

Miami-Dade County Public Schools

Redland Middle School



2016-17 Schoolwide Improvement Plan

Redland Middle School

16001 SW 248TH ST, Homestead, FL 33031

<http://redlandmiddle.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)
Middle School 6-8	Yes	92%
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	C	F*	D	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 Middle 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.

Redland Middle School seeks to challenge students, within a safe environment, to become critical thinkers and innovative problem solvers by working collaboratively with stakeholders in order to meet the demands of the 21st century School and workplace.

b. Provide the school's vision statement.

Redland Middle School strives to enrich the lives of the diverse students we serve in order to create well educated and responsible citizens who are prepared to succeed in a global society.

By offering various technology driven curriculum such as Achieve 3000, iReady, MyOn Reader, Reflex Math, Imagine Learning, and Teen Biz, Redland Middle School students will learn at a faster rate with real life situations serving as the catalyst for academic opportunities. Students will engage in real time learning experiences through Edgenuity, Gizmos, and Carnegie Learning. Students will be challenged through rigorous course offerings such as iPREP Mathematics, Honors Algebra 1, and Honors Physical Science which provide opportunities to earn High School credit. Students will have opportunity to earn Industry Certifications through the AgriScience Magnet and Digital Tools Certification CTE.

2. School Environment

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

At Redland Middle School, we learn about our students' cultures and we build relationships by actually reaching into the community and understanding the population itself. Teachers and staff are able to learn about the different cultures of our students and parents throughout the year by becoming involved. Weekly Friday Parent/Teacher meetings are held at our school site, which provide the opportunity for discussion and clarification among parents, students, and teachers. Furthermore, as the District celebrates the different ethnic groups throughout the year, a variety of activities and lessons are presented that allow both teachers and students to display pride in their culture. Once the teachers and other staff members understand certain customs as it relates to various cultures; it paves a smooth transition on how to relate to students in different situations. Our goal is to further equip students with all of the skills necessary to become life-long learners and academic competitors in the global economy.

In addition, Redland Middle School will implement the Values Matter Miami initiative. Throughout the year, all stakeholders will make Values Matter! Students will be challenged to become a positive influence in our school. These values will prepare students for their future by being a model student and having a positive impact on others. Above all, Redland Middle School will be emphasizing and celebrating positive behavior. Students will have the power to make good choices, demonstrate positive behaviors, and make values matter.

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

Redland Middle School is a "Positive Behavior Support" school with high academic and behavior expectations for our students. Throughout the school-year, staff members receive training and information on the implementation of PBS. PBS is not a strategy but a framework, continuum of

support, and a way to organize behavior and academic needs of our students and school. We believe by promoting and modeling positive behaviors, students will develop the skills and behaviors needed to be successful learners. Redland Middle School will implement the Creating Community Change Youth Engagement Program that will specifically target 60 at risk students according to E.W.S. by providing them with additional resources and smaller class sizes to improve academics, attendance, and behavior. At Redland Middle School, our aim is to build effective environments in which positive behavior is more effective than problem behavior by incorporating the Sandy Hook Promise "Start with Hello". When all stakeholders collaborate to deliver effective instruction and intervention services, we can avoid classroom disruptions and achieve a positive school climate. The School Counselor is also implementing Nearpod, an interactive computer-based program to engage students in positive behavior.

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.

At Redland Middle School, we emphasize model behavior via our Positive Behavior Support (PBS) program. During each month, a character value will be introduced and presented to students via discussions and classroom activities, presented by the guidance counselor and classroom teachers. The student who demonstrates that month's character value will be nominated by their homeroom teacher as Student-of-the-Month. Students will be recognized at a monthly breakfast, receive a Student-of-the-Month T-shirt, certificate, and pencil. Additionally, specific high risk students identified via the E.W.S. will be targeted to participate in the Creating Community Change Youth Engagement Program which will provide students with an additional Social/emotional elective course geared to building positive self esteem and empowerment.

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 Middle School has increased the level of community involvement and partnerships. Currently, we have established the following partnerships with community agencies and businesses: City Year, Miami-Dade College, Switchboard Miami, Project U-Turn, and the MDCPS School Police Outreach Program. These agencies and businesses provide informational workshops and resources to students, parents, and staff. At Redland Middle School, we continue to expand our community involvement by partnering with City Year for the third year in a row. Their volunteers will provide classroom support, intervention services, and mentoring to our teachers and students. The primary objective for these institutions are to cultivate youth leadership through after-school enrichment, sports development, neighborhood partnership programs, and technology.

