Redland Middle School

2014-15 School Improvement Plan

Redland Middle School

16001 SW 248TH ST, Homestead, FL 33031

http://redlandmiddle.dadeschools.net

School Demographics

School Type	**Title I**	**Free/Reduced Price Lunch**
Middle	Yes	93%

Alternative/ESE Center	**Charter School**	**Minority**
No	No	95%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	D	C	D	C

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 with a grade of F within the prior two years. 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 resources available to support the goals and barriers that could hinder achieving those goals (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 is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
    - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Focus	5	Gayle Sitter

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

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.
By offering various technology driven curriculums such as Achieve 3000, Reading Plus, Accelerated Reader, 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 Edugenuity, 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.

School Environment

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 amongst 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.

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. At Redland Middle School, our aim is to build effective environments in which positive behavior is more effective than problem behavior. When all stakeholders collaborate to deliver effective instruction and intervention services, we can avoid classroom disruptions and achieve a positive school climate.

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.

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. 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.

Early Warning Systems

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

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 Team & 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, or administrator will be able to
address the student's needs. Our Attendance Review Committee monitors excessive absences and tardy students. 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.

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

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

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	3	9	11	23
One or more suspensions	7	9	23	39
Course failure in ELA or Math	1	2	1	4
Level 1 on statewide assessment	35	47	65	147

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

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	2	4	5	11

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

These students are counseled by support personnel and monitored again after two weeks have passed. Parents are informed and data chats will be held with the teacher and counselor to address the students' areas of need. If the grades persist, the teacher will be informed of a future conference. Students who meet the attendance criteria and other positive actions will be rewarded with treats by administration. Those who are not adhering with the plan will have to serve one of the consequences. After meeting with support personnel and the indicators continue to occur, a conference is scheduled with the student and their parents.

Family and Community Involvement

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

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. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/186257.

Description

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

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 the 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, and technology.

Effective Leadership

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

School Leadership Team

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

Name	Title
Hankerson, Charles	Principal
Gutierrez, Peter	Assistant Principal
Augustine, Teresa	Instructional Coach
Carpenter, Kejuana	Instructional Coach
Nix, Ronnica	Instructional Coach
Wisdom, Katori	Instructional Coach

Duties

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

Charles E. Hankerson – Principal - schedules, organizes and leads the meetings
Peter B. Gutierrez – Assistant Principal for Curriculum - assists in leading and organizing meetings
Katori Wisdom – Instructional Coach Literacy - documents assessments, assesses students as needed, guides teachers through processes for documentation.
Ronnica Nix – Instructional Coach Reading - provides insight in completing documents
KeJuana Carpenter – Instructional Coach Mathematics - provides insight in completing documents
Teresa Augustine – Instructional Coach Science - provides insight in completing documents
Cindy Cooper – Guidance Counselor - orgnaizes documentations, assists in completing documents with teachers
Edward Drinks – SPED Program Specialist - provides insight to processes, assists in completing documents with teachers
Annette Angelotti – School Psychologist - organizes documentation, prepares processes for presentation of complete packets
Additionally, the Leadership Team will meet weekly to review systems, implementation and consensus of school site MTSS

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-nine 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 51 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

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 students as homeless

Supplemental Academic Instruction (SAI)

• Redland Middle School will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Program (FERP) allocation

• Supplemental Education Services provides tutoring services for the students who score in the lowest 25% in Reading and Mathematics on the FCAT

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Charles E. Hankerson	Principal
Otis Holloway	Teacher
Sharon Jones	Business/Community
David Madden (EESAC Chairperson)	Teacher
Illene Horowitz-Ray	Teacher
Ronnica Nix	Teacher
Yamile Garcia-Cerra	Teacher
Juan Rodriguez	Teacher
Norma Restrepo	Education Support Employee
Alma Fernandez	Education Support Employee
Rick Prida	Business/Community
Darrell Cooper	Business/Community
Jaime Lynn Nelson	Parent
Codi Toney	Student
Breona Braboy	Student
Dayana Ponce	Student
Zyrconia Weston	Student

Duties

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

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.

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.

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 2014-2015 Positive Behavior Plan.

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 ($1,800), per principal request. The remainder of funds will be utilized as faculty and member generated proposals are submitted at future meetings ($700).

