

SCHOOL IMPROVEMENT PLAN 2007 - 2008

Redland Middle School (6761)

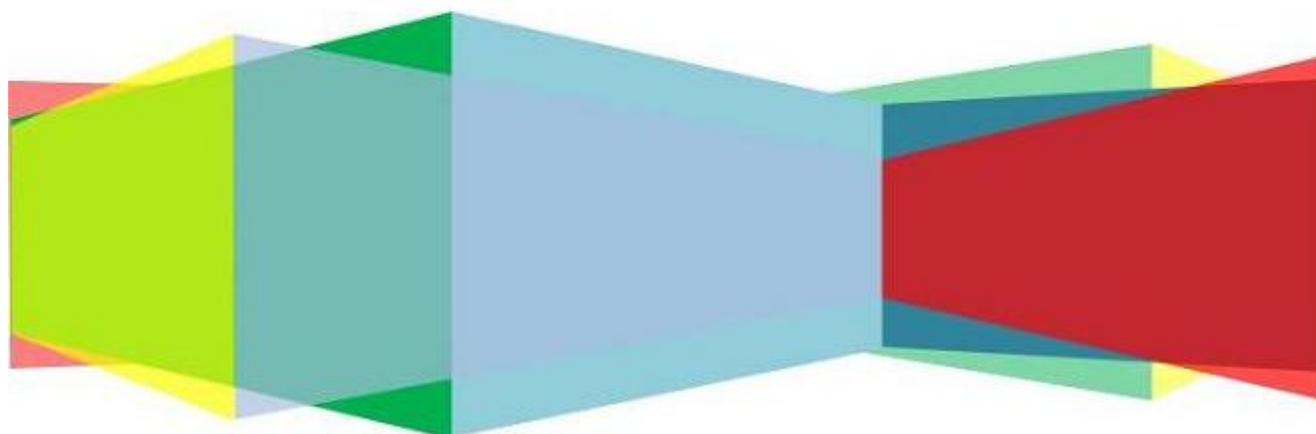
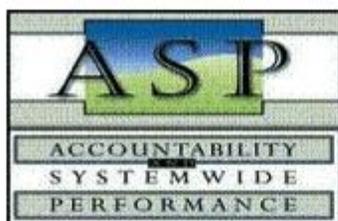
Feeder Pattern - South Dade Senior

Regional Center VI

District 13 - Miami-Dade

Principal - Craig DePriest

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

Redland Middle School is located in the agricultural area of south Miami-Dade County. During the past six years, the demographics of the school have changed from a majority White Non-Hispanic to a majority Hispanic population. The percentage of students on free and reduced price meals has increased to over 80 percent qualifying Redland Middle as a Title I school. There are approximately 1142 students at Redland Middle School with a faculty that consists of five percent beginning teachers. Over 90 percent of the students are provided bus transportation to school. The staff and community, in conjunction with the Educational Excellence School Advisory Council, have reviewed and analyzed data to identify the following objectives as school wide priorities for the 2007-2008 school year.

Facility/Community

Redland Middle School was established in 1926. It is located on 10.45 acres in the agricultural area of South Miami-Dade County, Florida, at 16001 SW 248 Street. There are fifteen freestanding buildings, housing multiple classrooms and offices, which include a media center, cafeteria, gymnasium, and auditorium. The school has a concrete building which houses eleven classrooms. Currently, the physical education field is undergoing renovations to make it safer and more usable. The school is adding electrical infrastructure to enhance computer access for all students. Special Education students will be provided with a state of the art computer lab to enhance their learning experience. The school is wired to provide Internet and Intranet access with three computer labs each equipped with 40 computers. On average, at Redland Middle each classroom contains two to three computers in each classroom in order to provide access for students and teachers.

Student Demographics

Redland Middle School is located in a rural farmland community ranging from middle to low income. It serves approximately 1,200 students in grades 6 through 8. The ethnic breakdown consists of 10 percent White (non-Hispanic), 32 percent Black, 56 percent Hispanic, and 2 percent other nationalities. 54 percent of the population at Redland is male and 46 percent female.

37 percent of students in 6th-8th grade achieved Level 1 on FCAT Reading Test

30 percent of students in 6th-8th grade achieved Level 2 on FCAT Reading Test

41 percent of students in 6th-8th grade achieved Level 1 on FCAT Mathematics Test

27 percent of students in 6th-8th grade achieved Level 2 on FCAT Mathematics Test

The following Groups did not make Adequate Yearly Progress:

Reading: Black, Hispanic, Economically Disadvantaged, English Language Learners

Mathematics: White, Black, Hispanic, Economically Disadvantaged, English Language Learners

Teacher Demographics

The instructional staff at Redland Middle is highly qualified. The faculty, consisting of 74 professionals, is comprised of 24 males and 50 females. Twenty-one faculty members have Master's degrees, 8 have obtained a Specialist's degree and/or PhD, and four teachers have National Board Certification. In addition, this year we have only two beginning teachers. The ethnic composition of our staff is as follows: (27)36 percent White (non-Hispanic), (25) 34 percent Black, (22)30 percent Hispanic and (1) less than one percent Asian.

Class Size/Teacher to Student Ratio

Class size average: 18 to 1

SPED class size average: 11 to 1

Class Size/Student to Teacher Ratio

6th Grade: 16 to 1

7th Grade: 18 to 1

8th Grade: 16 to 1

Class Size/Student to Teacher Ratio SPED

6th Grade: 12 to 1

7th Grade: 13 to 1

8th Grade: 7 to 1

Attendance Rate

Increases in attendance at Redland Middle School outpaced District increases by a ratio of more than 2 to 1. The District's attendance rate increased by .85 for the 2006-2007 school year. Redland Middle School's attendance rate increased by 2.2 for the 2006-2007 school year. While Redland is beset with a 92 percent transportation rate, attendance has increased via positive behavior support, attendance competitions, automated parent contact systems, counselor interventions, and direct teacher to parent contact and meetings.

Attendance and discipline, although improved, still remain a challenge at Redland Middle School. The average attendance for the school year 2006-2007 was at 95.39 percent an increase of approximately 2 percentage points over the previous year. In regards to discipline, the indoor suspensions decreased from 1378 to 939, a 32 percent reduction. Additionally, the number of outdoor suspensions decreased from 5066 to 3052, a 40% reduction. This year we will continue to implement the researched-based positive behavior



School Improvement Plan 2007-2008



support plan that decreased our suspension rate and increased our attendance rate.

Promotion/Graduation/Retention Rate

Redland Middle School's retention rate for 2006-2007 was 7%. The promotion rate for Redland Middle School was 93%. We are offering a PLATO recovery course this year to reduce our retention rate.

