Redland Middle School

2022-23 Schoolwide Improvement Plan

Table of Contents

Redland Middle School

16001 SW 248TH ST, Homestead, FL 33031

http://redlandmiddle.dadeschools.net

Demographics

Principal: Peter Gutierrez B

Start Date for this Principal: 8/12/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2021-22: B (56%) 2018-19: C (47%) 2017-18: C (48%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	97%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	B		C	C

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SIP Authority

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Part I: School Information

School Mission and Vision

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.

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.

School Leadership Team

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

Name	Position Title	Job Duties and Responsibilities
Villeta, Bryan	Math Coach	Instructional planning, teacher support, coach-teacher collaborations.
Sanchez, Monica	Assistant Principal	Curriculum and instruction, student and staff safety, professional development, parent communication.
Tran, Loan	School Counselor	Academic counseling, master schedule, threat assessment team, student counseling.
Warner-Tillman, Shawna	Reading Coach	Instructional planning, teacher support, coach-teacher collaborations.
Louis, Samuel	Principal	Oversees the daily activities and operations within the school. The main duties include disciplining or advising students and teachers regarding instructional practices and ensuring the school environment is safe for all students and staff members. The responsibilities and duties of the principal include: Ensuring that academic policies and curriculum are followed Developing and tracking benchmarks for measuring institutional success Helping teachers maximize their teaching potential Meeting and listening to concerns of students on a regular basis Encouraging, guiding and assisting student leaders and teachers Meeting with parents and administrators on a regular basis for problem resolution Enforcing discipline when necessary Providing an atmosphere free of any bias in which students can achieve their maximum potential

Demographic Information

Principal start date
Thursday 8/12/2021, Peter Gutierrez B

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

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
21

Total number of teacher positions allocated to the school
19

Total number of students enrolled at the school

593

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

7

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

5

Demographic Data

Early Warning Systems

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	208	196	208	0	0	0	0	612
Attendance below 90 percent	0	0	0	0	0	0	52	65	88	0	0	0	0	205
One or more suspensions	0	0	0	0	0	0	16	82	66	0	0	0	0	164
Course failure in ELA	0	0	0	0	0	0	23	24	23	0	0	0	0	70
Course failure in Math	0	0	0	0	0	0	26	22	20	0	0	0	0	68
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	62	71	96	0	0	0	0	229
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	75	92	99	0	0	0	0	266
Number of students with a substantial reading deficiency	0	0	0	0	0	0	85	97	110	0	0	0	0	292

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	78	102	129	0	0	0	0	309

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	1	3	3	0	0	0	0	7
Students retained two or more times	0	0	0	0	0	0	0	0	14	15	0	0	0	29

Date this data was collected or last updated

Wednesday 8/31/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	193	172	168	0	0	0	0	533
Attendance below 90 percent	0	0	0	0	0	0	51	85	87	0	0	0	0	223
One or more suspensions	0	0	0	0	0	0	0	0	1	0	0	0	0	1
Course failure in ELA	0	0	0	0	0	0	28	34	44	0	0	0	0	106
Course failure in Math	0	0	0	0	0	0	30	27	46	0	0	0	0	103
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	25	25	41	0	0	0	0	91
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	36	33	45	0	0	0	0	114
Number of students with a substantial reading deficiency	0	0	0	0	0	0	97	109	114	0	0	0	0	320

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	48	52	72	0	0	0	0	172

The number of students identified as retainees:

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	193	172	168	0	0	0	0	533
Attendance below 90 percent	0	0	0	0	0	0	51	85	87	0	0	0	0	223
One or more suspensions	0	0	0	0	0	0	0	0	1	0	0	0	0	1
Course failure in ELA	0	0	0	0	0	0	28	34	44	0	0	0	0	106
Course failure in Math	0	0	0	0	0	0	30	27	46	0	0	0	0	103
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	25	25	41	0	0	0	0	91
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	36	33	45	0	0	0	0	114
Number of students with a substantial reading deficiency	0	0	0	0	0	0	97	109	114	0	0	0	0	320

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	48	52	72	0	0	0	0	172

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	42%	55%	50%				35%	58%	54%
ELA Learning Gains	55%						47%	58%	54%
ELA Lowest 25th Percentile	45%						42%	52%	47%
Math Achievement	43%	43%	36%				30%	58%	58%
Math Learning Gains	61%						43%	56%	57%
Math Lowest 25th Percentile	62%						44%	54%	51%
Science Achievement	42%	54%	53%				33%	52%	51%
Social Studies Achievement	65%	64%	58%				54%	74%	72%