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

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

Literacy Leadership Team (LLT)

Membership
Identify the name, email address and position title for each member of the school-based LLT.**:**

Name	Title
Hankerson, Charles	Principal
Gutierrez, Peter	Assistant Principal
Wisdom, Katori	Instructional Coach
Nix, Ronnica	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The LLT will promoted literacy via:
The implementation of Reading Plus 4.0,
Instilling the use of a Multi-Syllabic vocabulary homeroom plan,
Infusion of the Intellectual Standards in classroom instruction,
Data Analysis of In-program materials and computer assisted Literacy instruction (include FAIR, STAR, Voyager, Reading Plus 4.0, Writing on Demand),
Implementation of Accelerated Reader,
Distribution of One Book per Student Initiative,
Support Professional Learning Opportunities as needed in accordance with CRRP,
Encourage and Support Lesson Study Teams and Communities of Practice (CoPs),
Continued development of curriculum for Critical Thinking and Creative Writing courses.

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

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 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.

During meetings, teachers are asked 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.

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.

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. MINT teachers are Ezzria Horn-Williams for ELA and Nikkole Wright for Mathematics and SPED. 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.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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 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.

Instructional Strategies

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 RtI 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 and Reflex Math, 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.

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; 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

Hankerson, Charles, 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.

Student Transition and Readiness

PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

At Redland Middle School, all incoming sixth grade students State Assessment scores, FAIR data, and TRE scores are reviewed and analyzed to ensure proper placement in middle school courses. 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.
Sixth grade registration started in May 2014. 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 2014 prior to the start of school year.
-Conducting a dinner and conversation meeting with families of outgoing eighth graders on High School pre-requisites and graduation requirements.
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.

College and Career Readiness

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 ConnectEDU. The school provides opportunities for students to participate in district, regional and national Agri-Science Career competitions. Lastly, the school has created a partnership with Miami Dade College that will allow for eighth grade students to participate in college orientation and preparation field trip opportunity.

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 Save-Serve or Agri-Science.

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

The school teaches to rigorous curriculum standards, in Core and Intervention classes with an emphasis on literacy and mathematics.

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

School Improvement Goals

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

Problem Solving Key

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

〔1〕 = Problem Solving Step   🔍 S123456 = Quick Key

Strategic Goals Summary

G1.   Parent Involvement - See PIP (PIP_13 6761).

G2.   To increase student achievement in Middle School performance in High School level EOC's and industry certifications.

G3.   To increase technological use by students and staff members with a focus on STEM infusion.

G4.   To improve student learning by analyzing Early Warning Systems to target and analyzing at-risk students that have poor academic performance.

G5.   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"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Parent Involvement - See PIP (PIP_13 6761). 〔1a〕

🔍 G050685

Targets Supported 〔1b〕

Indicator	Annual Target

Resources Available to Support the Goal 〔2〕

Targeted Barriers to Achieving the Goal 〔3〕

G2. To increase student achievement in Middle School performance in High School level EOC's and industry certifications. `1a`

Targets Supported `1b`

🔑 G050042

Indicator	Annual Target
Middle School Participation in EOC and Industry Certifications	64.0

Resources Available to Support the Goal `2`

- Science Instructional Coach, E.T.O. Curriculum Support Specialist, State School Improvement Specialist, City Year Members, Provide evidenced-based professional development, ETO Pacing Guides and Resources.

Targeted Barriers to Achieving the Goal `3`

- Limited use of data-driven strategies to inform instructional practice.

G3. To increase technological use by students and staff members with a focus on STEM infusion. `1a`

Targets Supported `1b`

🔑 G050039

Indicator	Annual Target
AMO Reading - All Students	57.0
AMO Math - All Students	53.0
FCAT 2.0 Science Proficiency	42.0

Resources Available to Support the Goal `2`

- iReady, Reflex Math, iPrep, Discovery Education, Gizmos, Edgenuity, Achieve 3000, NBC Learn K-12, Promethean Boards (Promethean Planet), Accelerated Reader, Read 180, and System 44.

Targeted Barriers to Achieving the Goal `3`

- Limited knowledge and use of online academic programs and hardware equipment such as Promethean Boards and tablets.

G4. To improve student learning by analyzing Early Warning Systems to target and analyzing at-risk students that have poor academic performance. `1a`

Targets Supported `1b`

🔑 G050036

Indicator	Annual Target
Students exhibiting two or more EWS indicators (Total)	1.0
AMO Reading - All Students	57.0
AMO Math - All Students	53.0
FCAT 2.0 Science Proficiency	42.0

Resources Available to Support the Goal `2`

- EESAC, Positive Behavior Support System, City Year, Project U-Turn, and PTSA.