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.

At Redland Middle School, the early warning system is heavily supported by the School Support & Leadership Team. Any staff member can identify a student that seems to need the services of one of the support staff. At our school, either the counselor, PBS Coach, BMT, Student Success Coach, or administrator will be able to address the student's needs. Our Attendance Review Committee monitors excessive absences and tardy students on a weekly basis. Administration monitors students with academic concerns.

The following is a list of the indicators that are monitored by the school:

*Students missing more than 10% of the attendance

- *Students with excessive referrals that result in suspension
- *Students who perform at a Level 1 in Reading and/or mathematics
- *Students who have been retained.

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	0	0	0	0	0	18	28	48	0	0	0	0	94	
One or more suspensions	0	0	0	0	0	0	6	2	2	0	0	0	0	10	
Course failure in ELA or Math	0	0	0	0	0	0	8	6	1	0	0	0	0	15	
Level 1 on statewide assessment	0	0	0	0	0	0	68	100	100	0	0	0	0	268	

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	0	0	0	0	0	94	106	92	0	0	0	0	292	

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

Student progress and attendance are tracked weekly by the Student Success Coach and ARC committee. In addition, students are counseled by the PBS/Trust counselor. For specific students participating in the Youth Engagement program an additional Social/Emotional elective course was designed and scheduled to curtail off task behavior and attendance issues. Quarterly data chats will be held with teachers, counselors, and parents to address the students' specific areas of need. If the poor grades persist, students will be placed in interventions and extra-curricular tutorial services will be offered to the parents. Students who meet the attendance criteria and other positive actions will be rewarded with incentives from administration. Those who are not adhering with the plan will have to serve one of several varying consequences for their off task behavior. After meeting with support personnel if the indicators continue to occur, a conference is scheduled with the students, parents, and administration to address the specific needs/deficiencies of the student.

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/316014>.

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.

Redland Middle School collaborates with youth service institutions, such as Miami-Dade College, Florida International University, Project U-Turn, City Year, and Switchboard Miami, which offers services to children, youth, and families. For example, City Year provides our students with before and after school tutorial services and mentoring programs. The primary objective for these institutions are to cultivate youth leadership through after-school enrichment, sports development, neighborhood partnership programs, college tour experiences, and technology.

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
Beckford, Gregory	Principal
Nairn, Lakinya	Instructional Coach
Cooper, Cynthia	School Counselor
Grayson, Regina	Teacher, ESE
del Val, Raul	Other
Tamayo, Isabel	Assistant Principal
Morales, Consuelo	Instructional Coach
Wisdom, Katori	Instructional Coach
Vazquez, Carlee	Instructional Coach

b. Duties

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

Gregory A. Beckford – Principal - schedules, organizes and leads the meetings.

Isabel Tamayo– Assistant Principal for Curriculum - assists in leading and organizing meetings.

Katori Wisdom– Literacy Instructional Coach - documents assessments, assesses students as needed, and guides teachers through processes for documentation.

Carlee Vazquez - Literacy Instructional Coach - documents assessments, assesses students as needed, and guides teachers through processes for documentation.

Consuelo Morales – Instructional Coach Mathematics - documents assessments, assesses students as needed, and guides teachers through processes for documentation.

Lakinya Nairn – Instructional Coach Science - documents assessments, assesses students as needed, and guides teachers through processes for documentation.

Cynthia Cooper – School Counselor - assesses students social/emotional needs when essential, organizes documentations, and assists in completing documents with teachers.

Raul del Val - Student Success Coach - assesses students social/emotional needs when essential, organizes documentations, liaison with outside supporting agencies, and assists in completing

documents with teachers.

Nikkole Wright – SPED Program Specialist - monitors and maintains SPED compliance, provides insight to processes, and assists in completing documents with teachers.

Regina Grayson - SPED Department Chair -provides insight to processes, and assists in completing documents with teachers.