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	29%	58%	-29%	54%	-25%
Cohort Comparison						
07	2022					
	2019	34%	56%	-22%	52%	-18%
Cohort Comparison		-29%				
08	2022					
	2019	34%	60%	-26%	56%	-22%
Cohort Comparison		-34%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	19%	58%	-39%	55%	-36%
Cohort Comparison						
07	2022					
	2019	26%	53%	-27%	54%	-28%
Cohort Comparison		-19%				
08	2022					
	2019	17%	40%	-23%	46%	-29%
Cohort Comparison		-26%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	28%	43%	-15%	48%	-20%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	68%	-68%	67%	-67%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	49%	73%	-24%	71%	-22%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	85%	63%	22%	61%	24%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	54%	-54%	57%	-57%

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	26	57	44	25	55	56	17	33			
ELL	30	49	39	35	59	68	25	59	50		
BLK	37	56	41	32	50	58	35	57	100		
HSP	43	54	47	47	66	63	44	69	80		
WHT	57	75		64	67						
FRL	40	54	44	42	62	64	41	64	85		

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	10	25	31	10	30	36	8	29			
ELL	25	42	41	19	29	40	21	41	36		
BLK	25	32	29	15	21	26	17	39	54		
HSP	34	42	35	24	28	39	36	47	61		

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
WHT	36	43		43	14						
FRL	28	38	34	20	25	32	29	44	58		
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	10	41	45	4	38	46	7	23			
ELL	32	47	40	24	45	49	20	51			
BLK	21	39	43	15	30	36	22	53			
HSP	41	50	41	35	48	48	38	53	92		
WHT	45	36		64	64						
FRL	33	45	43	28	42	44	30	54	90		

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	55
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	44
Total Points Earned for the Federal Index	545
Total Components for the Federal Index	10
Percent Tested	97%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	39
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	46
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	52
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	56
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	66
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	54
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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

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

The trends that emerged are learning gains of the lowest 25% in ELA and a significant increase in math. In 2021, ELA learning gains of the lowest 25% were 34% and in 2022 the learning gains of the lowest 25% were 45% resulting in an 11 percentage point increase. In 2021, math learning gains of the lowest 25% were 33% and in 2022 the learning gains of the lowest 25% were 62%, resulting in a 29 percentage point increase.

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

The greatest need for improvement is proficiency across ELA, Math, and Science. In 2022, proficiency in ELA was 42% which was an increase of 10 percentage points from 2021, proficiency in Math was 43% which was an increase of 21 percentage points from 2021, and proficiency in Science was 42% which was an increase of 11 percentage points from 2021. Although overall growth in proficiency was evident, an 58% of students at Redland Middle School continue to perform below grade level in math or ELA.

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

The contributing factors that lead to the need for improvement is recovery from pandemic regression in all subject areas along with the addition of six beginning teachers to our staff in the areas of Math, Reading, Language Arts, and Science. Consequently, these novice teacher statuses contributed to limited classroom management skills and content expertise. Additionally, in the area of literacy, a contributing factor that may have caused a need for improvement was the inconsistency of differentiated instruction practices. New actions that will contribute to improvement of student achievement will be the shift from small group instruction to differentiated instruction, targeted intervention groupings, utilization of leveled standards-based instructional materials to meet student needs, and the use of ongoing progress monitoring and topic assessments to address remediation, in ensuring students instructional adjustments and student mastery of the standards are being executed.

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

Based on the 2022 state assessments, learning gains overall demonstrated the greatest improvement. ELA demonstrated an increase of 16 percentage points from 39% in 2021 to 55% in 2022 in overall learning gains and an increase of 11 percentage points in learning gains amongst the L25 from 34% in 2021 to 45% in 2022. Math demonstrated an increase of 35 percentage points from 26% in 2021 to 61% in 2022 in overall learning gains and an increase of 29 percentage points in learning gains amongst the L25 from 33% in 2021 to 62% in 2022.

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

The contributing factors were targeted remediation within small group instruction as well as interventions. While small group instruction occurred, differentiated instruction was an ongoing challenge for some teachers to implement. The new actions that our our Leadership Team implemented were: targeted

walkthroughs, provided support to teachers who struggle with implementation, and provided administrative feedback from classroom walkthroughs.

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

In order to accelerate learning, Redland Middle will need to utilize data-driven decision making and instruction, implement Differentiated Instruction, monitor interventions, effective curriculum and resource utilization, targeted collaborative planning to address implementation of newly adopted benchmarks, ongoing progress monitoring and establish and implement an effective instructional framework.

