

Miami-Dade County Public Schools

Redland Middle School



2023-24

Schoolwide Improvement Plan (SIP)

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Redland Middle School

16001 SW 248TH ST, Homestead, FL 33031

<http://redlandmiddle.dadeschools.net>

School Board Approval

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

SIP Authority

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

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

Additional Target Support and Improvement (ATSI)

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

Targeted Support and Improvement (TSI)

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

Comprehensive Support and Improvement (CSI)

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

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

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

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

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

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

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

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

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

Purpose and Outline of the SIP

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

I. School Information

School Mission and Vision

Provide the school's mission statement.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Gutierrez, Peter	Principal	<p>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.</p> <p>The responsibilities and duties of the principal include:</p> <ul style="list-style-type: none"> -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.
Sanchez, Monica	Assistant Principal	Curriculum and instruction, student and staff safety, professional development, parent communication.
Warner-Tillman, Shawna	Reading Coach	Instructional planning, teacher support, coach-teacher collaborations.
Villela, Bryan	Math Coach	Instructional planning, teacher support, coach-teacher collaborations.
Tran, Loan	School Counselor	Academic counseling, master schedule, threat assessment, team, student counseling.

Stakeholder Involvement and SIP Development

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

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

At Redland Middle School, stakeholders collaborate on the School Improvement Plan (SIP). The Leadership Team and Department Chairs will collaborate on the school improvement process, input is solicited from teachers during faculty meetings. Additionally, external stakeholders provide input during EESAC meetings. The collective input gathered from all stakeholders to shape our School Improvement Plan.

SIP Monitoring

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

The SIP will be monitored by administration at Leadership Team meetings and department chairs. Department chairs will have reflective conversations to reflect and modify action steps if necessary. As part of our monitoring we will focus on data collection and analysis as well as progress monitoring. Feedback and reflection will be implemented so that revisions can be made if needed.

Demographic Data

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

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	97%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: C 2018-19: C 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	84	97	73	254	
One or more suspensions	0	0	0	0	0	0	31	38	33	102	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	21	14	14	49	
Course failure in Math	0	0	0	0	0	0	14	16	20	50	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	111	103	90	304	
Level 1 on statewide Math assessment	0	0	0	0	0	0	67	82	70	219	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	160	160	144	464	

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	87	93	84	264

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

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

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

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	52	65	88	205	
One or more suspensions	0	0	0	0	0	0	16	82	66	164	
Course failure in ELA	0	0	0	0	0	0	23	24	23	70	
Course failure in Math	0	0	0	0	0	0	26	22	20	68	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	62	71	96	229	
Level 1 on statewide Math assessment	0	0	0	0	0	0	75	92	99	266	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	85	97	110	292	

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

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

The number of students identified retained:

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

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

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

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	52	65	88	205	
One or more suspensions	0	0	0	0	0	0	16	82	66	164	
Course failure in ELA	0	0	0	0	0	0	23	24	23	70	
Course failure in Math	0	0	0	0	0	0	26	22	20	68	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	62	71	96	229	
Level 1 on statewide Math assessment	0	0	0	0	0	0	75	92	99	266	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	85	97	110	292	

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

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

The number of students identified retained:

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

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

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

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

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	42	56	49	42	55	50	32		
ELA Learning Gains				55			39		
ELA Lowest 25th Percentile				45			34		
Math Achievement*	44	60	56	43	43	36	22		
Math Learning Gains				61			26		
Math Lowest 25th Percentile				62			33		
Science Achievement*	55	55	49	42	54	53	31		
Social Studies Achievement*	64	72	68	65	64	58	46		
Middle School Acceleration	69	74	73	86	56	49	61		
Graduation Rate					51	49			
College and Career Acceleration					73	70			
ELP Progress	40	50	40	44	77	76	51		

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

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

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	52
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	314
Total Components for the Federal Index	6
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	55

2021-22 ESSA Federal Index

OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	545
Total Components for the Federal Index	10
Percent Tested	97
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)**2022-23 ESSA SUBGROUP DATA SUMMARY**

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	25	Yes	4	1
ELL	42			
AMI				
ASN				
BLK	47			
HSP	54			
MUL				
PAC				
WHT	54			
FRL	51			

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	39	Yes	3	
ELL	46			
AMI				
ASN				
BLK	52			
HSP	56			

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
MUL				
PAC				
WHT	66			
FRL	54			

Accountability Components by Subgroup

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

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
All Students	42			44			55	64	69			40
SWD	22			22			29	38			5	15
ELL	31			37			40	46	56		6	40
AMI												
ASN												
BLK	35			36			41	64	61		5	
HSP	45			46			60	64	69		6	40
MUL												
PAC												
WHT	50			57							2	
FRL	40			42			54	60	66		6	46

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	42	55	45	43	61	62	42	65	86			44
SWD	26	57	44	25	55	56	17	33				38
ELL	30	49	39	35	59	68	25	59	50			44
AMI												
ASN												