Additionally, the Leadership Team will meet weekly to review systems, implementation and consensus of school site MTSS

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 will use the Tier 1 Problem Solving Process to set Tier 1 goals and monitor academic and behavioral data needed to evaluate progress at least once every quarter by:

- Hold regular meetings to discuss problem solving using the four step process for goal setting, planning and program evaluation
- Gather and analyze data at all Tier levels to determine need for faculty professional learning based on student diagnostic and progress monitoring assessment
- Gather and analyze data to determine student achievement towards proficiency and to determine need to raise goals or provide enrichment
- Ensure students in need of intervention are receiving appropriate Tier 2 interventions. Using OPM (ongoing progress monitoring) to analyze data for continued problem solving

Tier 2: using Problem Solving Process to determine need to provide supplemental instruction and intervention in alignment with effective core instruction and behavioral supports to targeted students.

Meetings to occur monthly

- Review OPM data for selecting intervention groups to evaluate group and individual students achievement
- Support interventions where achievement is not progressing

Identify students for SST Tier 3 intervention

Title I, Part A

Redland Middle School has eighty-three percent of students on free or reduced lunch. The South Florida After School All Stars/Middle School Enrichment program is designed and funded for 50 students. The program provides tutoring in each academic subject and participation in enrichment activities such as dance, soccer, music, basketball science, life skills, fitness club, service learning and art. The Program Leaders develop, lead, and evaluate research-based curriculum/behavior assessment and develop intervention strategies. They identify systematic patterns of student need while working with district personnel to identify developmentally appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children 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 for assessment and progress monitoring.

Title I, Part C- Migrant

Redland Middle School provides services and support to migrant students and families. The District Migrant liaison coordinates with Title 1 and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs are met. Students are also provided extended learning opportunities (before-after school and summer) by the Title 1, Part C, Migrant Program

Title I, Part D

District receives funds to support the Educational Alternative Outreach Program. Services are coordinated with district Drop-Out Prevention programs.

Title II

The District uses supplemental funds for improving basics education as follows:

- Training to certify qualified mentors for the New Teacher (MINT) Program
 - Training for add-on endorsement programs, such as Reading, Gifted and ESOL
- Training and substitute release time for Professional Development Liaison (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols

Title III

- The H-Lap or Home Language Assistance Program is a translating service for the 72 English Language Learners that are new to this country. A translator assists the students who need help with translating their assignments.

Tutorial programs, reading and supplementary instructional materials will be provided should funds become available via Title III.

Title X- Homeless

- The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools and the community
- All schools are eligible to receive services and will do so upon identification and classification of a student as homeless

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Gregory A. Beckford	Principal
Otis Holloway	Teacher
Illene Horowitz-Ray	Teacher
Yamile Garcia-Cerra	Teacher
Norma Restrepo	Education Support Employee
Alma Fernandez	Education Support Employee
Johnnie Farrington	Teacher
Albert Alicea	Teacher
David Snyder	Parent
Yaremis Fernandez	Parent
Ari Sousa	Parent
Denise Williams	Parent
Isabel Tamayo	Education Support Employee
Wayne Worthley	Teacher
Cynthia Cooper	Education Support Employee
Randolph Bridgeman	Teacher
Charnisa Wright	Parent
Richard Higgins	Parent
Judith Martinez	Parent
Maria Behar	Business/Community
Alex Maribal	Business/Community
Emilio Aviles III	Business/Community
Darrell Cooper	Student
Giselle Garcia	Student

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

Last school year, the council was able to review district school data to assist in school-wide decisions that was used to promote academic growth and provided additional suggestions for instructional support. The council also reviewed the school's attendance and disciplinary policies. Suggestions were made in order to better improve attendance and student behavior school-wide. In addition, the council worked closely with the School Principal and Community Involvement Specialist in order to build upon parental involvement and community partners by providing parental workshops at the school site.

b. Development of this school improvement plan

EESAC is involved in the development of this school improvement plan through supportive action. A small committee is formed to offer suggestions and insight for completion. Another small committee edits and proofreads the plan. All members review the final document before submission and make corrections after the district peer review.

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

This year, the SAC decided that the funds will be allocated for students in two different venues. Allocated monies would be spent on purchasing award ceremony trophies for student achievement and student attendance. In addition, allocated monies will be spent on purchasing incentives for students who achieve a prize level towards the 2016-2017 Positive Behavior Plan.

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

EESAC funds will be set aside for incentives and rewards not covered by other sources. The funds will be utilized by the principal, faculty, and EESAC members as proposals are submitted at future meetings.