Unique Aspects :Strengths

Redland Middle School is fortunate to have a plethora of programs that contribute to the academic success of our students. Redland has active clubs; Science, Engineering, Communication, Mathematics Enhancement, FFA, Future Business Leaders of America, Recapturing the Vision, Future Educators of America, and National Junior Honor Society. Redland Middle also hosts numerous sports teams such as basketball, tennis, track, soccer, volleyball, bowling, softball, and cross-country. There is also a competitive Chess team and a Battle of the Books team. The school also conducts the After-School All-Stars program which provides tutoring and varied instruction for students in all grades.

Unique Aspects: Areas of Concerns

Redland Middle School is also negatively impacted by a 92% transportation rate and a mobility rate of 39 which is a high index number compared to most middle schools in the district. Redland has the widest boundaries in Dade County resulting in the majority of our students residing more than two miles from campus. Therefore, students are negatively impacted by transportation problems, as there are no public transportation routes serving our school.

Grants

Feeder Pattern

Redland Middle School receives its population from three local elementary schools:

Naranja Elementary with a school grade of F, William A. Chapman Elementary with a school grade of C and

Redland Elementary with a school grade of B.

Redland Middle School feeds two senior high schools:

South Dade Senior High with a school grade of F and Homestead Senior High, a Zone School, with a school grade of F.

Grants

Redland Middle School received a 32,000 dollar grant from the U.S. Department of Education Qualified Zone Academy Bonds.

In order to achieve these objectives, Redland Middle School will implement the following strategies: Competency-Based Curriculum, Sunshine State Standards, Comprehensive Reading Plan, Grade Level Expectations, School-to Career Initiatives, Bridges to Careers in Mathematics and Science, CRISS strategies, FCAT Explorer, Riverdeep, STAR Reading, Accelerated Reader, book fairs, after school tutorial program, FCAT Camps, Science Fair, and Family Involvement Nights. These strategies are designed for all students including Limited English Proficient (LEP) and Exceptional Student Education (ESE).

Given instruction based on the Sunshine State Standards, 58 percent of students in grades six through eight, will score a Level 3 or higher in Reading on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, 58 percent of Economically Disadvantaged students, in grades six through eight, will score a Level 3 or higher in Reading on the 2008 administration of the FCAT Test.

Given instruction based on the Sunshine State Standards, 58 percent of Black students in grades six through eight, will score a Level 3 or higher in Reading on the 2008 administration of the FCAT Test.

Given instruction based on the Sunshine State Standards, 58 percent of Hispanic students, in grades six through eight, will score a Level 3 or higher in Reading on the 2008 administration of the FCAT Test.

Given instruction based on the Sunshine State Standards, 58 percent of Limited English Speaking students, in grades six through eight, will score a Level 3 or higher in Reading on the 2008 administration of the FCAT Test.

Given instruction based on the Sunshine State Standards, 58 percent of Students with Disabilities, in grades six through eight, will score a Level 3 or higher in Reading on the 2008 administration of the FCAT Test.



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Given instruction based on the Sunshine State Standards, 62 percent of students in grades six through eight, will score at Level 3 or higher on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, 62 percent of White students, in grades six through eight, will score at Level 3 or higher on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, 62 percent of Economically Disadvantaged students, in grades six through eight, will score at Level 3 or higher on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, 62 percent of Black students, in grades six through eight, will score at Level 3 or higher on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, 62 percent of Hispanic students, in grades six through eight, will score at Level 3 or higher on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, 62 percent of Limited English Speaking students, in grades six through eight, will score at Level 3 or higher on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, 62 percent of Students with Disabilities, in grades six through eight, will score at Level 3 or higher on the 2008 administration of the FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, 95 percent or more of the eighth grade students will demonstrate skill proficiency in writing by meeting high standards on the 2008 FCAT Writing+ Test.

Given instruction using the Sunshine State Standards, 47 percent of the eighth grade students will score at a Level 3 or higher on the 2008 FCAT Science Test.

Given the need to involve parents in student academics, parental involvement in school activities will increase five percentage points as evidenced by an analysis of school wide parent logs from all activities and Community Involvement Specialists' records. Data will be compared from the 2006-2007 to 2007-2008 school year.

Utilizing the Positive Behavior Support program, the number of suspensions and referrals will be reduced by fifteen percent, when comparing the 2006-2007 and 2007-2008 School Suspension and Referral reports.

Given the need to enhance student learning through technology, the student use of technology will increase 10 percentage points as evidenced by comparing the computer lab sign-in sheets from the 2006-2007 to 2007-2008 school year.

Given instruction using the National Standards for Physical Education, the number of annual award recipients will increase by 3 percentage points, as measured by the 2007-2008 FITNESSGRAM.

Given an increased emphasis on participation in the All Star Program, regular attendance in the program will increase from 80 percent in the 2006-2007 school year to 90 percent in the 2007-2008 school year.

Improve Redland Middle School's ranking, on the State of Florida ROI index publication, from the 44th percentile in 2004-2005 to the 46th percentile on the next publication of the index.

Our Organizational Performance Improvement Snapshot was performed in May of 2007. The results of the employee self-assessment as part of the school survey indicate that the lowest scores were obtained in the areas of Strategic Planning (3.8) and Business Results (3.9). Strategic Planning scores ranged from 4.0 - 3.6. Faculty and staff felt that the organization did not ask for their ideas (3.6), did not know the parts of the organization's plans that affected them and their work (4.0) and how to tell if we are making progress on their work group's part of the plan (4.0).

The Business Results responses ranged from 4.4 - 3.2, making these indicators among the lowest in the survey. Stakeholders felt they did not know the financial status of their organization (3.2) but also felt that their work products met all requirements for high quality and excellence (4.4). The wide range of these responses indicates that the Leadership Team needs to improve communication with the staff. The school will address the target indicators and develop a survey that will be administered to staff twice a year. The survey will be anonymous and ask for input and areas of concern. Meetings will also be held to identify issues of concern and discuss strategies to address those topics. The principal will also disseminate information on budget and hold meetings as part of EESAC and faculty meetings. School leaders will provide technical support and professional growth opportunities to develop skills that stakeholders need in order to make informed decisions. The new climate will spur higher staff morale and motivation effecting students in all areas.



School Improvement Plan 2007-2008



MIAMI-DADE COUNTY PUBLIC SCHOOLS

VISION

We are committed to provide educational excellence for all.

MISSION

We provide the highest quality education so that all of our students are empowered to lead productive and fulfilling lives as lifelong learners and responsible citizens.

CORE VALUES

Excellence

We pursue the highest standards in academic achievement and organizational performance.

Integrity

We build positive relationships through honesty, respect and compassion, which enhance the self-esteem, safety, and well-being of our students, families and staff.

Equity

We foster an environment that serves all students and aspires to eliminate the achievement gap.