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

The professional development opportunities that will be provided at Redland Middle School will include data-driven decision making and instruction, Differentiated Instruction, technology in the classroom, trauma informed practices, and B.E.S. T. implementation and execution.

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

Redland Middle School will offer additional City Year interventions, increased math and reading interventions as well as Saturday School. In addition, Redland Middle will provide mentorship to identified students.

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

:

#1. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Based on the 2021-2022 school performance data, although there was an overall growth in proficiency in ELA from 32% in 2021 to 42% in 2022 and proficiency in Math from 22% in 2021 to 43% in 2022. However, Students With Disabilities fall below the 41% ESSA threshold with an overall proficiency of 39%.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	With the implementation of differentiation, overall proficiency of the Students With Disabilities will increase to 41% by AP2.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Redland Middle will utilize Differentiated Instruction evidenced based strategy to be implemented daily in literacy and math classes. Initial groupings will be based on designated data points but will be fluid based on formative progress monitoring data. During Leadership and Grade Level Team meetings, initial and progress monitoring data points will be analyzed to ensure student growth is positive. In addition, the Leadership Team will conduct quarterly data chats to provide instructional recommendations to facilitate the implementation of the evidence-based strategy Differentiated Instruction. Lastly, the Administrative Team will conduct targeted walk-throughs to ensure fidelity of implementation.
Person responsible for monitoring outcome:	Monica Sanchez (m_sanchez@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Redland Middle School will focus on the evidenced-based strategy of differentiated instruction. Differentiated instruction will assist us in accelerating the proficiency of Students With Disabilities subgroup in both, ELA and Math. Ensuring that this subgroups are improving will thrust the overall performance of the school in the positive direction. Differentiated instruction will be monitored throughout with the use of progress monitoring.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	The rationale for using the differentiated instruction strategy is that the Students with Disabilities subgroup demonstrated a discrepancy in performance. All subgroups of students, other than the Students with Disabilities subgroup, were able to demonstrate at least 41% proficiency. The Students with Disabilities subgroup demonstrated 39% proficiency.

Action Steps to Implement

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

8/17-10/21- Instructional Coaches will provide professional development for the math and reading departments on the use of data-driven instruction, student grouping, and remediation. As a result, teachers will have student groups, utilize appropriate resources, and differentiated instruction will be reflected in lesson plans.

Person Responsible   Bryan Villeta (299815@dadeschools.net)

8/17-10/21- Based on Leadership Team quarterly data chats, coaching cycle discussions, and progress of differentiated instruction groups in classes, math, ELA, and reading teachers will participate in Coach Teacher Collaborations focusing on the implementation of differentiated instruction. As a result, teachers will implement differentiated instruction with fidelity.

Person Responsible   Bryan Villeta (299815@dadeschools.net)

8/17-10/21- Based on teacher-student data chats and one-on-one teacher-coach/administration data chats,
data trackers will be utilized in math, ELA, and reading classes so that teachers can conference with students, monitor student progress, and address individual student needs. As a result, students will take ownership
of their data and groups will be fluid based on topic tests, iReady diagnostics, and interim assessments.

Person Responsible   Shawna Warner-Tillman (269350@dadeschools.net)

8/17-10/21- Administration will conduct weekly walkthroughs to ensure implementation of data-driven instruction and targeted differentiation. As a result, teachers will maintain fluid groups to ensure that targeted instruction is being met.

Person Responsible   Monica Sanchez (m_sanchez@dadeschools.net)

10/31-12/16- During faculty meetings, the staff will receive professional development on ESE strategies and best practices. As a result, teachers will have strategies to implement while working with ESE students.

Person Responsible   Monica Sanchez (m_sanchez@dadeschools.net)

10/31-12/16- During common planning sessions, ESE focus strategies will be incorporated into developed lesson plans. Upon the implementation of developed lesson plans, content and core area teachers will be provided time during team meetings to reflect on the application of the strategies. As a result, student performance data will increase.