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
Beckford, Gregory	Principal
Tamayo, Isabel	Assistant Principal
Cooper, Cynthia	School Counselor
del Val, Raul	School Counselor
Nairn, Lakinya	Instructional Coach
Morales, Consuelo	Instructional Coach
Grayson, Regina	Teacher, ESE
Vazquez, Carlee	Instructional Coach
Wisdom, Katori	Instructional Coach
Darby, Shaneka	Teacher, K-12
Farrington, Johnnie	Teacher, K-12

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

The initiative of the Literacy Leadership Team is to create capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. The team will meet monthly throughout the school year. The Literacy Leadership Teams will encourage and support the development of Lesson Studies to focus on developing and implementing instructional routines that use complex text and incorporate text dependent questions. In addition, will develop lessons that provide students with opportunities for research and incorporate writing throughout.

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.

During our bi-monthly Faculty Meetings and weekly Common Planning sessions, our instructional staff is provided with an open forum environment that allows opinions to be heard. Ideas and strategies are requested from all staff members in all areas of educational planning. This approach allows for our school message to be one that is strong and allows for the school to collaborate strongly in order to achieve student success.

For the 2016-2017 school year, Redland Middle has implemented "Think Tank" Thursdays where teachers are given an opportunity to meet by department every Thursday morning before school to share their best practices and additional takeaways.

The Leadership Team is consistent and fair with all decisions. Therefore, the same expectations are seen

across the school, no matter the grade level, program, or department. Professional conversations are held between administration and staff members both informally and formally. These practices establish a collaborative environment throughout the building.

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

District sponsored job fairs play a vital role in reaching top notch candidates, as well as postings on the Human Resources home page and the newly designed Teacher Match Application. Redland Middle hopes to recruit highly qualified teachers who are certified-in-field and promote effective teaching practices. The latter is the responsibility of the School Principal. Retention of these teachers is promoted through job embedded opportunities for professional development as well as the implementation of the Coaching Continuum in all subject areas.

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

At Redland Middle School, both the mentor and mentee benefit from relationships that encourage reflection on the practice of teaching. For the 2016-2017 school year, Ms. Consuelo Morales will serve as the MINT teacher for the new addition to the Mathematics department. The rationale for the pairings includes effective teaching and evidence of student achievement gains. This program provides resources, collaborative planning, modeling of effective instructional practices, data analysis, classroom management and implementation of curriculum are the planned mentoring activities.

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.

At Redland Middle School, teachers plan their lessons during common planning sessions under the direction of Instructional Coaches and administrators with the guidance of both the Items Specifications

document and the District Pacing Guide. Before planning the weekly lessons, the instructional coach and the teacher participate in an activity known as unpacking the benchmark. By unpacking the benchmark, our teachers are able to identify exactly what is expected to be taught as it relates to each benchmark. Teachers are able to scaffold the lesson to not only ensure that the learning target

is being taught, but provides the student with any pre-requisites that may be needed for the topic that the student does not have at the time. By utilizing the Intellectual Standards, teachers are also able to create questions that address the targeted benchmark on all levels of instruction.

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.

At Redland Middle School, the school Leadership Team takes the time to review and discuss data points and identifies the strengths and areas of need across each grade level as data from various assessments are provided. This process allows the team to identify the secondary benchmarks that need to take place in small groups during the instructional block. Furthermore, this data guides our supplemental learning programs, which take place before, after school, and on Saturdays

leading up to the State assessment. Students that seem to have a large achievement gap are identified and referred to the School Support Team in order to begin with the Rtl process. This information is utilized to conduct data chats between administration and teachers to identify strategies that will assist in student success for the areas of need. The instructional coaches meet with teachers utilizing their data to create the instructional focus calendars. These calendars are used to identify both the primary and secondary benchmarks by teacher. During these meetings, the instructional coach assists the teacher in identifying activities and lessons that address the particular areas of need.

Teachers and students and teachers and parents meet to discuss student performance on assessments as well. Teachers provide students and parents with information discussing the strengths and areas of need for the individual child. Parents and students are then provided with strategies, activities, and programs to build the students' skills and knowledge of the concepts. Information regarding technological usage of programs such as iReady, myON, and Edgenuity, are taken into consideration during these meetings as well. If there is low usage of the programs and low scores of the students, the teacher will be instructed to ensure that students utilize the programs with fidelity to build a stronger foundation in the respective subject areas.