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
BLK	37	56	41	32	50	58	35	57	100			
HSP	43	54	47	47	66	63	44	69	80			43
MUL												
PAC												
WHT	57	75		64	67							
FRL	40	54	44	42	62	64	41	64	85			42

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	32	39	34	22	26	33	31	46	61			51
SWD	10	25	31	10	30	36	8	29				73
ELL	25	42	41	19	29	40	21	41	36			51
AMI												
ASN												
BLK	25	32	29	15	21	26	17	39	54			
HSP	34	42	35	24	28	39	36	47	61			49
MUL												
PAC												
WHT	36	43		43	14							
FRL	28	38	34	20	25	32	29	44	58			53

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

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

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2023 - Spring	35%	50%	-15%	47%	-12%
08	2023 - Spring	32%	51%	-19%	47%	-15%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	29%	50%	-21%	47%	-18%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	45%	58%	-13%	54%	-9%
07	2023 - Spring	32%	48%	-16%	48%	-16%
08	2023 - Spring	36%	59%	-23%	55%	-19%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	40%	40%	0%	44%	-4%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	69%	56%	13%	50%	19%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	82%	52%	30%	48%	34%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	97%	65%	32%	63%	34%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	54%	68%	-14%	66%	-12%

III. Planning for Improvement

Data Analysis/Reflection

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

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

The data component that showed the lowest performance was FAST PM3 reading. Redland Middle School scored a 41% proficiency in PM 3 which is a 1 percentage point decrease. The contributing factors include: new assessment, new standards, and novice teachers.

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

The data component that showed the greatest decline from the prior year was Algebra, the decline contributed to an acceleration score of 80%. The factor that contributed to this decline was a novice teacher.

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

The data component that had the greatest gap when compared to the state is reading with a gap of 6 percentage points. The factors that contributed to this gap is: new assessment, new standards, and novice teachers.

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

The data component that showed the most improvement was Science, with an increase of 13 percentage points to 55%. The new actions our school took included interventions and increased teacher collaboration.

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

Potential areas of concern are attendance of students who have 16 or more absences which affects 31% of our students.

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

Our highest priorities for school improvement in the upcoming school year are: learning gains of the lowest 25%, learning gains, Acceleration, specifically Algebra, student attendance of students with 16 or more absences, and disciplinary referrals.

Area of Focus

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

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

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

Based on the 2022-2023 School Culture Survey, 38% of staff agree that staff morale was not high. As a result, celebrating success through various incentives and team building will impact student effort and staff morale.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

With the implementation of celebrating success, the overall number of students and staff that feel positive morale in the school will increase to 50 % on the School Culture Survey by the end of the school year.

Monitoring:

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

The Leadership Team will monitor monthly recognition at staff meetings and Leadership Team Meetings to ensure that staff is celebrated monthly. The team leaders will monitor monthly recognition per grade level to ensure that students are recognized quarterly.

Person responsible for monitoring outcome:

Monica Sanchez (m_sanchez@dadeschools.net)

Evidence-based Intervention:

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

Celebrate Successes

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Celebrate Successes is when staff and student accomplishments are given special recognition and achievements are publicly celebrated allowing for encouragement from all stakeholders. Showing the connection between effort and achievement helps students to see the importance of effort and allows them to change their beliefs to emphasize it more. Recognition is more effective if it is contingent on achieving some specified standard.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

8/17-10/26- The TEAM Leaders will meet to create a Celebrate Success year at a glance to plan incentives for the school year. As a result, Team Leaders will have a guide to follow to celebrate successes.

Person Responsible: Monica Sanchez (m_sanchez@dadeschools.net)

By When: August 31, 2023

8/17-10/26- The TEAM Leaders will meet monthly with grade-level teams to recognize individual students for behavior and academics. As a result, students will be recognized monthly with certificates and incentives.

Person Responsible: Monica Sanchez (m_sanchez@dadeschools.net)

By When: October 26, 2023

8/17-10/26- The Leadership Team will create a staff shoutout box to highlight staff weekly. As a result, staff members will be recognized by different stakeholders.

Person Responsible: Peter Gutierrez (pbgutierrez@dadeschools.net)

By When: September 29, 2023

#2. Positive Culture and Environment specifically relating to Other**Area of Focus Description and Rationale:**

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

Based on the 2022-2023 Attendance data, 31% of students had 16 or more absences. As a result, mentorship programs celebrating success through various incentives and team building will impact student effort and staff morale.

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 31% to 30% 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 Intervention:

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

Attendance Initiatives

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Strategic Attendance Initiatives involve close monitoring and reporting of student absences, calls to parents, and more direct measures including home visits, counseling and referrals to outside agencies as well as incentives for students with perfect attendance.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

8/17-10/26-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)

By When: September 15, 2023

8/17-10/26- The teacher mentors will meet with mentees 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)

By When: October 26, 2023

8/17-10/26- The teacher mentors will provide mentees with PBS tickets for incentives for reaching their goals. As a result, mentees will be motivated to reach goals.

