval

This plan was approved by the Dade County School Board on 10/11/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

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. The principal leads all aspects of the school including, but not limited to, academics, operations, maintenance, parental involvement, community partnerships, budget and compliance matters.
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 School Leadership Team
Cunningham, Jody	Teacher, K-12	The 3rd 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 grade 3.
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.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Involving stakeholders in the school improvement plan is a crucial aspect of fostering a collaborative and effective educational environment. The engagement of various stakeholders, including teachers, students, parents, administrators, community members, and even local organizations, can provide valuable insights, diverse perspectives, and a sense of ownership in the improvement process. Here's a general process for involving stakeholders in the school improvement plan:

- Identify Key Stakeholders
- Communicate the Importance of their role
- Gather Data and Feedback

- Analyze and Synthesize Data
- Schedule Collaborative Meetings
- Develop the Improvement Plan
- Feedback and Refinement
- Implementation
- Evaluate and Review

Effective stakeholder involvement is an ongoing process, and maintaining a collaborative atmosphere that values input from all relevant parties will contribute to the sustained success of the school improvement process.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

Regular monitoring of the School Improvement Plan (SIP) is crucial to ensure its effective implementation and measure its impact on increasing student achievement. Monitoring of the school improvement plan are conducted in phases:

Phase I: Data Analysis and Planning

Phase II Beginning of Year Implementation

Phase III: Beginning of Year Review and Reflection

Phase IV: Mid-Year Implementation

Phase V: Mid-Year Review and Reflection

Phase VI: End of Year Implementation

Phase VII: End of Year Review and Reflection

By establishing a well-structured monitoring process that involves data-driven decision making, collaboration, and regular reviews, we can effectively assess the implementation of our improvement plan and make informed adjustments to continuously enhance student achievement.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	98%
2022-23 Economically Disadvantaged (FRL) Rate	90%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Hispanic Students (HSP)

	Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: A
	2019-20: A
	2018-19: A
	2017-18: A
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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		
Absent 10% or more days	8	20	14	17	0	0	0	0	0	59	
One or more suspensions	0	0	0	0	0	0	0	0	0		
Course failure in English Language Arts (ELA)	0	13	12	31	0	0	0	0	0	56	
Course failure in Math	0	5	7	10	0	0	0	0	0	22	
Level 1 on statewide ELA assessment	0	0	0	7	0	0	0	0	0	7	
Level 1 on statewide Math assessment	0	0	0	3	0	0	0	0	0	3	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	23	26	26	41	0	0	0	0	0	116	
	0	0	0	0	0	0	0	0	0		

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	8	13	8	15	0	0	0	0	0	44

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	31	17	10	7	0	0	0	0	0	65
Students retained two or more times	0	0	0	2	0	0	0	0	0	2

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	16	22	14	0	0	0	0	0	52	
One or more suspensions	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	7	33	33	0	0	0	0	0	73	
Course failure in Math	0	6	18	16	0	0	0	0	0	40	
Level 1 on statewide ELA assessment	0	0	0	19	0	0	0	0	0	19	
Level 1 on statewide Math assessment	0	0	0	16	0	0	0	0	0	16	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	7	41	40	0	0	0	0	0	88	

The number of students by current grade level that had two or more early warning indicators:

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

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	24	17	19	12	0	0	0	0	0	72	
One or more suspensions	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	19	33	21	0	0	0	0	0	73	
Course failure in Math	0	10	11	25	0	0	0	0	0	46	
Level 1 on statewide ELA assessment	0	0	0	31	0	0	0	0	0	31	
Level 1 on statewide Math assessment	0	0	0	27	0	0	0	0	0	27	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	38	32	43	43	0	0	0	0	0	156	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	8	14	15	36	0	0	0	0	0	73

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	31	17	10	7	0	0	0	0	0	65
Students retained two or more times	0	0	0	2	0	0	0	0	0	2

