

Miami-Dade County Public Schools

Redland Elementary School



2016-17 Schoolwide Improvement Plan

Redland Elementary School

24501 SW 162ND AVE, Homestead, FL 33031

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

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	89%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	94%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	D	C*	C	C

**Informational Baseline School Grade*

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

School Board Approval

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

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Redland Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The mission of Redland Elementary is to provide a stimulating, multifaceted educational environment to all students through the delivery of meaningful data driven instruction.

b. Provide the school's vision statement.

Our vision is to send students “Soaring into the future”. We value honesty, integrity, and respect as the foundation of our interpersonal and professional relationships. We are committed to building positive relationships through equity and compassion which enhances the self-esteem, safety, and well-being of our students, families, and staff. We honor and foster the diversity of our community by working collaboratively for the educational success of our students and recognize that our obligations go beyond our professional responsibilities to promote democratic principles. We pursue the highest standards in all we do. Our motto this year is, “Determined to Succeed!”

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

Students participate in “all about me” projects at the start of each year. Teachers use this opportunity to learn about the student and build a relationship and value children’s culture and diversity. Many teachers administer learning surveys to use as a planning tool for lesson delivery.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

Redland Elementary School services general education students and students with exceptionalities, to include gifted students and students with learning disabilities. Although students come from diverse backgrounds and possess a wide range of academic and social skills, it is our goal to meet each child’s need in order for him/her to flourish and experience success. It is believed that every child can learn, despite his/her socioeconomic condition, and it is expected that every child will become proficient and maximize his/her potential through a sound work ethic and collaborative efforts by the teacher, student and parent. Students at Redland Elementary receive a variety of culturally based programs and activities that enhance their learning experiences and overall development. Being exposed to and participating in a host of activities throughout the year such as: Career Day, Science Fair, Black History Month, Hispanic Heritage Month, Walk Safe, D.A.R.E, Performing Arts field trips, Learning for Life: Anti-bullying and Character Education. Through these programs, students are better able to adapt to their social surroundings, conduct themselves appropriately in real-world situations, and tap into and explore their interests. The staff, parents and community at Redland Elementary School are dedicated to providing a nurturing, comfortable and supportive environment where students are aware of the high expectations for their success. The learning is structured to create positive interactive experiences between teachers and students, which cultivates a highly effective and well-functioning classroom environment. Emphasis is made throughout the curriculum to integrate all subject areas with Reading, Writing, Math and Science. We encourage the use of technology, and promote parental and community involvement in order to prepare students to live more effectively in a global society. The focus on students also empowers them with the knowledge and necessary critical-thinking skills to make positive decisions in a multicultural world and meet the

challenges of the 21st century. To achieve these objectives, Redland teachers aggressively pursue a rigorous curriculum based on State Standards that incorporate evidentiary-based approaches to solving real-world complex multi-step problems. The teachers at Redland are consistently participating in professional development courses which help them to be more effective in the implementation of the most current research-based and data-driven educational strategies.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

All of the teachers follow the code of student conduct and a school-wide discipline plan. Teachers have clearly defined classrooms rules and consequences. Administration implements a progressive discipline plan. Student and staff foster a mutual respect. Student and parent concerns are addressed and every effort is made to resolve issues fairly and in a timely manner. Teachers are trained to ensure that progressive discipline is applied with established protocols for all disciplinary incidents. Clear behavioral expectations are shared with all students via assemblies, School-wide signs, parent meetings, Connect Ed , and Morning Announcements. Staff training and follow-up classroom management support is provided to all staff throughout the year, as needed.

The mission of Redland Elementary School is to prepare students for the future by emphasizing the importance of being functional, literate, and global thinkers. It is the role of the school to guide students to be in control of their own learning and to enhance their ability to positively alter outcomes by making appropriate choices.

The primary objective of Miami-Dade County Public Schools (M-DCPS) is to enhance each student's potential for learning and to foster positive interpersonal relationships. M-DCPS supports the concept that students who possess personal, academic, civic and occupational adequacies will become effective and productive citizens. The Elementary Code of Student Conduct (COSC) has been designed, and will be implemented in order to promote and maintain a safe learning environment free from disruptions that interfere with teaching and learning activities.