Targeted Barriers to Achieving the Goal `3`

- Limited transportation opportunities for students to participate in social and academic before and after school programs.

G5. To increase student achievement by improving core instruction in all content areas. `1a`

Targets Supported `1b`

`G049362`

Indicator	Annual Target
AMO Math - All Students	53.0
AMO Reading - All Students	57.0
FCAT 2.0 Science Proficiency	42.0
Algebra I EOC Pass Rate	64.0
CELLA Listening/Speaking Proficiency	55.0
CELLA Reading Proficiency	34.0
FSA - English Language Arts - Proficiency Rate	8.0
FSA - Mathematics - Proficiency Rate	3.0

Resources Available to Support the Goal `2`

- Reading Instructional Coaches, ETO Curriculum Support Specialist, State School Improvement Specialist, City Year Members, Employ highly effective interventionist, Provide evidenced-based professional development, Promethean Boards, Built in Common Planning, ETO Pacing Guides and Resources, including Item Specifications and Planning Cards.

- Mathematics Instructional Coach, iPrep Facilitator, Curriculum Support Specialist, Common Planning, Illustrative Mathematics items, Unpacking the standards worksheet, Carnegie-Mathia textbook and software, McGraw-Hill Textbook and Resources, Ready Textbook and Resources, iReady Reflex Math, Edenuity, ETO Lesson Plan Template, Qualitative/Quantitative Data.

- Science Instructional Coach, 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.

Targeted Barriers to Achieving the Goal `3`

- The school continues to grapple with the new Language Arts Florida Standards (LAFS), developing and reflecting rigorous lessons that lead mastery of the learning targets and promote critical reading and writing.

Plan to Monitor Progress Toward G5. `8`

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

Person Responsible

Schedule

Evidence of Completion
Results from Interim Assessments, Debriefing protocol

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

G2. To increase student achievement in Middle School performance in High School level EOC's and industry certifications. 1

🔑 G050042

G2.B1 Limited use of data-driven strategies to inform instructional practice. 2

🔑 B125285

G2.B1.S1 Review and debrief documentation - lesson plans, common planning rosters and agendas, coach's logs and calendar are debriefed with Principal on weekly basis to determine progress toward goal 4

🔑 S137176

Strategy Rationale

Action Step 1 5

Review and debrief documentation (lesson plans, common planning rosters, common planning agendas, coaches logs, and coaches calendars) with Principal on a weekly basis.

Person Responsible

Charles Hankerson

Schedule

Weekly, from 8/22/2014 to 5/29/2015

Evidence of Completion

Lesson plans, common planning rosters, common planning agendas, coaches logs, and coaches calendars.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 `6`

weekly review by administrative team of weekly coaches logs and calendars.

Person Responsible

Charles Hankerson

Schedule

Weekly, from 8/22/2014 to 5/29/2015

Evidence of Completion

Weekly coaches logs, and coaches calendars.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 `7`

Weekly Leadership team meetings and walk throughs.

Person Responsible

Charles Hankerson

Schedule

Weekly, from 8/22/2014 to 5/29/2015

Evidence of Completion

Meeting agendas and walk through sign in.

G3. To increase technological use by students and staff members with a focus on STEM infusion. [1]

🔑 G050039

G3.B1 Limited knowledge and use of online academic programs and hardware equipment such as Promethean Boards and tablets. [2]

🔑 B125280

G3.B1.S1 Monitor the usage of all technological programs throughout the school and then use the student data to compare with interim assessment scores. [4]

🔑 S137172

Strategy Rationale

Action Step 1 [5]

Monitor the usage of all technological programs throughout the school and then use the student data to compare with interim assessment scores.

Person Responsible

Peter Gutierrez

Schedule

Monthly, from 8/22/2014 to 5/29/2015

Evidence of Completion

Pull monthly usage reports to ensure compliance and fidelity of use.

Plan to Monitor Fidelity of Implementation of G3.B1.S1 [6]

Monitor the usage of all technological programs throughout the school and then use the student data to compare with interim assessment scores

Person Responsible

Peter Gutierrez

Schedule

Monthly, from 8/22/2014 to 5/29/2015

Evidence of Completion

Pull monthly usage reports to ensure compliance and fidelity of use.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 `7`

monthly reports will be pulled to ensure usage and compliance with programs.