Citizenship

We honor the diversity of our community by working as a team to ensure the educational success of all of our students and recognize that our obligations go beyond our professional responsibilities to promote democratic principles.

6761 - REDLAND MIDDLE SCHOOL

VISION

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 technologically advanced world.

MISSION

The mission of Redland Middle School, in partnership with our stakeholders, is to create a safe environment that encourages educational excellence, promotes individual achievement, celebrates multi-cultural diversity, and demands personal responsibility for learning success.

CORE VALUES



School Improvement Plan 2007-2008



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SCHOOL PROFILE DEMOGRAPHICS

Facility/Community

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Approximately 80 percent of the students qualify for free or reduced lunch, designating Redland Middle as a Title I school. The Special Education student population constitutes 18 percent of the population. This enrollment includes emotionally handicapped, specific learning disabilities, educable mentally handicapped, other health impaired, visually impaired, orthopedically impaired, autistic, language impaired, speech impaired, and severely emotionally disturbed, an exceptionality new to our school this year. These students are serviced in accordance to their needs. We offer 24 inclusion classes across all grades, as well as self-contained classes for emotionally handicapped and severely emotionally disturbed students. Additionally, we assist our SPED students, who are included in the general curriculum, with a consultation/collaboration teacher. Our Limited English Proficiency (LEP) students constitute six percent of the school population. Currently, we offer after school tutoring in Mathematics, Reading and Language Arts to meet the needs of LEP students. With regard to high academics, we offer advanced classes in all subject areas and honors classes for Foreign Language, Mathematics and Science. Our Gifted enrollment is 7% of the student population.

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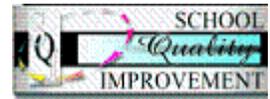
Full Time Employees/Employee Number/Position

Full Time 114 88%

ACOSTA, ALFREDO (H) 250399 Mathematics/French



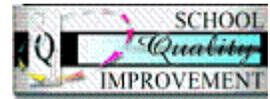
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ALSTON, LYNN (A) 200033 Para Professional
ARAGON, CARMEN (A) 265971 Para Professional
AUGUSTINE, TERESA (H) 184781 Science/Gifted
BARTON, DAVID (H) 113328 Science
BETHEL, LORENZA (H) 097523 ESE EH
BLANCO, A. (A) 263713 Secretary
BUSH, ARTIS (H) 240658 Custodian
CALZADILLA, ILETTE (H) 251713 Language Arts/Reading
CARBONNEL, K. (H) 126508 ESOL
CARLISLE, SHERRY (C) 250548 Custodian
CARPENTER, KEJUANA (H) 201964 ESE/Language Arts
COLLAZO, PATRICIA (H) 244463 ESE/Inclusions
COLLIER, LATONYA (A) 254224 Para Professional
COOK, C. (H) 179178 ESE/Science/L.A.
COOPER, CYNTHIA (H) 116975 Counselor
CRUZ, DEBORAH (A) 277216 Data input
CRUZ, MAGDIEL (C) 223752 School Secretary
CURTRIGHT, DON (H) 045946 Elective Technology
DELGRECO, S. (H) 272854 Social Studies
DELVAL, RAUL (H) 227119 Counselor
DEPRIEST, CRAIG © 071377 Principal
DIAZ, JOVANY (H) 266222 Science
DONESTEVEZ, OLGA (H) 167573 Mathematics
DORSEY, CHIFFION (H) 230786 ESE/Reading
EDEN, VIRO (H) 215305 Language Arts- Gifted
EDWARDS, G. (C) 262325 Custodian
EDWARDS, MICHAEL (H) 107624 Art
ELLIOTT, FAY (H) 240621 Mathematics
FARRADA, RENE (C) 265429 Custodian
FARRELL, J ANICE (H) 192193 AP
FLETCHER, MARGARET (H) 170093 Elective Business
FONSECA, CARLOS (H) 253015 Mathematics
FORMOSA, PAMELA 177975 Mathematics
FUDGE, VIVIAN (H) 099541 Language Arts/ Reading
GOLD, M. (H) 274875 ESE/Social Studies
GRAHAM, VERNA (A) 226554 FT Security
GREEN, SHIRLEY (A) 221858 Data Input
HARRIS, BETTY (H) 119613 Language Arts/Reading
HAUGEN, WANDA (H) 185958 ESE/Science
HERNANDEZ, SUZET (H) 212145 AP
HOLLOWAY, OTIS (H) 210565 Social Studies
HORN, EZZRA (H) 255374 Language Arts
HUDSON, GWENDOLYN (H) 199404 ESE/ All Core Subjects
JACKSON, JAMES (A) 233144 Security
JENKINS, SUZETTE (A) 228849 Security
JIMENEZ, IMANDRA (H) 238212 Mathematics
JOHNSON, KATRINA (H) 259103 Science
JOHNSON, TEQUILA (H) 213392 ESE/Mathematics
JONES, SHARON (H) 142251 Reading Coach
KELLNER, FRED (H) 254216 Social Studies
KIDD, KENDRA (H) 256428 Language Arts
KILROY, PATRICIA (H) 160952 Music/Reading
KOIVISTO, ADAM (H) 267123 Language Arts
LINDQUIST, ORAN (H) 056761 Social Studies
LOPEZ, CLARA (H) 227492 Spanish/Mathematics
MADDEN, DAVID (H) 114674 Band/P.E.
MADRIGAL, NANCY (H) 234617 Social Studies
MALO-JUVERA, VICTOR (H) 269557 Language Arts
MALONEY, L. (H) 205876 ESE/Soc. St./Science
MARTINEZ, SYLVIA (H) 263547 Science
MCCORMICK, SAMUEL (C) 163444 Custodian
MCCOY, CHRISTY (H) 209499 ESE/Inclusions
MCCRAW, DEBBIE (A) 116127 Para
MELVIN, MARNELLE (H) 241396 P.E.
MENDOZA, CYNTHIA (A) 246326 Data Input
MIGUELEZ, KARINA (H) 203637 Reading Coach