Redland will continue to implement a school wide incentive program that rewards model student behavior. This program will be spearheaded by our School wide Discipline Committee (SDC) comprised of administrators, the counselor, teachers, parents, students, and Community Partners (such as: Learning for Life.) Redland Elementary School's SDC will incorporate all of the District Core Values: Citizenship, Cooperation, Fairness, Honesty, Integrity, Kindness, Pursuit of Excellence, Respect, and

Responsibility. Each core value will be highlighted each month through morning announcements, classroom presentations, small group discussions, and/or parent conferences. These values will also be highlighted during all activities conducted throughout the school. Opportunities for students will be scheduled to celebrate and recognize those students identified by their teachers practicing and modeling the Value of the Month. Activities include, but are not limited to Character Education lessons, school wide morning announcements, awarding certificates to students as we celebrate student's model behavior, and Spot Success recognition awards for both teachers and students. In-school counseling intervention strategies will be developed for students committing Code of Student Conduct offenses, along with; parent conferences, daily progress behavior plans, and scheduling MTSS/RtI Team Meetings. If necessary, Functional Assessments of Behavior and/or Behavior Interventions Plans will be designed to address the specific needs of a student. The counselor conducts group counseling sessions and meetings with the social worker. The district's anti-bullying program will be followed with fidelity

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Redland Elementary School will use varying early warning indicators based on readily accessible data which help promote student success. Our two most powerful predictors are academic performance and attendance. Redland Elementary School will systematically collect data on students attendance and academic performance in the varied of assessments. Redland will use all available information to look for patterns and identify school climate issues that may contribute to possible issue related to poor attendance and/or low academic performance. Students are generally identified as working above, at (proficient), or below grade level. Administration and teachers conduct ongoing progress monitoring and data chats to identify and help develop individualized plans for students in jeopardy of failing and for every student to ensure academic, social, and behavioral success. Title I compacts, behavioral and academic are developed through a collaborative effort with the counselor, teacher, parent, and student. Students who are suspended receive individualized counseling. Students who are retained also receive individual and/or group counseling. Students scoring below proficiency levels on standardized assessment are monitored and provided additional assistance in core subjects. All students K-5 receive Intervention and/or Enrichment based on their individual scores. Differentiated Instruction is provided at all grade levels for both Reading and Math. In-school counseling/mediation alternatives for suspension will be addressed by the SDC.

Multi-disciplinary teams will assist with developing lessons that provide students with opportunities for research and incorporate writing throughout the disciplines. The Tier 1, Tier 2, and Tier 3 documentation will support academic and/or behavioral goals as listed on the SIP plan. This plan will be monitored with fidelity. The 4 step problem solving process then becomes a structure for these meetings, and fidelity data is reviewed each time a group meets. Data gathered through the MTSS/RTI process informs the discussion at MTSS/RTI leadership, grade level, attendance review, Tier 2, and Tier 3 SST meetings.

All disciplinary actions used that include but are not limited to: removal of privileges, denial/nonparticipation in school/extracurricular activities, time-out, eating lunch with the teacher, the counselor, or an administrator, will always include parent notification. Should this apply, discussions of model better behavior choices will take place. In extreme cases, denial of participation in field trips occurs, with parental approval.

Truancy Intervention will be addressed by the Attendance Review Committee to address students with five or more unexcused absences. Parent meetings are held to develop strategies and goals to help improve student attendance. All students missing more than 10% of instructional time are flagged for possible early intervention.

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

Redland Elementary School's Rtl/Leadership team meets monthly to analyze and interpret data such as attendance rates, discipline referrals, academic grades, and test scores. At risk students identified by the team are provided tier 2 interventions to address academic and/or behavioral needs. Additional support is provided as necessary. After a student accumulates 3 absences, teachers contact parents and after an accumulation of 6 absences student services personnel contact parents. An Attendance Review committee is convened after a student has accumulated 10 or more absences.

b. Provide the following data related to the school's early warning system

1. 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	
Attendance below 90 percent	0	2	6	1	6	7	0	0	0	0	0	0	0	22
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	7	11	6	13	16	0	0	0	0	0	0	0	53
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	7	15	6	20	50	0	0	0	0	0	0	0	98