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: Before School Program

Minutes added to school year: 0

Teachers engage in weekly common planning by subject, monthly "Early Release" professional development, district Professional Development, school-based monthly professional learning opportunities to include Communities of Practice and Lesson Study, and "Think Tank" Thursdays where teachers meet prior to school by department to collaborate on best practices; students participate in daily Reading and Mathematics Intervention sessions, annual Spring Break Academy, Daily ALL Stars, weekly Saturday School, Summer Reading Initiatives to include Subject Area Instructional Packets

Strategy Rationale

Providing teachers the opportunity for collegial planning will enhance their instruction and professional repertoire. Providing student with additional learning opportunities will enhance their propensity for academic growth.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Beckford, Gregory, pr6761@dadeschools.net

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

Data is analyzed through each of the following: EESAC, Leadership team, Administration/ Instructional Coaches to teachers, teachers to students, student self-reflection, and teacher self-reflection, Subject Area Department meetings and District Data meetings.

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.

Data will be used to plan daily academic and social/emotional instruction for all students and for groups of

students or individual students who may need intervention beyond core instruction.

Some of the events that take place at the school site that assist students with the transition include the following:

-Inviting families of incoming sixth grader students to a sixth grade Middle School orientation at the beginning of August 2016 prior to the start of school year.

-iTransition Program for our transitioning sixth graders with the support from Motivational Coach USA.

-Articulation with High School.

- Magnet Fair for our Transitioning eighth grader.

Additionally, Open House and weekly Friday morning parent/teacher conferences provide opportunities to share important parental involvement activities that plan to take place throughout the year.

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.

Student Services provides career and post secondary workshops to students on bi-monthly basis with an emphasis on pre-requisites into college and career. The counselor are also implementing the iPREP Math and My Career Shines. The school provides opportunities for students to participate in district, regional and national Agriscience Career competitions. In October and December, the student services team will host a Magnet Fair to ensure that out going eighth grade students and parents have exposure to the various Magnet high school programs being offered prior to the completion of the magnet application deadline. Lastly, the school has created a partnership with Miami-Dade College and Florida International University that will allow for eighth grade students to participate in college orientation and preparation field trip opportunity.

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

The school provides an Agri-Science Magnet that provides students the opportunity to take specific certifications that provide foundations for career choice in either ServSafe or AgTech. Additionally, for the 2016-2017 school year, Redland Middle School is offering a Computer Applications and Business course that will allow students to take the ICE3 Digital Tool Key Applications certification.

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

Redland Middle School offers a Business and Communications class which focuses on creating digital literacy, providing students with the ability to effectively and critically navigate and create information using a range of computer technologies. Throughout the school year, students receive a variety of culturally based programs and activities that enhance their learning experiences and overall development.

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.

N/A

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

G1. To increase student achievement by improving core instruction in all content areas.

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. To increase student achievement by improving core instruction in all content areas. 1a

G087539

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	50.0
Algebra I EOC Pass Rate	80.0
Civics EOC Pass	56.0
FSA ELA Achievement	36.0
FSA Mathematics Achievement	30.0

Targeted Barriers to Achieving the Goal 3

- Limited evidence of purposeful and strategic planning that will guide students towards proficiency of the standard through the development of written end products.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Transformation Instructional Coaches, ETO Curriculum Support Specialists, City Year Members, Interventionist, Job-embedded Professional Development, Promethean Boards, Common Planning, ETO Pacing Guides and Resources, including Item Specifications and Planning/Task Cards.
- Transformation Instructional Coaches, iPrep Facilitator, Curriculum Support Specialist, Common Planning, Illustrative Mathematics items, Unpacking the standards worksheet, Collections Series, Carnegie-Mathia textbook and software, McGraw-Hill Textbook and Resources, Ready Textbook and Resources, iReady, Reflex Math, iReady Toolbox, Edenuity, ETO Lesson Plan Template, Qualitative/Quantitative Data.
- ETO Curriculum Support Specialist, State School Improvement Specialist, Multisyllabic Vocabulary Program, Infusion of LAFS standards into the Science lessons, Ted.Talks.ED, Gizmos, ETO website, infusion of the Intellectual Standards, Promethean boards, and J & J Bootcamp.
- Attendance Reports, Counselors, Attendance Review Committee, ConnectED Messages, Social Worker, Attendance Incentives