Person Responsible   Bryan Villeta (299815@dadeschools.net)

#2. Instructional Practice specifically relating to B.E.S.T. Standards

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Based on the comparison of the 2020-21 to 2021-2022 proficiency data, 32% of our students earned a proficiency rating in ELA during the 2020-21 academic year, while 22% earned a proficiency rating in math. For the 2021-2022 academic year the data indicates a 10% increase in ELA to 32% and an increase of 21% in Math to 43%. Our team will focus on implementation of the B.E.S.T standards with accountability and accuracy. It is critical that teachers acquire an in-depth understanding of the B.E.S.T standards in order to plan effective lessons which are in alignment with measurable benchmarks. This acquisition will allow teachers the ability to instruct effectively with meaningful lessons that are in alignment with the B.E.S.T standards.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	With the Implementation of standards-aligned instruction, there will be an overall increase of 1% in proficiency in both ELA and math on AP2.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Instructional Coaches will ensure that lesson plans developed in collaborative planning reflect standards-aligned lessons. The Administrative Team will conduct weekly walkthroughs to ensure instruction has been planned in alignment with B.E.S.T. standards and delivered effectively in addition to reviewing data from Ongoing Progress Monitoring (OPM).
Person responsible for monitoring outcome:	Monica Sanchez (m_sanchez@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented	Redland Middle School will focus on the evidenced-based strategy of standard aligned instruction. Standard aligned instruction will assist us in developing teacher acquisition and knowledge mastery of the current state standards and simultaneously provide students with required grade-level skills needed to attain proficiency levels in statewide assessments.

for this Area of Focus.	
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	The rationale for using standard-aligned instruction is to ensure that teachers are equipped in the delivery of their instruction in order to provide students with the required content and knowledge necessary to achieve proficiency levels on statewide assessments.

Action Steps to Implement

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

8/22-10/14- Instructional Coaches will provide professional development for the math, ELA and reading departments on the B.E.S.T. standards. As a result, teachers will implement standards-aligned lesson plans, utilize appropriate resources, and implement standards-aligned lessons.

Person Responsible	Bryan Villeta (299815@dadeschools.net)

8/22-10/14- Instructional Coaches will implement Coach Teacher Collaborations for the math, ELA and reading departments focusing on lessons which implement the B.E.S.T. standards. As a result, teachers will implement standards-aligned lesson plans, utilize appropriate resources, and standards-aligned lessons.

Person Responsible	Shawna Warner-Tillman (269350@dadeschools.net)

8/22-10/14- The Administrative Team will attend collaborative planning sessions for content areas. As a result, collaborative planning outcomes will drive instructional walkthroughs.

Person Responsible	Monica Sanchez (m_sanchez@dadeschools.net)

8/22-10/14- The Administrative Team will conduct weekly targeted walk-throughs with a focus on B.E.S.T. standards- aligned lessons. As a result, teachers will receive specific developmental feedback to adjust instruction.

Person Responsible	Monica Sanchez (m_sanchez@dadeschools.net)

10/31-12/16 - The Administrative Team and Transformation Coaches will conduct bi-weekly end product reviews for B.E.S.T Standards alignment, corrective feedback aligned to the focus benchmark, and the use of ESE strategies. As a result, student achievement will increase.

Person Responsible	Monica Sanchez (m_sanchez@dadeschools.net)

10/31-12/16 - Core teachers will utilize differentiated instruction. Differentiated instruction will address the various needs of students using resources aligned to the various identified groups. As a result, student performance will increase on summative assessments.

Person Responsible   Shawna Warner-Tillman (269350@dadeschools.net)

#3. Positive Culture and Environment specifically relating to Mentorship Programs	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Based on the 2021-2022 attendance data, 42% of students missed 16 or more days of school during the 2021-2022 school year. As a result, targeting students through the implementation of mentorship programs will impact student attendance of our neediest populations.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	With the implementation of mentorship programs, the overall number of students with 16 or more absences will decrease from 42% to 37% by the end of the school year.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	The Attendance Committee will monitor attendance daily to ensure that students with absences are receiving the appropriate interventions through mentorship.
Person responsible for monitoring outcome:	Latoiya Smith (smithla@dadeschools.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Redland Middle School will focus on the evidenced-based strategy of mentorship programs. Mentorship program will assist us with improving student attendance through positive reinforcement and check ins with teachers.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	The rationale for using mentorship programs is to ensure that students have a positive role model to check in with at Redland Middle and to encourage students to attend school and positively impact school culture.

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

8/17-10/21- The Mentorship Program Lead will collaborate with TEAM leaders and the attendance clerk to identify students and teacher mentors. As a result, participants and mentors will be identified for a mentorship orientation.

Person Responsible	Loan Tran (326726@dadeschools.net)

8/17-10/21- The Mentorship Program Lead will conduct a Royal breakfast orientation with mentors and mentees. As a result, mentors and mentees will know the goals and expectations of the mentorship program and will be able to get to know each other.