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

Redland Elementary School uses varying early warning indicators based on readily accessible data points which help promote student success. Our two most powerful predictors are academic performance and attendance. Redland Elementary School will systematically collect data on student attendance and academic performance through a variety of data points. Redland will use all available information to look for patterns and identify school climate concerns that may contribute to possible issues related to poor attendance and/or low academic performance. Students are generally identified as working above, at (proficient), or below grade level. Administration and teachers will conduct ongoing progress monitoring and data chats to identify and help develop individualized plans for students in jeopardy of failing and for every student to ensure academic, social, and behavioral success. Title I compacts, behavioral and academic are developed through a collaborative effort with the counselor, success coach, teacher, parent, and student. Students who are suspended receive individualized counseling. Students who are retained also receive individual and/or group counseling. Students scoring below proficiency levels on standardized assessment are monitored and provided additional assistance in core subjects. All students K-5 receive an additional hour of Reading Intervention and/or Enrichment based on their individual scores. Differentiated Instruction is provided at all grade levels for both Reading and Math.

Truancy Intervention is addressed by the Attendance Review Committee to address students with five or more unexcused absences. Parent meetings are held to develop strategies and goals to help improve student attendance. All students missing more than 10% of instructional time are flagged for possible early intervention.

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(iii)(I)(aa).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/322218>.

2. Description

A PIP has been uploaded for this school or district - see the link above.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

Through the Community Involvement Specialist, Teachers, PTA, and Counselor, the school maintains relationships with local community partners that support the school. Examples include teacher incentive programs, the Fairchild Challenge, Trex Recycling, and service learning partnerships.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(H).

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Montes, Adrian	Principal
Boyd, Alicia	Assistant Principal
Brandt, Carolyn	Instructional Coach
Stearns, Shawna	Instructional Media
Smith, Elise	School Counselor
Valiente, Nicole	Instructional Coach
Walker, Yaritza	Teacher, ESE
Ferrer, Ivelice	Other

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

Principal/Adrian Montes: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing MTSS/Rtl, monitors the implementation of intervention support and documentation, provides adequate professional development to support MTSS/Rtl plan, and communicates with parents regarding school-based MTSS/Rtl plans and activities. The Principal also encourages commitment and allocates resources.

Assistant Principal/Alicia Boyd: Assists the principal in data-based decision making, provides information about core instruction, evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk."

Guidance Counselor/Elise Smith: provides individual and group guidance activities promoting the core values matter initiative, consults with teachers and parents to provide strategies that address behavior problems, monitor school attendance, and assist in the development of social/emotional difficulties.

SPED Chair/Yaritza Walker: reviews student IEPs, assists in addressing issues related to academics and behavior.

ELL Chair/Ivelice Ferrer: reviews the individual ELL student plan, assists in addressing the issues related to culture and language. Monitors monthly data to determine student progress and needs.

School Psychologist/Annette Angelotti: facilitates in the MTSS/Rtl process, conducts thorough reviews of collected data.

Social Worker/Mary Jackson: Links child-serving and community agencies to the child and families to support academic, emotional, behavior and social success.

Reading Specialist – Nicole Valiente - Assists with monitoring the implementation of district pacing guides and the core curriculum program, analyzing assessment data and student response to interventions. Monitors monthly data to determine student progress and needs.

Math Specialist- Carolyn Brandt - Assists with monitoring the implementation of district pacing guides and the core curriculum program, analyzing assessment data and student response to interventions. Monitors monthly data to determine student progress and needs.

Science Specialist – Shawna Stearns - Assists with monitoring the implementation of district pacing guides and the core curriculum program, analyzing assessment data and student response to interventions. Monitors monthly data to determine student progress and needs. Coordinates science lab schedules and activities.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The MTSS Leadership Team uses the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:

1. Holding regular team meetings where problem solving is the sole focus.
2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. Reviewing, analyzing, and monitoring assessment data.
4. Adjusting instructional strategies and interventions when there is a lack of positive response.
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. Gathering and analyzing data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensuring that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gathering ongoing progress monitoring (OPM) for all interventions and analyzing that data using the Tier 2 problem solving process after each OPM.