Plan to Monitor Progress Toward G1. 8

Administrative Team walkthroughs, Instructional Coaches logs and calendars and Teachers Reflection notes are debriefed with Principal on weekly basis to determine progress toward goal

Person Responsible

Isabel Tamayo

Schedule

Weekly, from 9/30/2016 to 5/31/2017

Evidence of Completion

Results from iReady Reports and Topic Assessment Data, Data Chats Schedule

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

1 = Problem Solving Step  S123456 = Quick Key


G1. To increase student achievement by improving core instruction in all content areas. **1**

 G087539

G1.B1 Limited evidence of purposeful and strategic planning that will guide students towards proficiency of the standard through the development of written end products. **2**

 B232708

G1.B1.S1 Utilize collaborative planning to demonstrate aligning of the standards by gathering, evaluating, and/or creating appropriate instructional materials that will promote current content concepts, and rigor in the classroom. **4**

 S245635

Strategy Rationale

Through collaborative lesson planning, purposeful and strategic lessons will be created and delivered to enable student proficiency on written end products in all content areas.

Action Step 1 **5**

Design and deliver professional development that provides instructional staff with interactive opportunities, such as workshops, book studies, and coaching on utilizing data to set goals and create flexible instructional groups.

Person Responsible

Gregory Beckford

Schedule

Monthly, from 9/30/2016 to 5/31/2017

Evidence of Completion

Professional development rosters and deliverables - job aid handouts and materials.

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

Conduct continual walkthroughs to follow up on implementation of data-informed instruction from professional development and coaching cycles to identify teachers needing additional support.

Person Responsible

Isabel Tamayo

Schedule

Daily, from 9/30/2016 to 5/31/2017

Evidence of Completion

Classroom visitation logs, coaching logs, lesson plans, and data analysis documentation.

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

Review and debrief of documentation - classroom visitation logs, coaches logs and calendars, lesson plans, data analysis documentation, common planning rosters and agendas, and debriefing protocols.

Person Responsible

Isabel Tamayo





Schedule

On 5/31/2017

Evidence of Completion

Classroom visitation logs, coaches logs and calendars, common planning rosters and agendas, and data debriefing protocols.

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.MA1  M331250	Administrative Team walkthroughs, Instructional Coaches logs and calendars and Teachers Reflection...	Tamayo, Isabel	9/30/2016	Results from iReady Reports and Topic Assessment Data, Data Chats Schedule	5/31/2017 weekly
G1.B1.S1.MA1  M331248	Review and debrief of documentation - classroom visitation logs, coaches logs and calendars, lesson...	Tamayo, Isabel	9/30/2016	Classroom visitation logs, coaches logs and calendars, common planning rosters and agendas, and data debriefing protocols.	5/31/2017 one-time
G1.B1.S1.MA1  M331249	Conduct continual walkthroughs to follow up on implementation of data-informed instruction from...	Tamayo, Isabel	9/30/2016	Classroom visitation logs, coaching logs, lesson plans, and data analysis documentation.	5/31/2017 daily
G1.B1.S1.A1  A318059	Design and deliver professional development that provides instructional staff with interactive...	Beckford, Gregory	9/30/2016	Professional development rosters and deliverables - job aid handouts and materials.	5/31/2017 monthly

V. Professional Development Opportunities

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

G1. To increase student achievement by improving core instruction in all content areas.

G1.B1 Limited evidence of purposeful and strategic planning that will guide students towards proficiency of the standard through the development of written end products.

G1.B1.S1 Utilize collaborative planning to demonstrate aligning of the standards by gathering, evaluating, and/or creating appropriate instructional materials that will promote current content concepts, and rigor in the classroom.

PD Opportunity 1

Design and deliver professional development that provides instructional staff with interactive opportunities, such as workshops, book studies, and coaching on utilizing data to set goals and create flexible instructional groups.

Facilitator

Yamile Garcia-Cerra, Katori Wisdom, Consuelo Morales

Participants

Instructional staff

Schedule

Monthly, from 9/30/2016 to 5/31/2017

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	Design and deliver professional development that provides instructional staff with interactive opportunities, such as workshops, book studies, and coaching on utilizing data to set goals and create flexible instructional groups.	\$0.00
Total:			\$0.00