II. Needs Assessment/Data Review**ESSA School, District and State Comparison (pre-populated)**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	54	60	53	47	62	56	36		
ELA Learning Gains				91					
ELA Lowest 25th Percentile									
Math Achievement*	60	66	59	55	58	50	43		
Math Learning Gains				96					
Math Lowest 25th Percentile									
Science Achievement*		58	54		64	59			
Social Studies Achievement*					71	64			
Middle School Acceleration					63	52			
Graduation Rate					53	50			
College and Career Acceleration						80			
ELP Progress	56	63	59	57			37		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	56
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	224
Total Components for the Federal Index	4
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	69
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	346
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	55			
ELL	53			
AMI				
ASN				
BLK				
HSP	56			
MUL				
PAC				
WHT				

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
FRL	56			

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	33	Yes	3	
ELL	68			
AMI				
ASN				
BLK				
HSP	69			
MUL				
PAC				
WHT				
FRL	69			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	54			60								56
SWD	57			64							4	43
ELL	50			56							4	56
AMI												
ASN												
BLK												
HSP	54			61							4	56
MUL												

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT												
FRL	52			65							4	56

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	47	91		55	96							57
SWD	20			40								40
ELL	43	91		53	95							57
AMI												
ASN												
BLK												
HSP	47	91		55	96							57
MUL												
PAC												
WHT												
FRL	47	91		55	96							57

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	36			43								37
SWD	13			19								22
ELL	33			42								37
AMI												
ASN												
BLK												
HSP	36			44								37
MUL												
PAC												
WHT												
FRL	38			45								36

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	45%	52%	-7%	50%	-5%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	55%	63%	-8%	59%	-4%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The data component that showed the lowest performance was the 2023 FAST 3rd Grade ELA Data with 45% Proficiency.

The contributing factor in last year's low performance stems low mastery in the B.E.S.T. Standards. Two Standards indicating low mastery are: Reading Across Genres and Vocabulary Performance.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Redondo Elementary did not experience any decline.

The contributing factor in last year's low performance stems low mastery in the B.E.S.T. Standards. Two Standards indicating low mastery are: Reading Across Genres and Vocabulary Performance.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The State out performed Redondo Elementary School by 4 percentage points in the following areas:

*State Avg. Scale Score Math 300 vs. School 296

*State Avg. Scale Score Reading 298 vs. School 294

Factors showed that Redondo Elementary should continue to improve in our academic performance by increasing the number of students demonstrating on grade-level mastery or above in the B.E.S.T Standards.

Which data component showed the most improvement? What new actions did your school take in this area?

The data component the showed the most improvement was the 2023 FAST 3rd Grade Math. Reporting data show an improvement of 3 percentage points when comparing 2022 FSA (55% to 58%).

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

In reviewing EWS data, Redondo will focus on the following:

- *Substantial Reading Deficiencies
- *Student Attendance

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

In ranking the highest priorities, Redondo will focus on the following:

- *Improve in the number of students demonstrating on grade-level mastery or above on the 2024 ELA FAST PM3
- *Improvement in student attendance

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Teacher Attendance**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the school culture survey on PowerBI data tool, 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 3 percentage points or more with 0-5 days absent during the 2023-2024 school as compared to the previous school year or 26 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 gauge the attendance volume.

Person responsible for monitoring outcome:

Keith Anderson (pr4611@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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 Intervention:

Explain the rationale for selecting this specific strategy.

Teacher attendance is necessary to encourage a safe, healthy and supportive learning environment leading to promote student access and engagement.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Conduct administrative monthly teacher attendance checks to gauge teacher attendance to ensure improvement. As a result, this will promote consistent teacher attendance.

Person Responsible: Keith Anderson (pr4611@dadeschools.net)

By When: August 14 - September 29

Identify teachers with improved attendance and provide incentives. As a result, this will promote consistent teacher attendance.