Tier 2

The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur monthly to:

1. Review OPM data for intervention groups to evaluate group and individual student response.
2. Support interventions where there is not an overall positive group response
3. Select students for SST Tier 3 intervention

The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the

year and describes the school's plan to meet those goals. The specific supports and actions needed to implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1 worksheets completed three times per year. The MTSS Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress on a schedule based on student need across Tiers.

Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.

Finally, MTSS End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts.

While the SIP plan does not focus on the primary (untested) grades, the MTSS leadership team extends the intent of the SIP to kindergarten, first, and second grades as they contribute extensively to later grades performance and student engagement.

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through after-school programs or summer school. The district coordinates with Title II and Title III in ensuring staff development needs and resources are provided. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school wide program include an extensive Parent Academy Program; Title I CHES; Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Student tutoring is available to all learners through an ELL grant and Title I funding from October to April of each year. Redland Elementary also provides extracurricular activities such as Art Club, Chess Club, Steel Drum Band, Science Club, Purple Martin Club, a Sea Turtle service learning project, and the Cardinalette Dance Team.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Adrian Montes	Principal
Ericka Babilonia	Teacher
Erin Sardinias	Teacher
Mary Kay Martin	Teacher
Daphane Brenner	Parent
Torrell Mathis	Parent
Maria Arrazcaeta	Parent
Charles Martin	Business/Community
Clara Malagon	Teacher
Jennifer Worcester	Parent
Nadia Stewart	Teacher
Maria-Margar Valera	Education Support Employee

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

a. Evaluation of last year's school improvement plan

SAC met to discuss data, barriers, and strategies that affected student achievement the past year.

b. Development of this school improvement plan

The SAC meets to provide feedback and support in the development of the SIP. The SIP is then reviewed and additional recommendations are made by SAC members to address deficiencies and support learning. The usage of SAC funds is discussed and agreed upon.

c. Preparation of the school's annual budget and plan

Use of school SAC budget was discussed and proposals were made to support the school-wide Accelerated Reader program to promote literacy and comprehension.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

AR License - \$3500
 Media Center Books \$1500

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Boyd, Alicia	Assistant Principal
Montes, Adrian	Principal
Brandt, Carolyn	Administrative Support
Valiente, Nicole	Administrative Support
Stearns, Shawna	Instructional Media

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The major initiatives for this year will be effective collaborative planning and to promote the fidelity of differentiated instruction. Instruction will focus in one or more of the reading areas (phonological awareness, phonics, fluency, vocabulary, and comprehension); incorporate reading and writing across the curriculum which will extend to art, music, physical education, and bilingual education; use grade level text to reinforce informational and literary reading skills. In addition, teachers will receive professional development in the instructional framework and on the planning and delivery of differentiated instruction.

D. Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(D).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

Redland Elementary School strives to ensure collaboration amongst teachers. All teachers collaborate to promote professional growth.

At Redland, teachers are:

- Active partners in school improvement,
- Committed to the school, and
- Focused on professional development and growth.
- Redland teachers share a sense of responsibility for student development, school improvement and professional growth. Teachers are supportive and respectful of one another, personally and professionally. Teachers at Redland Elementary School are provided opportunities to participate in high quality professional development opportunities and professional growth.

The Administration and Leadership Team are both responsible for interviewing highly qualified applicants for open positions at Redland Elementary School. In order to retain teachers, Redland Elementary will mentor new and beginning teachers and provide regular dialogue sessions.

Required training to become a mentor:

>To support mentors in responding to the new teacher's developmental needs and promoting ongoing examination of classroom practice, prospective mentors must complete the following courses:

>Overview of Mentoring and Induction for New Teachers (MINT)

>Introduction to Instructional Mentoring

>Data Coaching

>Rational for Pairings:

>Mastery of pedagogical and subject matter skills;

>Evidence of strong interpersonal skills;

>Outstanding knowledge of content, materials, and methods that support high standards in the curriculum areas;

>Evidence of effective teaching and student achievement gains;

>Credibility with colleagues

>Planned Mentoring Activities:

- >Match eligible personal with a MINT certified site-based mentor
- >Beginning Teacher Orientation
- >Provide a certified site-based mentor for 2nd and 3rd year teachers.
- >New teachers will be provided procedures manuals during the opening of school meeting.
- >Provide information regarding MINT Meetings to identified/eligible personnel

Research has continually indicated that the most important factor in individual student achievement is teacher effectiveness. Standards, technology, facilities, and instructional materials all contribute to a world-class education, but none are as significant a predictor of student success as the quality of the teacher.