School Improvement Plan 2007-2008



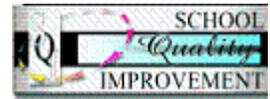
MITCHELL, LAKIA (A) 248678 Data Input
MORA, DOMINICK (C) 251061 Custodian
MORALES, KIMBERLY (H) 178956 ESE/All Core Subjects
SANCHEZ, TOMAS (H) 290231 Science
MORRIS, ERIC (H) 170837 Counselor
MOSS, DAVID (H) 180879 ESE/Social St./L.A.
MURILLO, ROBERTO (C) 241406 Computer Technician
NELSON, ISABEL (H) 221916 Media Specialist
OLLIVERRE, NORBERT (C) 212152 Custodian
PADILLA, ILEANA 185186 ESE/Math/L.A.
PADRICK, PATRICIA (C) 099525 Treasurer
PARRENO, M (C) 279934 Custodian
PERCY, TERRY (H) 212419 AP
PEREZ, E. (A) 260973 Para Professional
POPIEL, C. (H) 175821 Language Arts/Reading
PRUITT, PATRICIA (A) 255909 Security
RESTREPO, NORMA (A) 232005 Para
ROBAINA, JOSE (C) 229241 Custodian
RODRIGUEZ, ELIZABETH (H) 175290 Program Specialist
RODRIGUEZ, JUAN (H) 211031 Social Studies
ROLAND-LLOYD, MARTHA (C) 195475 Registrar
RUIZ, CECILIA (A) 239715 Para Professional
RUIZ, NATALY (H) 237684 Social Studies
RUTLAND, C. (H) 078572 ESE/All Core Subjects
SASNETT, TORA (H) 243899 Science
SANDS, M. (C) 227422 Cafeteria Manager
SCALLY, JOHN (H) 243878 Mathematics
SCHULZE, RACHEL (H) 273384 Language Arts
SCOTT, ARLETHA (A) 174289 Para/Reading
SCOTT, TOI (H) 215313 Reading Coach
SLUTZ, DAVID (H) 257945 ESOL/Reading/L.A.
SMITH, VERNESSA (H) 160898 Counselor
SODERHOLM, JOHN (H) 241468 Science
SODERHOLM, MARY LOU (H) 204436 Science Caoch
SOMARRIBA, J. (H) 273828 Mathematics
SUITS, VERONICA (H) 217223 Social Studies/Gifted
STINSON, MERCEDES (H) 209442 Career Specialist
STUCKEY, W. (A) 145052 Para Professional
TYRE, LOUISE (A) 075885 Data input
VASQUEZ, MICHAEL (A) 240035 Para
VEGA, MARYLYN (H) 261018 Mathematics
WATKINS, CLAUDETTE (C) 162829 Custodian
WILLIAMS, JOHN (H) 049767 SCSi Instructor
WORTHLEY, WAYNE (C) 215528 Science/Agri-Science
WRIGHT, WILMA (H) 125707 Social Studies/Gifted
WILLIAMSON, ANNETTE 120662 Math Coach

Part-Time Employees 16 12%

BARNES, REBECCA (B) 162322 Cafeteria
GARCIA, MARTHA (B) 214056 Cafeteria
GOMEZ, MARIA (B) 266992 Cafeteria
HOFFMANN, PETER (B) 052918 Hourly Administrator
IDROGO, ROSA (B) 166063 Cafeteria
LABOURDETE, ALEJANDRO (B) 257525 Cafeteria
LOPEZ, MARIA (B) 209795 Cafeteria
MALTEZ, MATILDE (B) 221562 Cafeteria
MARTINEZ, JULIA (B) 240289 Cafeteria
MORUA, BRENDA (B) 255918 Cafeteria
RINCON, ROSA (B) 255115 Cafeteria
RIVERA, MARIA (B) 147253 Cafeteria
RODRIGUEZ, MAYRA (B) 249307 Cafeteria
SANTIAGO, MARIA (B) 204530 Cafeteria
VELEZ, PERSI (B) 231085 Cafeteria
WALSH, ADELHEID (B) 109686 Cafeteria



School Improvement Plan 2007-2008



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Class Size/Student to Teacher Ratio

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Special Programs

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School Community Relations/Dade Partners

Dade Partners are businesses in the community that generously donate their products or services to support the school. The Kwik print shop has donated printing services for achievement certificates to Redland Middle and restaurants such as McDonalds and Papa John's Pizza have donated coupons for free food to be used as incentives for increased attendance and academic performance. Washington Mutual Bank operated a savings account program to encourage students to learn money management. Winn Dixie and Publix grocery stores donated gift cards for the Thanksgiving food drive for many needy families. Local nurseries donated plants to the PTSA for a plant sale fund raiser.

Grants

Redland Middle School received a 32,000 dollar grant from the U.S. Department of Education Qualified Zone Academy Bonds.

Teacher Mentoring

Ms. Palma, Assistant Principal, is responsible for facilitating the new teacher program, otherwise known as MINT, at Redland Middle. She conducts bi-monthly meetings to monitor new teacher progress and assist teachers with strategies to enhance classroom instruction. Ms. Imandra Jiminez, Mathematics teacher, and Ms. Ezra Horn, Language Arts teacher, were trained as teacher mentors this summer. They will assist new teachers by orienting them to the physical campus, introducing them to their peers, and providing them with information about the school's infrastructure. Mentor teachers will regularly observe new teachers and allow the new teachers to observe them. These observations will form the basis of professional feedback and support for the new teachers in a non-threatening environment.



School Improvement Plan 2007-2008



Professional Assessment and Comprehensive Evaluation System (PACES) data, student performance data, and administrative observations will be used to identify low-performing teachers. These teachers will be assigned a professional growth team to support them and improve their performance.

Due to boundary changes the staff was reduced. We do however, anticipate the addition of one new physical education teacher.

School Foundation

Leadership:

The Leadership Team at Redland Middle School builds a positive relationship with all stakeholders impacting and benefiting the overall climate of the school. According to the May 2007 Organizational Performance Improvement Snapshot Assessment, an area that the school scored high (4.0) in was the school leadership. The stakeholders know the mission of the school and what the school is trying to accomplish. Staff also felt that they knew their organization's vision and that their supervisor used the school's values to guide them. They also felt that their supervisor creates a work environment that helps them do their job. Stakeholders also feel that the school lets them know what is most important and that the supervisor shares information about the organization. The lowest score (3.9) was in the category of Strategic Planning. Staff did not rate this statement high because they felt their organization did not often ask them "what they thought." Through faculty meetings, department activities, and team encounters, the school leaders share the mission of the school. Stakeholders are involved in the day-to-day operation of the school through active supervision of students as well as responding to solicitation of ideas and activities that promote student achievement.

District Strategic Planning Alignment:

The goals and objectives of the school include reading, writing, mathematics, science, parental involvement, safety, discipline, use of technology, health and physical fitness, as well as enrichment and electives. All staff members have been involved in the preliminary review of last year's School Improvement Plan. They have all pertinent data derived from FCAT scores. Each department head devised activities and strategies to address the objectives. Meetings were held within departments and adjustments or modifications were developed and put into practice. The final plan was reviewed by the administration and presented to EESAC for further discussion and input.

The result of the survey indicates the lowest scores were in the area of Strategic Planning. The scores ranged from 3.6 to 3.9. Some stakeholders felt that in planning for the future, the organization did not ask for their input and were not aware of how the organizational plan affected them and their work. A strategy that will be implemented to address this component would be to increase communication among all stakeholders and not just the faculty. This will ensure that all stakeholders receive information regarding goals and objectives.