Person Responsible

Peter Gutierrez

Schedule

Evidence of Completion

Monthly reports will be reviewed and analyzed to adjust usage and classroom instruction.

G4. To improve student learning by analyzing Early Warning Systems to target and analyzing at-risk students that have poor academic performance. `1`

🔑 G050036

G4.B1 Limited transportation opportunities for students to participate in social and academic before and after school programs. `2`

🔑 B125265

G4.B1.S1 School Leadership Team will monitor the ongoing progress of at-risk students that continue to exhibit poor academic performance in the core curricular areas. `4`

🔑 S137166

Strategy Rationale

Action Step 1 `5`

Parents will be invited to weekly Friday Parent/Teacher conferences to review current and past student data, attendance histories, behavioral data, classroom assignments, and current classroom progress/grades.

Person Responsible

Charles Hankerson

Schedule

Weekly, from 8/22/2014 to 5/29/2015

Evidence of Completion

Parent sign in logs from weekly Friday parent/teacher conferences.

Plan to Monitor Fidelity of Implementation of G4.B1.S1 `6`

Parent conference sign in sheets (weekly) and monthly Connect-Ed logs (monthly) will be collected.

Person Responsible

Charles Hankerson

Schedule

Weekly, from 8/29/2014 to 5/29/2015

Evidence of Completion

Parent conference sign in sheets and monthly Connect-Ed logs will be collected.

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 `7`

Leadership team will monitor and track student data for students that fall under the EWS on a monthly basis.

Person Responsible

Charles Hankerson

Schedule

Weekly, from 8/22/2014 to 5/29/2015

Evidence of Completion

Parent conference sign in sheets, tutoring rosters, and data will be reviewed to ensure that students falling under EWS are performing at or near proficiency and/or receiving necessary remediation.

G5. To increase student achievement by improving core instruction in all content areas. 1

G049362

G5.B1 The school continues to grapple with the new Language Arts Florida Standards (LAFS), developing and reflecting rigorous lessons that lead mastery of the learning targets and promote critical reading and writing. 2

B123388

G5.B1.S1 The Leadership team and teachers will analyze and monitor student data using appropriate screening, diagnostic, progress monitoring and outcome measures to examine trends, set goals and targets and differentiate instruction to meet the varied needs of students. 4

S135293

Strategy Rationale

Action Step 1 5

Design and deliver professional development on utilizing current performance data to set goals and create flexible instructional groups

Person Responsible

Peter Gutierrez

Schedule

Monthly, from 9/18/2014 to 6/4/2015

Evidence of Completion

professional development rosters and deliverables - job aid handouts and materials

Action Step 2 5

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

Person Responsible

Charles Hankerson

Schedule

Annually, from 8/18/2014 to 6/4/2015

Evidence of Completion

Classroom visitation logs, lesson plans, data analysis documentation

Action Step 3 `5`

Complete coaching cycles for teachers in need of additional support with effective data-informed instruction

Person Responsible

Peter Gutierrez

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Coach's logs and calendar, observational notes, teacher's reflection notes

Plan to Monitor Fidelity of Implementation of G5.B1.S1 `6`

Review and debrief of documentation - classroom visitation logs, coach's logs and calendar, lesson plans, data analysis documentation, common planning rosters and agendas, debriefing protocol

Person Responsible

Charles Hankerson

Schedule

Weekly, from 8/22/2014 to 5/29/2015

Evidence of Completion

Debriefing protocol

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 `7`

Assistant Principal walkthroughs, Instructional Coach logs and calendars and Teachers Reflection notes are debriefed with Principal on weekly basis to determine effectiveness of implementation