In order to recruit and retain highly qualified teachers, Redland Elementary will implement a comprehensive approach that will strengthen and support the school's recruitment and retention efforts as well as the recognition, professional development and improvement of veteran instructors. The plan is inclusive of all stakeholders that form and influence our education system: Department staff, colleges of education, community colleges, school district personnel staff, teachers, administrators, parents, and the business community. Redland Elementary will continue to collaborate with these organizations and will utilize our newly appointed transformational coaches to provide instructional support to new and veteran teachers.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

Description of Strategy - Person Responsible

1. Regular meetings with new teachers, Principal and Assistant Principal (opening of school, first week, monthly thereafter). - Principal and Assistant Principal
2. Partnering new teachers and veteran staff to ensure effective induction and support. (meet bi-monthly)
- Professional development liaison
3. Solicit universities to recruit promising interns and conduct open house for newly graduated teachers.
- Assistant Principal and Professional Development liaison
4. Solicit referrals from current employees.- Assistant Principal
5. Teacher of the Month and Spotlight on Success - Principal and Assistant Principal

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

Required training to become a mentor:

To support mentors in responding to the new teacher's developmental needs and promoting ongoing examination of classroom practice, prospective mentors must complete the following courses:

- Overview of Mentoring and Induction for New Teachers (MINT)
- Introduction to Instructional Mentoring
- Data Coaching

Rational for Pairings:

- Mastery of pedagogical and subject matter skills;
- Evidence of strong interpersonal skills;
- Outstanding knowledge of content, materials, and methods that support high standards in the curriculum areas;
- Evidence of effective teaching and student achievement gains;
- Credibility with colleagues

Planned Mentoring Activities:

- Match eligible personal with a MINT certified site-based mentor

Beginning Teacher Orientation

- Provide a certified site-based mentor for 2nd and 3rd year teachers.
- New teachers will be provided procedures manuals during the opening of school meeting. Provide information regarding MINT Meetings to identified/eligible personnel

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

Redland Elementary School uses district provided material that is aligned with Florida's standards. Classes are challenging and engaging. The instruction is clear, well structured, and encourages students to build and apply knowledge.

- Well defined with clear expectations for student success,
- Interactive and encourages students to build and apply knowledge, students interact with course materials and one another to: build and apply critical reading and writing skills; apply knowledge in their math classes, participate in class discussions that build their critical thinking skills.
- Well-paced, and
- Aligned across all grades.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

Redland Elementary School uses data-driven decision making in order to gather data to ensure the school, the class, and the student is meeting our purpose and vision to ensure that every student learns and is successful. The school's MTSS/RtI Leadership Team collaborates monthly to: Analyze data such as Thinkgate and other published district reports; and to link them to instructional decisions; review progress

monitoring data at the grade level and classroom level to recognize students who are meeting/ exceeding benchmarks. Based on the following information, the leadership team will provide professional development and resources necessary to carry out effective interventions. The team collaborates regularly to resolve problematic issues, share efficient practices, assess implementation, execute choices, and practice new processes and skills. The team also supports the process of building consensus, increasing communications, and managing decisions about implementation. More specifically, the roles and responsibilities are as follows: Principal, Assistant Principal and Counselor: Provides a common vision for the use of data- based decision making to include CELLA and District Interim Assessments; establish that the school-based team is implementing MTSS/RtI; conducts assessments of MTSS/RtI skills; ensures implementation of intervention, support, and documentation; determine adequate professional development to support MTSS/RtI implementation; and communicates with parents regarding school- based MTSS/RtI plans and activities. They collaborate with to verify that the intervention plan devised is appropriate to the needs of the targeted student or students. The Principal and Assistant Principal make certain that the team process and decisions are implemented in accordance with the goals and desired outcome of the team and the evidence-based strategies chosen. The Counselor offers quality services and expertise on areas of concern ranging from outlining a plan to assisting individual students with assessment and interventions. In addition to providing interventions, student services personnel continue to link child serving

and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 3,240

- After school tutoring
- Staff PD based on needs assessment
- Professional Learning Communities offered