Stakeholder Engagement:

The School Climate Survey completed by parents, students and staff for the 2006-2007 school year yielded results that are pertinent to the overall success of the school. Parents identified many positive attributes in regards to the school. It was discovered that 78% of the parents feel that the school is effectively teaching their child the basic academic skills, and 83% stated that textbooks, equipment, and supplies needed for learning were available. In regards to the teachers, 80% of the parents agreed that the teachers are knowledgeable and understand their subject matter, 82% indicated that teachers are friendly and easy to talk to, 54% of the parents felt that teachers do their best to include them in matters affecting their child's progress in school, 80% felt that their child's school was free of gang activity and 63% felt that their child's school was free of substance abuse.

In the areas of communication with school personnel, 75% felt that the staff in the principal's office treats them with the utmost respect when they contact the principal's office, and 66% of the parents indicated that the assistant principals are effective administrators. The only areas of concern focused on by the parents were that the bathrooms in the school are not kept clean and in good condition (48%) and that the school lunches were not nutritious nor tasted well (42%).

The students expressed that the teachers have knowledge about the subjects they teach (71%). The students also felt the teachers let them know how they are doing in their school work (77%) and 80% indicated that the teachers required them to work hard for the grades they receive. On the other hand, some concerns from the students about the school were that 77% felt that the bathrooms are not clean and in good condition, 33% expressed that the teachers do not make learning fun and interesting, 61% of the students perceive that violence is a problem at their school, and 70% felt that the food served for lunch did not look good and taste good..

The May 2007 Organizational Performance Improvement Snapshot Assessment indicates a rating of 4.2 for the Leadership category. The majority of the staff agreed to feeling safe and secure in their school (84%). The staff perceives that the principal is receptive to constructive criticism (63%) and that he treats them with respect (90%). Some concerns from the staff were the staff felt lack of concern/support from the parents (79%) and student deficiencies in basic academic skills (83%). The staff expressed that they like working at Redland Middle (74%), however only 53% felt that staff morale is high. The teachers felt that the children at Redland Middle School are receiving a good education (69%).

The administration will share the results of the School Climate Survey and the May 2007 Organizational Performance Improvement Snapshot Assessment by holding meetings with staff to address all areas of concern. The parents and community feel that the school is safe and secure and they are also aware of the emphasis on academics, challenging curriculum, and appropriate behavior.

Faculty & Staff:

The May 2007 Organizational Performance Improvement Snapshot Assessment indicates a rating of 3.9 in the area of the Human Resource Focus category. The school employs a team approach to curriculum and instruction and to the overall operation of the building plant. Teachers work during the summer to develop creative and innovative models that are presented to the faculty for execution during the school year as a component of the Opening of School activities. These activities include school-wide reading and writing initiatives, faculty in-services and workshops for early release days. The principal has also developed a Leadership Committee through which the reading and math coaches, team leaders, department heads, guidance counselors and all administrators share areas of concern, innovative and Best Practices, perspectives on the state of the school, and offer input on the path of the school. Beginning teachers will have a Professional Growth Team in order to provide support through a mentor program. Any teacher requiring assistance may request aid from a mentor teacher. The Inclusion teams Special Education teacher and general education teacher will plan together to develop lessons and strategies to meet the needs of all their students. Team leaders will meet with parents to discuss the behavioral issues of students who are identified as having excessive major infractions according to the Positive Behavior Support plan. Plans of action will be developed to decrease inappropriate behavior. Follow-up meetings will monitor success of plans.

Data/Information/Knowledge Management:

The May 2007 Organizational Performance Improvement Snapshot Assessment indicates a rating of 4.1 for the Measurement, Analysis and Knowledge Management category. FCAT results have been shared with faculty. This information was presented as part of the FCAT data analysis and on an individual student basis. The faculty has been trained in how to analyze the clusters for reading, strands in mathematics and science, and how to interpret holistic scoring for writing. Training has commenced on how data should drive instruction and how to differentiate instruction. Language Arts teachers have holistically scored students expository and persuasive prompts. They in turn have analyzed these scores and geared their instruction towards the students needs. Reading teachers have administered the Oral Reading Proficiency Test (ORF) and are in the process of tabulating and analyzing the results which will be used to develop direction of instruction. Results are tabulated and analyzed by reading teachers. Both the language arts and the reading teachers now have access to decoding scores. All teachers have attended or will attend training sessions to assist them with data analysis. Grades posted to the electronic grade book also provide teachers with a live analysis of student proficiency and teacher instructional management.

Education Design:

The school depends on several committees to provide input, feedback, generate change and reform, and provide the impetus for the overall functioning of the school. Educational Excellence School Advisory Council (EESAC) scrutinizes areas where improvement may be desired, listens to the budgetary constraints of the school, and determines recommendations for funding. After careful review, EESAC allocates funds to the school. The Leadership Committee is composed of administrators, department heads, reading and math coaches, team leaders, counselors and SPED Program Specialist, who keep communication flowing between all constituents and ensures that the school is moving in one direction and towards a common goal. All of these entities meet with their constituents and ensure the development and coordination of all instructional reforms. There are numerous Extended Learning Opportunities at Redland Middle school. They consist of humanities, law studies, multi-media production and before and after school programs. The All-Stars After School Tutoring Program and will be offered five days each week for two hours. Assessments will be completed in order to monitor students' progress. Early Bird homework help is offered Monday through Friday, where students are provided with academic assistance. In addition, FCAT Camp on Saturdays for students and parents will be offered twice each month to assist parents and students with FCAT preparation and strategies. Assessments will be monitored by the Reading Math and Science Coaches and adjustments or redirection of learning curriculum activities will be made when deemed necessary. The Continuous Improvement Model will be the School-wide Improvement Model. This quality-based approach tracks student performances based on research, helps close the achievement gap between all racial and socioeconomic sub-groups, and is performance-driven. Implemented at all levels, the CIM treats students individually by assessing how much they're learning at regular intervals. Based on these assessments, students who have achieved the mastery level receive enrichment to challenge them further. Others receive remediation to bring their skills up to accepted standards. The May 2007 Organizational Performance Improvement Snapshot Assessment indicates a rating of 3.8 in the area of Business Results. The process of hiring has been on an equitable basis. The personnel data indicates that all areas are within 8% of the monitoring factor. In the area of extra-curricular activities for students, the school has collected data to determine whether it encourages participation in a wide-range of co-curricular activities by members of all racial and ethnic groups. These various types of activities include academically-oriented activities, leadership activities and sports. Students are participating on an equitable basis.