Person Responsible	Loan Tran (326726@dadeschools.net)

8/17-10/21- The Mentorship Program Lead will meet with mentors bi-weekly for professional development and student updates. As a result, mentors will have support throughout their mentorship journey through tools and best practices.

Person Responsible	Loan Tran (326726@dadeschools.net)

8/17-10/21- The teacher mentors will meet with mentees bi-weekly for check ins and mentorship. As a result, students will have positive role model to check in with and attend school.

Person Responsible	Loan Tran (326726@dadeschools.net)

10/31/-12/16 - The Mentorship Program Lead will meet with mentors to assist them in creating mentee goals. As a result, mentors will have a goal to work towards with their mentee.

Person Responsible   Loan Tran (326726@dadeschools.net)

10/31-12/16 - The teacher mentors will meet with mentees for progress report conferences and focus on their grades, conduct, and attendance. As a result, students will be held accountable for their progress mid quarter.

Person Responsible   Loan Tran (326726@dadeschools.net)

#4. Transformational Leadership specifically relating to Teacher Recruitment and Retention	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Based on 2021-2022 staff level data dashboard, 38% of teachers at Redland Middle are beginning teachers within their first 3 years of teaching. In addition, 48% of the teachers have been at Redland Middle for less than 7 years. This year we experienced the loss of five teachers totaling the loss of 13% of our instructional staff. Teacher recruitment retention has been identified as a need at our school based on the number of staff that remain after 7 years.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	With the Implementation of creating mentorship and partnerships between teachers, there will be an increase of retaining 95% of our instructional staff.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Administration will ensure that new teachers are supported within their first three years of teaching through new teacher sessions, mentorship, and coaching support.
Person responsible for monitoring outcome:	Monica Sanchez (m_sanchez@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Redland Middle School will focus on the evidenced-based strategy of creating mentorship and partnerships between teachers. Focusing on creating mentorship and partnership between teachers will assist in ensuring that students at Redland Middle have continuity in instruction and promote a positive morale.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	The rationale for focusing on the evidenced-based strategy of creating mentorship and partnerships between teachers is to ensure that beginning teachers and new teachers to Redland Middle receive support based on their needs and promote teacher retention.

Action Steps to Implement

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

8/17-10/21- The Assistant Principal will conduct new teacher sessions on teacher planning days that focus on: best practices, reflection, and quarterly updates. As a result, teachers will be able to receive group support.

Person Responsible   Monica Sanchez (m_sanchez@dadeschools.net)

8/17-10/21- MINT Mentors will support new teachers on a weekly basis based on individual need. As a result, teachers will have differentiated support.

Person Responsible   Monica Sanchez (m_sanchez@dadeschools.net)

8/17-10/21-The SCSI Teacher will conduct check ins and support new teachers with classroom management. As a result, teachers will have support with classroom and student behaviors.

Person Responsible   Latoiya Smith (smithla@dadeschools.net)

8/17-10/21- TEAM Leaders will support new teachers with grade level expectations and initiatives. As a result, teachers will connect and collaborate with staff members within their grade-levels.

Person Responsible   Shawna Warner-Tillman (269350@dadeschools.net)

10/31-12/16- The Lead MINT Mentor will conduct a social mixer with new teachers. As a result, teachers will have additional opportunities for connections.

Person Responsible   Shawna Warner-Tillman (269350@dadeschools.net)

10/31-12/16- The Assistant Principal, will conduct a mid-year reflection and support meeting with new teachers. As a result, teachers will have an opportunity for additional support mid year.

Person Responsible   [no one identified]

Positive Culture & Environment

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

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

Redland Middle School builds a positive school culture by fostering professional relationships between school staff that supports effective collaboration. Social media, academic incentives, and staff incentives are implemented to promote a positive school culture. New teachers are supported through mentorship, quarterly new teacher sessions, and coaching support. We provide students with ongoing counseling support and provide weekly meetings to parents to address areas of concern. The integration of social emotional learning is conducted within classrooms. Bullying, harassment, and intolerance are addressed swiftly.

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

Mr. Louis, Principal focuses on teacher morale and a positive school culture. Ms. Sanchez, the Assistant Principal focuses on student and staff connections as well as engaging the team. Ms. Smith, SCSI focuses on conflict resolution through Restorative Justice Practices as well as school discipline to ensure safety. Ms. Tran, Counselor focuses on mental health and student mentorship. Mr. Granberry, Behavior Management Teacher focuses ESE student behaviors and discipline. Ms. Tillman and Mr. Villeta, Transformational Coaches focus on teacher development as well as morale.