Strategy Rationale

Tutoring is offered to students through Title I and Title III funding to target specific students based on data derived from state, district, and unit assessments.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Boyd, Alicia, aliciaboyd@dadeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

District-wide assessments are used to monitor student progress throughout the school year as part of progress monitoring for the tutoring program.

Strategy: Before School Program

Minutes added to school year: 2,700

Strategy Rationale

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Boyd, Alicia, aliciaboyd@dadeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(G).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Title I Administration assists the school by providing supplemental funds beyond the State of Florida funded Voluntary Pre- Kindergarten Program (VPK). Funds are used to provide extended support

through a full time highly qualified teacher and paraprofessional. This will assist with providing young children with a variety of meaningful learning experiences in an environment that gives them opportunities to create knowledge through initiatives shared with supportive adults. Parent workshops are conducted to acquaint parents with the requirements of the kindergarten programs and the curriculum. Tours are held with parents and children to provide a smooth transition. Throughout the year, family nights will be conducted to keep parents involved and informed with their child's education.

All students were assessed with the High Scope Key Experiences assessment and Scholastic benchmark assessment at the beginning, middle, and end of the preschool school year prior to entering kindergarten. Data derived from these assessments were used to plan instruction and intervention.

b. College and Career Readiness

- 1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.**
- 2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.**
- 3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.**
- 4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.**

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If we improve core instruction by increasing rigor in all content areas then student achievement will increase.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. If we improve core instruction by increasing rigor in all content areas then student achievement will increase. 1a

G084684

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	51.0
FSA Mathematics Achievement	55.0
FCAT 2.0 Science Proficiency	45.0
Math Gains	53.0
Math Lowest 25% Gains	42.0
ELA/Reading Gains	55.0
ELA/Reading Lowest 25% Gains	59.0

Targeted Barriers to Achieving the Goal 3

- Limited knowledge of content and standards. Limited knowledge of how to analyze data and use it to drive instruction. Teachers struggle to strategically align materials and resources to develop effective differentiated instruction lessons that target the instructional needs of the students. As a result, there is ineffective and inconsistent delivery of small group instruction.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Language Arts Florida Standards (LAFS) Item Specifications; Planning Cards; Daily Learning Targets; McGraw-Hill Wonders; McGraw-Hill WonderWorks • Go Math Textbooks, Florida Ready Common Core Textbooks, Computer (iReady), Bellringers, Scheduled Planning Times K-5 • Pacing Guides, Planning Cards, One Drive Tool Box, FCAT Item Specifications, Year-at-a-Glance, Scope and Sequence, Essential Labs, AIMS Activity Books, Discover Education Videos, CER Tasks, Gizmos, J & J Bootcamp, Laptop Computers, Bell Ringers • Accelerated Reader, Promethean/Smartboards available in all classrooms, Computer Labs, i-Ready, Interactive Journals, and task cards

Plan to Monitor Progress Toward G1. 8

Follow-up and provide support for additional opportunities to assist in the implementation of effective and fluid differentiated practices.

Person Responsible

Nicole Valiente

Schedule

Monthly, from 9/26/2016 to 11/22/2016

Evidence of Completion

Debriefing Notes, Handouts

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

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

 = Problem Solving Step  S123456 = Quick Key

G1. If we improve core instruction by increasing rigor in all content areas then student achievement will increase. 1

G084684

G1.B1 Limited knowledge of content and standards. Limited knowledge of how to analyze data and use it to drive instruction. Teachers struggle to strategically align materials and resources to develop effective differentiated instruction lessons that target the instructional needs of the students. As a result, there is ineffective and inconsistent delivery of small group instruction. 2

B225159

G1.B1.S1 Provide P.D. on systematic and explicit data-driven differentiated instruction to include resources and materials aligned to the students' instructional needs. 4

S237534

Strategy Rationale

Teachers struggle to strategically align materials and resources to develop effective differentiated instruction lessons that target the instructional needs of the students. As a result, there is ineffective and inconsistent delivery of small group instruction.