Performance Results:

The May 2007 Organizational Performance Improvement Snapshot Assessment indicates that Redland Middle School staff, is very knowledgeable in the areas of Measurement, Analysis and Knowledge Management (4.2), has a strong Human Resource Focus (4.0) and has effective Leadership (4.1).

An analysis of the school's Student Case Management Suspension Summary for the 2006-2007 school year shows the number of outdoor suspensions at 3052 and indoor suspensions at 939. By utilizing the Positive Behavior Support Program indoor suspensions were reduced by 32% and the outdoor were reduced by 40% far surpassing our yearly objective of 15%. The attendance rate for the 2006-2007 school year was 95.93 a 2 percentage point increase over the previous year.

Schools Graded 'C' or Below

Professional Development:

Redland Middle School provides its staff with numerous professional development opportunities to expand the abilities of teachers in classroom management, instruction, and subject knowledge.

The implementation of the Positive Behavior Support Program has allowed training to occur in large groups, small groups, and individual levels. Team Leaders also attend numerous training sessions throughout the year and often transfer knowledge to their members in formal and informal settings. CRISS training sessions have been made available regularly and many teachers have taken advantage of these classes which serve to increase the percentage of differentiated instruction conducted in each classroom.

All teachers at Redland Middle are instructed in the proper utilization of data in the academic environment. Teachers are taught how to align instruction with benchmarks to target students who are identified by data as needing improvement. Teacher's ability to analyze data expedites up the feedback time to students on their performance. This, in turn, increases student ownership and achievement.

In August, six members of the Redland Staff will be attending a seminar on instructional strategies for reading. Teachers are also trained in how to utilize reading and writing across the curriculum to ensure that reading is taught in every classroom. All teachers are instructed in methods on how to incorporate the eighth grade extended response questions into all subject areas.

Writing seminars are conducted for all grade level teachers to ensure that the writing process is implemented in sixth to eighth grade. Methodological instructions on teaching grammar are also provided in order to enhance student performance on the Writing+ exam.

Disaggregated Data :

Instructional strategies will be used to implement the curriculum focus calendar. Bi-weekly assessments will be administered and results will be reviewed in department, curriculum, and leadership team meetings. Peer review and reflection will provide staff with best practices based on data and the results will also delineate instructional strategies that are not being effectively implemented. Information from these meetings will be disseminated to the instructional staff in department and faculty meetings.

Informal and Formal Assessments:

Assessments that are aligned with the instructional focus calendar will be administered bi-weekly. These assessments will provide an ongoing barometer of student progress on the chosen FCAT benchmarks for the corresponding instructional period. District interim assessments will continue to provide feedback on student progress as well as assessments conducted by the reading coaches such as the FORF and DAR. Teacher created tests will also provide instructors with immediate formative feedback in order to facilitate reflective practices in all classrooms.

Alternative Instructional Delivery Methods :

Through the use of professional development activities all teachers will be well versed in differentiated instructional techniques that will guarantee students the ability to master benchmarks. Project CRISS strategies will be a staple of the individual teacher's lesson plans, as well as the incorporation of technology in the classroom such as computer assisted learning, computer learning programs, Reading Plus, Compass Learning, Teen Biz, Cognitive Tutor, Accelerated Reader, and the use of SMARTBOARD technology throughout the academic environment. Professional development seminars for students will be offered throughout the year in all core subject areas which will provide students with comprehensive reviews on benchmarks that have been previously covered. The Homeroom Advisement period will provide all students with an instructional focus calendar aligned with reciprocal reading activities and practice tests. Inter-team academic competitions will provide students with fun activities allowing them to demonstrate their mastery of benchmarks

Schools Offering Primarily Grades 6 through 12

Secondary School Redesign (new State requirement, Sec. 1003.413, F.S.) :

<input checked="" type="checkbox"/>	Different Innovative Approaches to Instruction
<input checked="" type="checkbox"/>	Responsibility of Teaching Reading for Every Teacher
<input checked="" type="checkbox"/>	Quality Professional Development for Teachers and Leaders
<input checked="" type="checkbox"/>	Small Learning Communities (SLC)
<input checked="" type="checkbox"/>	Intensive Intervention in Reading and Mathematics
<input type="checkbox"/>	Course Choice Based on Student Goals / Interests / Talent
<input type="checkbox"/>	Master Schedules Based on Student Needs
<input checked="" type="checkbox"/>	Parental Access and Support
<input type="checkbox"/>	Applied and Integrated Courses
<input type="checkbox"/>	Academic and Career Planning

Applied and Integrated Courses

Team leaders will initiate cross-curricular projects within their teams in order to foster reading and writing across the curriculum. Projects will incorporate Language Arts, Social Studies, Science, and Math benchmarks that are aligned with the curriculum focus calendar.

Course Choice

Students take more ownership of their education when they are allowed to be active participants in the choice of their academic and elective courses. Counselors conducted extensive interviews with students where individual preferences and student performance indicators were reviewed in order to guarantee course selections that would be challenging and appealing for each student.

Master Schedules Based on Student Needs

The creation of a master schedule is guided by a principle that no student should be prohibited from taking an advanced academic course or elective due to scheduling conflict; therefore, advanced courses and advanced electives were spread throughout the master calendar. The same method was used when scheduling regular level academic courses and electives.

Academic and Career Planning

In addition to traditional counselor-student interactions, Redland Middle is fortunate to have a career specialist that regularly conducts presentations to students concerning career options, job seeking skills, and their relationship to academic and elective courses.

Reading Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high- performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Reading Statement

All students will be able to read on or above grade level.

Needs Assessment

The 2007 FCAT data attained from the Florida Department of Education's Annual Yearly Progress Report and the School Performance Accountability Results (SPAR) indicates that Redland Middle School has not made adequate yearly progress. According to the data, 50 percent of the student population made learning gains in reading but only 38 percent of students read at or above grade level. With regard to the subgroups, 22 percent of Black students, 34 percent of Hispanic students, 31 percent of Economically Disadvantaged students, 34 percent of Limited English Proficiency students and 11 percent of Students with Disabilities are reading on grade level. In the 6th grade, 36 percent of the students are making adequate progress; only 34 percent of 7th and 23 percent of 8th graders are making adequate progress. At the current level of performance the school is faced with the challenge of increasing the percentage of students achieving high standards in reading. The data further indicates that the lowest cluster in sixth grade is reference/research with students scoring at a 43 percent level. The lowest cluster in the seventh grade is reference/research with students scoring at a 57 percent; and the lowest cluster in eighth grade is comparisons with students scoring at a 43 percent.

To strengthen students reading skills, each classroom is equipped with a classroom library, during homeroom reciprocal reading strategies will be utilized, and on going professional development in reading strategies will be conducted.