Person Responsible: Loan Tran (326726@dadeschools.net)

By When: October 26, 2023

#3. ESSA Subgroup specifically relating to Students with Disabilities**Area of Focus Description and Rationale:**

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

Based on the 2022-2023 school performance data, proficiency in ELA decreased from 42% in 2022 to 41% in 2023. Proficiency in Math increased from 43% in 2022 to 49% in 2023. The Students with Disabilities subgroup fall below the 41% ESSA threshold with proficiency in ELA decreasing from 26% in 2022 to 14% in 2023 and 25% in 2022 to 18% in 2023 in Math.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

With the implementation of Data-Driven Decision Making, overall proficiency of the Students With Disabilities will increase to 41% by AP3.

Monitoring:

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

Redland Middle will utilize the Data-Driven Decision Making evidenced based strategy to be implemented 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 of Data-Driven Decision Making. 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 Intervention:

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

Data-Driven Decision Making

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Data-Driven Decision Making is a process embedded in the culture of the school where data is used at every level to make informed decisions on what is best for students. This includes goal setting, interventions, teacher placement, course work, differentiating instruction etc.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

8/17/23 - 10/26/23 - 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 data-driven decision making will be reflected in lesson plans.

Person Responsible: Bryan Villeta (299815@dadeschools.net)

By When: October 26, 2023

8/17/23 - 10/26/23 - Math, ELA, and Reading teachers will focus collaborative planning session on the implementation of data-driven decision making. As a result, teachers will implement data tracking with fidelity.

Person Responsible: Bryan Villeta (299815@dadeschools.net)

By When: October 26, 2023

8/17/23 - 10/26/23 - 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)

By When: October 26, 2023

#4. Instructional Practice specifically relating to Benchmark-aligned Instruction**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Based on the comparison of the 2021-2022 to 2022-2023 proficiency data, 42% of our students earned a proficiency rating in ELA during the 2021-22 academic year, while 43% earned a proficiency rating in Math. For the 2022-2023 academic year the data indicates a 1% decrease in ELA to 41% and an increase of 6% in Math to 49%. 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 Benchmark-aligned instruction, there will be an overall increase of 1% in proficiency in both ELA and Math on AP3.

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 standard-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 Intervention:

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

Benchmark-aligned Instruction

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Benchmark-aligned Instruction means that teaching and curriculum are designed in such a way that they closely align with the educational benchmarks or standards. This alignment ensures that what is taught in the classroom corresponds to what students are expected to learn at their grade level according to established benchmarks.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

8/17/23 - 10/26/23 - Instructional Coaches will provide ongoing professional development for the Math, ELA and Reading departments on the B.E.S.T. standards. As a result, teachers will implement standard-aligned lesson plans, utilize appropriate resources, and implement standards-aligned lessons.

Person Responsible: Bryan Villeta (299815@dadeschools.net)

By When: October 26, 2023

8/17/23 - 10/26/23 - Instructional Coaches will implement ongoing 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)

By When: October 26, 2023

8/17/23 - 10/26/23 - 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)

By When: October 26, 2023

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

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

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

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

The SIP is collaborated on during department meetings, faculty meetings, and EESAC meetings. Parents and staff are invited to provide input in the SIP, it can also be found at www.redlandmiddleschool.org

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

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

Redland Middle School provides parent workshops, parent meetings, and fun activities that bring families together such as the Winter Bazaar and Dads with Donuts. Additionally, parents are invited to monthly parent meetings and are invited to meet and discuss their student's progress.

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

Redland Middle School plans to strengthen the academic program through collaborative planning meetings, department meetings, and cross curricular planning meetings. Meetings will focus on student achievement, curricular initiatives, and differentiation. Administration provides consistent feedback and teachers will participate in data chats to reflect and adjust instruction.

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

N/A

Optional Component(s) of the Schoolwide Program Plan

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

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

Redland Middle School Student Services Team and Mental Health Coordinator works with students to ensure target their social emotional needs.

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

Redland Middle School's Student Services Team implements JA Inspire for 8th graders and offers Personal Career School Development for students in 6th, 7th, and 8th grade.

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

Redland Middle School implements a progressive discipline plan that is aligned to the Code of Student Conduct. Our Behavior Management Teacher works in conjunction with teachers to ensure that all students with identified problematic behaviors have a Social Emotional Behavior Intervention Plan.

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

The Redland Middle School PLST conducts a needs assessment and plans professional development for all stakeholders aligned to their individual needs.

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

N/A

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Positive Culture and Environment: Other	\$0.00
2	III.B.	Area of Focus: Positive Culture and Environment: Other	\$0.00
3	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities	\$0.00
4	III.B.	Area of Focus: Instructional Practice: Benchmark-aligned Instruction	\$0.00
Total:			\$0.00

Budget Approval

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

No