Action Step 1 5

Plan for professional development on the alignment of materials and resources for small group, differentiated instruction that is targeted and tiered to address the instructional needs of the student.

Person Responsible

Adrian Montes

Schedule

Monthly, from 8/30/2016 to 6/2/2017

Evidence of Completion

Action Step 2 5

Collaborate with the teachers to plan on the alignment of materials and resources for effective small group instruction

Person Responsible

Nicole Valiente

Schedule

Weekly, from 9/19/2016 to 6/2/2017

Evidence of Completion

Action Step 3 5

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

The administration will develop a classroom walk-through schedule to monitor fidelity.

Person Responsible

Adrian Montes

Schedule

Biweekly, from 9/12/2016 to 5/8/2017

Evidence of Completion

Student work folders, DI Schedules, Lesson Plans

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

The school's leadership Team will monitor the effectiveness of the implementation.

Person Responsible

Adrian Montes







Schedule

Biweekly, from 8/31/2016 to 5/26/2017

Evidence of Completion

Student data, Agenda, Sign-in sheets, data chat meetings

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B1.S1.A3  A307063	[no content entered]		No Start Date		No End Date one-time
G1.MA1  M313301	Follow-up and provide support for additional opportunities to assist in the implementation of...	Valiente, Nicole	9/26/2016	Debriefing Notes, Handouts	11/22/2016 monthly
G1.B1.S1.MA1  M313298	The administration will develop a classroom walk-through schedule to monitor fidelity.	Montes, Adrian	9/12/2016	Student work folders, DI Schedules, Lesson Plans	5/8/2017 biweekly
G1.B1.S1.MA1  M313297	The school's leadership Team will monitor the effectiveness of the implementation.	Montes, Adrian	8/31/2016	Student data, Agenda, Sign-in sheets, data chat meetings	5/26/2017 biweekly
G1.B1.S1.A1  A307061	Plan for professional development on the alignment of materials and resources for small group,...	Montes, Adrian	8/30/2016		6/2/2017 monthly
G1.B1.S1.A2  A307062	Collaborate with the teachers to plan on the alignment of materials and resources for effective...	Valiente, Nicole	9/19/2016		6/2/2017 weekly

V. Professional Development Opportunities

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

G1. If we improve core instruction by increasing rigor in all content areas then student achievement will increase.

G1.B1 Limited knowledge of content and standards. Limited knowledge of how to analyze data and use it to drive instruction. Teachers struggle to strategically align materials and resources to develop effective differentiated instruction lessons that target the instructional needs of the students. As a result, there is ineffective and inconsistent delivery of small group instruction.

G1.B1.S1 Provide P.D. on systematic and explicit data-driven differentiated instruction to include resources and materials aligned to the students' instructional needs.

PD Opportunity 1

Plan for professional development on the alignment of materials and resources for small group, differentiated instruction that is targeted and tiered to address the instructional needs of the student.

Facilitator

Gisela Ahmad/Carolyn Bales-Brant/ Nicole Valiente

Participants

Kindergarten- 5th Grade Teachers

Schedule

Monthly, from 8/30/2016 to 6/2/2017

PD Opportunity 2

Collaborate with the teachers to plan on the alignment of materials and resources for effective small group instruction

Facilitator

Gisela Ahmad/Carolyn Bales-Brant/ Nicole Valiente

Participants

Kindergarten- 5th Grade Teachers

Schedule

Weekly, from 9/19/2016 to 6/2/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Plan for professional development on the alignment of materials and resources for small group, differentiated instruction that is targeted and tiered to address the instructional needs of the student.	\$0.00
2	G1.B1.S1.A2	Collaborate with the teachers to plan on the alignment of materials and resources for effective small group instruction	\$0.00
3	G1.B1.S1.A3		\$0.00
			Total: \$0.00