NCLB Subgroup Target



School Improvement Plan 2007-2008



TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Measurable Objective

Given instruction based on the Sunshine State Standards, 58 percent of students in grades six through eight, will score a Level 3 or higher in Reading on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, 58 percent of Economically Disadvantaged students, in grades six through eight, will score a Level 3 or higher in Reading on the 2008 administration of the FCAT Test.

Given instruction based on the Sunshine State Standards, 58 percent of Black students in grades six through eight, will score a Level 3 or higher in Reading on the 2008 administration of the FCAT Test.

Given instruction based on the Sunshine State Standards, 58 percent of Hispanic students, in grades six through eight, will score a Level 3 or higher in Reading on the 2008 administration of the FCAT Test.

Given instruction based on the Sunshine State Standards, 58 percent of Limited English Speaking students, in grades six through eight, will score a Level 3 or higher in Reading on the 2008 administration of the FCAT Test.

Given instruction based on the Sunshine State Standards, 58 percent of Students with Disabilities, in grades six through eight, will score a Level 3 or higher in Reading on the 2008 administration of the FCAT Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide professional development for teachers on Project CRISS strategies, Reciprocal Teaching, Best Practices, FCAT testing and evaluation, use of hands-on activities, cooperative learning, analysis of test items and understanding benchmarks.	Principal, Assistant Principal of Curriculum and Reading Coaches.	8/20/2007	6/5/2008	Other/ Not Applicable	500
Use District provided Interim Assessments, ORF, and DAR reports to identify student's strengths and weaknesses in grades six through eight. Data from the Assessments will be used to drive instruction for all subgroups.	Principal, Assistant Principal, Reading Coaches, Reading Teachers, Content Area Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0
Conduct Parent Resource Fair during Back to School night offering valuable strategies to parents regarding reading and computer programs.	Principal, Assistant Principal, Reading Coaches and Language Arts Department Chair	8/20/2007	6/5/2008	Other/ Not Applicable	0
Identify students according to FCAT levels in all subgroups and provide differentiated instruction through in school tutoring.	Principal, Assistant Principal of Curriculum and Reading Coaches.	8/20/2007	6/5/2008	Other/ Not Applicable	60000
Conduct Bi-weekly meetings using the CIM model, with Reading and Language Arts teachers, to examine assessment (biweekly, OFR, DAR) results and adjust curriculum and develop differentiated instruction groups.	Principal, Assistant Principal of Curriculum, Reading Coaches and Language Art/Reading Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0
Identify students in grades six, seven and eight who scored at FCAT Level 1 and 2 in all subgroups and schedule them into Intensive Reading Classes and Intensive Reading Plus classes.	Principal, Assistant Principal of Curriculum, Reading Coaches, and Reading Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0
Utilize programs available to the school such as Reading Plus Computer Program, Accelerated Reader, Soar to Success, Read 180, STAR, and FCAT Explorer to reinforce and enhance reading skills for students in grades six through eight. Identify students according to FCAT levels in all subgroups and provide differentiated instruction through in school tutoring.	Principal, Assistant Principal, Language Art Teachers, Reading Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	1200
Target advanced academic students with enrichment geared toward maintaining and promoting high academic achievement.	Principal, Assistant Principal of Curriculum, Reading Coaches, All Teachers Teaching Advanced/Gifted Classes	8/20/2007	6/5/2008	Other/ Not Applicable	5000
Use the Regional Center Data Debriefing Protocols to conduct data debriefing sessions	Principal, Assistant Principal, Reading Coaches, Reading Teachers	8/20/2007	6/5/2008	Continuous Improvement Model	0

Research-Based Programs

The following programs will be used: McDougal Littell for Language Arts; Scholastic Read XL for reading classes; Reading Plus Computer Program for intensive reading classes; Read 180, and Soar to Success to diagnose, remediate, enrich and monitor the students' reading achievement.

Professional Development

Professional development of teachers will include training in data analysis, Florida's Formula 5+3+ii+iii=NCLB, CRISS Strategies, and Reciprocal Teaching. The Reading Coaches will also be available to model lessons in the classroom and create plans with teachers based on their students needs. Cross-curriculum planning and curriculum mapping will also be implemented.

Evaluation



School Improvement Plan 2007-2008



The success of this objective will be measured by the 2008 FCAT. In addition, the other monitoring tools used to identify student's achievements are the District Interim Assessments, FORF and DAR. The bi-weekly benchmarks assessments will be used to assure benchmark mastery. An analysis of the tutoring attendance logs will also be used to measure the success of this objective.

Mathematics Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high- performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Mathematics Statement

All Redland Middle school students will effectively perform computations, solve mathematical problems and demonstrate applications of mathematics at or above grade level.

Needs Assessment

The data attained from the 2007 Adequate Yearly Progress Report (AYP) indicates that Redland Middle School did not make adequate yearly progress in Mathematics. In sixth grade, 22 percent of the students scored at or above FCAT achievement level 3; seventh graders scored 34 percent at or above FCAT achievement Level 3; and eighth graders scored 38 percent at or above FCAT achievement Level 3. School wide results indicate that 36 percent of the students tested in grades six through eight, scored at or above grade level, and 58 percent made learning gains. With regard to the subgroups, 18 percent of Black students, 35 percent of Hispanic students, 29 percent of Economically Disadvantaged students, 43 percent of Limited English Proficiency students and 12 percent of Students with Disabilities scored at or above grade level in Mathematics. Upon analyzing the data, sixth grade students scored lowest in the Measurement Strand at 22 percent; seventh grade scored lowest in the Measurement Strand with a 33 percent; eighth grade scored lowest in the Algebraic Thinking Strand with one percent.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Measurable Objective