Person Responsible: Keith Anderson (pr4611@dadeschools.net)

By When: August 14 - September 29

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)

By When: August 14 - September 29

#2. Instructional Practice specifically relating to Differentiation**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2023 FAST PM 3 ELA proficiency data, 47 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 Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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 Intervention:

Explain the rationale for selecting this specific 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.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

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)

By When: August 14 - September 29

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)

By When: August 14 - September 29

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)

By When: August 14 - September 29

#3. Instructional Practice specifically relating to Student Engagement**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2023 FAST PM 3 ELA proficiency data, 47 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 student engagement, 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 2024 FAST PM 3.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Ms. Guerrero, instructional coach, will be responsible for monitoring i-Ready and intervention data on a monthly basis for intervention groups. She will meet with interventionists and teachers on a monthly basis to discuss student outcomes and progress. An action plan will be created as needed, such as a coaching cycles or instructional modeling in order to meet student's academic goals.

Person responsible for monitoring outcome:

Keith Anderson (pr4611@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Student Engagement refers to the degree of attention, curiosity, interest, optimism, and passion that students show when they are learning or being taught (physical or virtual), which extends to the level of motivation they have to learn and progress in their education. This deals with student engagement, cognitively, behaviorally, physically, and emotionally.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Student engagement will enhance learning outcomes as students are more likely to retain the information they are taught. In addition, students who are engaged tend to perform better and are more motivated to excel complimented by intrinsic motivation.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Create an Administrative walkthrough schedule with a focus on student engagement to ensure students are engaged.

Person Responsible: Keith Anderson (pr4611@dadeschools.net)

By When: August 14 - September 29

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

Person Responsible: Elaine Guerrero (ebarbeito@dadeschools.net)

By When: August 14 - September 29

Infuse multi-sensory lessons and activities to promote student engagement.

Person Responsible: Elaine Guerrero (ebarbeito@dadeschools.net)

By When: August 14 - September 29

#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 crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Based on the 2023 FAST PM3 ELA Subgroups reporting data, less than 41 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 3 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 Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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 Intervention:

Explain the rationale for selecting this specific 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.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

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)

By When: August 14 - September 29

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)

By When: August 14 - September 29

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: Elaine Guerrero (ebarbeito@dadeschools.net)

By When: August 14 - September 29

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

The process to review school improvement funding allocations and ensure resources are allocated based on needs should be systematic, data-driven, and transparent. Here is a description of this process:

Data Collection and Needs Assessment

- Goal Setting and Prioritization
- Review Existing Resources
- Budget Development
- Collaborate with Stakeholders for Resource Allocation
- Budget Review and Adjustments
- Approval and Implementation
- Monitor, Reporting and Evaluation

The key to successful resource allocation for school improvement is an ongoing commitment to data-driven decision-making, stakeholder engagement, and flexibility to adjust strategies based on feedback and changing needs. It's essential to prioritize equity and ensure that resources are directed to where they can have the greatest impact on student success.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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 data tool, Early Warning Systems (EWS) for academic achievement identified about 70 percent of students in grades K-2 as Tier 2 or Tier 3 combined.

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

Differentiated Instruction (DI) - According to the spring 2023 FAST 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 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 Measurable Outcomes

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

Grades 3-5 Measurable Outcomes

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

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 impact student achievement outcomes.

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**Description:**

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. §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:

Explain the rationale for selecting 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 evidence-based 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 2023 FAST 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
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
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
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.	Guerrero, Elaine, ebarbeito@dadeschools.net
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
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
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.	Guerrero, Elaine, ebarbeito@dadeschools.net
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
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

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

Involving stakeholders in the school improvement plan is a crucial aspect of fostering a collaborative and effective educational environment. Here's a general process for informing stakeholders in the school improvement plan:

- Host Title I Opening of Schools meeting
 - Hold elections for parents/community/business members to join School or District committees
 - Post and hold Educational Excellence School Advisory Council (EESAC) meetings
 - Advertise meeting dates on the marquee, school website, social media (X), Class Dojo, and flyers
- Effective stakeholder involvement is an ongoing process, and maintaining a collaborative atmosphere that values input from all relevant parties will contribute to the sustained success of the school improvement process.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Building positive relationships with parents is essential for the overall success and well-being of students. When schools and parents work together collaboratively, it can lead to improved student performance, increased engagement, and a more supportive educational environment. Redondo Elementary School engages families with activities, but not limited to the following:

- Grandparents Day
- Science-Technology-Engineering-Arts-Mathematics (STEAM) events
- Literacy Week
- Father's Day and Mother's Day Activities
- Parent/Teacher conferencing
- Regular updates on student progress
- Monthly Parent Workshops
- Parent-Teacher Association (PTA)

Building positive relationships with parents requires ongoing effort and a commitment to collaboration. When schools and parents work together as partners in a child's education, it can lead to better outcomes and a more supportive learning environment for students.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)(ii))

Strengthening the academic program in a school is crucial for providing students with a high-quality education that prepares them for future success. Here is a general outline of steps Redondo Elementary School takes to strengthen its academic program:

- Assess and analyze current programs and student performance data
- Set clear goals and objectives that is aligned to our mission and vision
- Participate in continuous Professional Development
- Use school performance data to drive decision-making
- Technology Integration
- Offer enrichment and intensive intervention programs
- Effectively allocate resources to support academic programs

Strengthening the academic program is an ongoing process that requires collaboration, dedication, and adaptability. Additional information can be found in our Area of Focus section of the School Improvement Plan.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

Information can be found in our TSI Resource Review section of the School Improvement Plan.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Ensuring counseling and support for students is a vital aspect of creating a safe and nurturing school environment that promotes their academic, social, and emotional well-being. Here are a few strategies that Redondo Elementary School provide counseling and support for its students:

- Community Partnership relating mental health agencies
- Offer Parent workshops relating parenting tips to identify mental health signs as well as academic needs
- Offer support for Migrant families
- Participate in Project-Upstart
- Hired School Counselor
- Social Emotional Learning (SEL) activities

By implementing a comprehensive counseling and support system, Redondo Elementary School can better address the diverse needs of it's students, create a more inclusive and caring environment, and help students achieve academic success while fostering their social and emotional well-being.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

N/A

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Redondo Elementary implements a schoolwide Multi-Tiered System of Supports (MTSS) model for preventing and addressing problem behavior. This approach involves a systematic framework that provides different levels of support to all students, with increasing levels of intensity for those who need more assistance. Implementing a schoolwide tiered model to prevent and address problem behavior is a comprehensive and systematic approach that requires collaboration, ongoing monitoring, and a commitment to creating a positive and supportive school environment for all students. It aims to not only address behavior challenges but also promote a culture of respect, responsibility, and academic success.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Professional learning and development for teachers are essential components of enhancing their effectiveness in the classroom and keeping up with evolving educational practices. These activities help teachers refine their teaching skills, stay updated on curriculum changes, and address the diverse needs of their students. Here's a description of various professional learning and development activities for teachers:

- Professional Development Workshops and Seminars
- Curriculum Development and Alignment
- Colleague Sharing and Feedback
- Professional Learning Communities (PLCs)
- Online Courses and Webinars
- Teacher Evaluation and Feedback

Professional learning and development activities are tailored to the specific needs and interests of teachers. By investing in these activities, our school will ensure that our teachers, paraprofessionals, and other school staff members are well-equipped to provide the best possible education to their students.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

The transition from early childhood education programs to local elementary school programs is a significant milestone in a child's educational journey. It's essential to ensure a smooth and positive transition to help children and their families feel comfortable and supported during this transition. Here are strategies Redondo Elementary School implements to assist preschool children in this transition:

- Host Orientation and School Visits
- Collaborate with Preschools
- Parent Workshops
- Assign Transition Team Coordinator
- Organize Special Events

A well-planned and supportive transition process can help ease the anxieties and challenges that preschool children and their families may face when moving to elementary school. By collaborating, providing resources, and creating a nurturing environment, Redondo Elementary School can ensure a successful transition and set the stage for a positive educational experience.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Positive Culture and Environment: Teacher Attendance	\$0.00
2	III.B.	Area of Focus: Instructional Practice: Differentiation	\$0.00
3	III.B.	Area of Focus: Instructional Practice: Student Engagement	\$0.00
4	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities	\$0.00
Total:			\$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

Yes