Person Responsible

Peter Gutierrez

Schedule

Evidence of Completion

Debriefing protocol

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G5.B1.S1.A1	Design and deliver professional development on utilizing current performance data to set goals and create flexible instructional groups	Gutierrez, Peter	9/18/2014	professional development rosters and deliverables - job aid handouts and materials	6/4/2015 monthly
G4.B1.S1.A1	Parents will be invited to weekly Friday Parent/Teacher conferences to review current and past student data, attendance histories, behavioral data, classroom assignments, and current classroom progress/grades.	Hankerson, Charles	8/22/2014	Parent sign in logs from weekly Friday parent/teacher conferences.	5/29/2015 weekly
G3.B1.S1.A1	Monitor the usage of all technological programs throughout the school and then use the student data to compare with interim assessment scores.	Gutierrez, Peter	8/22/2014	Pull monthly usage reports to ensure compliance and fidelity of use.	5/29/2015 monthly
G2.B1.S1.A1	Review and debrief documentation (lesson plans, common planning rosters, common planning agendas, coaches logs, and coaches calendars) with Principal on a weekly basis.	Hankerson, Charles	8/22/2014	Lesson plans, common planning rosters, common planning agendas, coaches logs, and coaches calendars.	5/29/2015 weekly
G5.B1.S1.A2	Conduct continual walkthroughs to follow up on implementation of data-informed instruction from professional development and to identify teachers needing additional support	Hankerson, Charles	8/18/2014	Classroom visitation logs, lesson plans, data analysis documentation	6/4/2015 annually
G5.B1.S1.A3	Complete coaching cycles for teachers in need of additional support with effective data-informed instruction	Gutierrez, Peter	8/18/2014	Coach's logs and calendar, observational notes, teacher's reflection notes	6/4/2015 weekly
G2.B1.S1.MA1	Weekly Leadership team meetings and walk throughs.	Hankerson, Charles	8/22/2014	Meeting agendas and walk through sign in.	5/29/2015 weekly
G2.B1.S1.MA1	weekly review by administrative team of weekly coaches logs and calendars.	Hankerson, Charles	8/22/2014	Weekly coaches logs, and coaches calendars.	5/29/2015 weekly
G3.B1.S1.MA1	monthly reports will be pulled to ensure usage and compliance with programs.	Gutierrez, Peter	Monthly reports will be reviewed and analyzed to adjust usage and classroom instruction.	one-time	
G3.B1.S1.MA1	Monitor the usage of all technological programs throughout the school and then use the student data to compare with interim assessment scores	Gutierrez, Peter	8/22/2014	Pull monthly usage reports to ensure compliance and fidelity of use.	5/29/2015 monthly
G4.B1.S1.MA1	Leadership team will monitor and track student data for students that fall under the EWS on a monthly basis.	Hankerson, Charles	8/22/2014	Parent conference sign in sheets, tutoring rosters, and data will be reviewed to ensure that students falling under EWS are performing at or near proficiency and/or receiving necessary remediation.	5/29/2015 weekly
G4.B1.S1.MA1	Parent conference sign in sheets (weekly) and monthly Connect-Ed logs (monthly) will be collected.	Hankerson, Charles	8/29/2014	Parent conference sign in sheets and monthly Connect-Ed logs will be collected.	5/29/2015 weekly
G5.MA1	Assistant Principal walkthroughs, Instructional Coach logs and calendars and Teachers Reflection notes are debriefed with Principal on weekly basis to determine progress toward goal		Results from Interim Assessments, Debriefing protocol	once	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G5.B1.S1.MA1	Assistant Principal walkthroughs, Instructional Coach logs and calendars and Teachers Reflection notes are debriefed with Principal on weekly basis to determine effectiveness of implementation	Gutierrez, Peter	Debriefing protocol	weekly	
G5.B1.S1.MA1	Review and debrief of documentation - classroom visitation logs, coach's logs and calendar, lesson plans, data analysis documentation, common planning rosters and agendas, debriefing protocol	Hankerson, Charles	8/22/2014	Debriefing protocol	5/29/2015 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportuntities

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

G5. To increase student achievement by improving core instruction in all content areas.

G5.B1 The school continues to grapple with the new Language Arts Florida Standards (LAFS), developing and reflecting rigorous lessons that lead mastery of the learning targets and promote critical reading and writing.

G5.B1.S1 The Leadership team and teachers will analyze and monitor student data using appropriate screening, diagnostic, progress monitoring and outcome measures to examine trends, set goals and targets and differentiate instruction to meet the varied needs of students.

PD Opportunity 1

Design and deliver professional development on utilizing current performance data to set goals and create flexible instructional groups

Facilitator

Reading Instructional Coaches (Ronnica Nix & Katori Wisdom)

Participants

Reading Instructional Coaches - Ronnica Nix and Katori Wisdom, Principal - Charles E. Hankerson, & Assistant Principal - Peter B. Gutierrez.

Schedule

Monthly, from 9/18/2014 to 6/4/2015

Technical Assistance Items

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

Budget Rollup

Summary	
Description	**Total**
Grand Total	**0**