Given instruction based on the Sunshine State Standards, 62 percent of students in grades six through eight, will score at Level 3 or higher on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, 62 percent of White students, in grades six through eight, will score at Level 3 or higher on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, 62 percent of Economically Disadvantaged students, in grades six through eight, will score at Level 3 or higher on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, 62 percent of Black students, in grades six through eight, will score at Level 3 or higher on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, 62 percent of Hispanic students, in grades six through eight, will score at Level 3 or higher on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, 62 percent of Limited English Speaking students, in grades six through eight, will score at Level 3 or higher on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, 62 percent of Students with Disabilities, in grades six through eight, will score at Level 3 or higher on the 2008 administration of the FCAT Mathematics Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Develop lessons & activities across the different disciplines to reinforce our weakest strands: Measurement and Algebraic Thinking for students in grades six through eight.	Principal, Assistant Principal, Math Department Chair and Math Coach	8/20/2007	6/5/2008	Other/ Not Applicable	0
Identify students in grades six, seven and eight who scored at FCAT Level 1 and in all subgroups and schedule them in Intensive Math classes or homogeneously group them and provide remediation and intervention strategies.	Principal, Assistant Principal, Math Coach and Math Department Chair	8/20/2007	6/5/2008	Other/ Not Applicable	0
Conduct Parent Resource Fair, during Back to School night, offering valuable strategies to parents regarding mathematics and mathematics computer based programs.	Principal, Assistant Principal, Math Coach and Math Department Chair	8/20/2007	6/5/2008	Other/ Not Applicable	0
Conduct bi-weekly meetings, using the FCIM model, with teachers to examine bi-weekly assessments results and make adjustments to the instructional program as necessary.	Principal, Assistant Principal, Math teacher, Math Coach and Math Department Chair	8/20/2007	6/5/2008	Other/ Not Applicable	0
Target advanced academic students with tutorials geared toward maintaining and promoting high academic achievement utilizing Cognitive Tutor.	Principal, Assistant Principal, Math teacher, Math Coach and Math Department Chair	8/20/2007	6/5/2008	Other/ Not Applicable	5000
Identify students according to FCAT levels in all subgroups and provide differentiated instruction through tutoring, pull-out groups as well as in FCAT Camp.	Principal, Assistant Principal, Math teacher, Math Coach and Math Department Chair	8/20/2007	6/5/2008	Other/ Not Applicable	0
Provide professional development for teachers in CRISS strategies, Reciprocal Teaching, Best Practices, FCAT testing, and evaluation/scoring, use of hands-on activities, cooperative learning groups, word walls, test items and performance task specification.	Principal, Assistant Principal, Math teacher, Math Coach, Math Department Chair and Reading Coaches	8/20/2007	6/5/2008	Other/ Not Applicable	1000
Utilize a number of resources such as FCAT Explorer, Cognitive Tutor, Compass Learning, River Deep to reinforce and enhance mathematics skills for students in grades six through eight.	Principal, Assistant Principal, Math teacher, Math Coach and Math Department Chair	8/20/2007	6/5/2008	Other/ Not Applicable	2500
Provide all students with performance-based activities incorporating the use of manipulatives, problem-solving, critical thinking skills and technology.	Principal, Assistant Principal, Math teacher, Math Coach and Math Department Chair	8/20/2007	6/5/2008	Other/ Not Applicable	0
Use the Regional Center Data Debriefing Protocols to conduct data debriefing sessions	Principal, Assistant Principal, Math Coach, Mathematics Department Head, Mathematics Teacher	8/20/07	6/5/08	Continuous Improvement Model	0

Research-Based Programs

The following programs will be used: Textbook: Glencoe McGraw Hill Courses 1, 2, & 3. Glencoe Pre-Algebra for advanced 6th graders & 6th grade Gifted. Prentice Hall Pre-Algebra for 7th Grade Advanced. McDougal Littell for Honors Algebra and Geometry. Cognitive Tutor for Advanced students and A+ for Intensive Math.

Professional Development

Professional development will include training and inservices on resources required for the implementation of the School Improvement Plan such as: Innovative Teaching Strategies, Creating Independence through Student-Owned Strategies (CRISS), Data Analysis for data-driven instruction, use of manipulatives, Cognitive Tutor, Compass Learning, A+.

Evaluation

The success of this objective will be measured by the 2008 FCAT Mathematics Test. In addition, the other monitoring tools used to identify student's achievements are the District Interim Assessments, and in-house benchmark testing. An analysis of the tutoring attendance logs will also be used to measure the success of this objective.

Writing Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high- performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Writing Statement

All students will be able to incorporate the following elements in their writing: focus, organization, support, and conventions.

All students will be able to communicate effectively through writing.

Needs Assessment

The 2007 FCAT Writing data indicates that 95 percent of our 8th grade students met high standards in writing. The Mean score increased from 4.1 to 4.4. This indicates that we met Adequate Yearly Progress. However, the results attained from the 2007 school wide Writing Assessment post test indicates that 34 percent of the present 7th grade students and 48% of present 8th grade students tested met the state standard in writing. This indicates that 66 percent of the present 7th grade students and 52 percent of the present 8th grade students did not meet the state required mastery level. The results of the test data indicate that students need opportunities to practice writing skills that encompass the four writing elements: focus, organization, support, and conventions. These writing opportunities should include practice in elaboration support that incorporates details, examples, vivid language and mature word choice to ensure students achieve high standards.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction using the Sunshine State Standards, 95 percent or more of the eighth grade students will demonstrate skill proficiency in writing by meeting high standards on the 2008 FCAT Writing+ Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Offer in-house professional writing workshops for all 6th, 7th and 8th grade students.	Principal, Assistant Principal, Reading Coach, Language Arts Department Chair.	8/20/2007	6/5/2008	Other/ Not Applicable	0
Implement writing across the curriculum requiring every student to complete a writing assignment using the FCAT Writes format in each subject area.	Principal, Assistant Principal, Reading Coach, Language Arts Department Chair.	8/20/2007	6/5/2008	Other/ Not Applicable	0
Enhance writing skills by having students in grade six through eight respond to writing prompts on a monthly basis	Principal, Assistant Principal, Language Arts Department Chair.	8/20/2007	6/5/2008	Other/ Not Applicable	0
Infuse writing into after school tutoring and FCAT Camps.	Principal, Assistant Principal, Language Arts Department Chair.	8/20/2007	6/5/2008	Other/ Not Applicable	1000
Provide professional development to teachers in order to utilize the FCAT writing rubrics to instruct students in the evaluation process of effective writing in grade six through eight.	Principal, Assistant Principal, Reading Coach, Language Arts Department Chair.	8/20/2007	6/5/2008	Other/ Not Applicable	0
Conduct Parent Resource Fair, during Back to School night, offering valuable strategies to parents regarding writing.	Principal, Assistant Principal, Reading Coach, Language Arts Department Chair.	8/20/2007	6/5/2008	Other/ Not Applicable	0

Research-Based Programs

Utilize curriculum framework materials provided by the District, Florida Department of Education rubric scoring of sample writing papers, and Prentice Hall.

Professional Development

Professional development training will be provided for all teachers that will include: holistic scoring, writing strategies and FCAT Writing.

Evaluation

The success of this objective will be measured by the 2008 FCAT Writing+ test. In addition other monitoring tools such as pre and post tests and monthly writing prompts will be used to identify student achievement.

Science Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Science Statement

Increase the scientific knowledge of all students.

Needs Assessment

The 2007 FCAT Science data indicates that 22% of students met high standards in science with Physical /Chemical content cluster being the weakest strand at 36 percent.

Measurable Objective

Given instruction using the Sunshine State Standards, 47 percent of the eighth grade students will score at a Level 3 or higher on the 2008 FCAT Science Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Using the CIM process, identify strengths and weaknesses and develop an Instructional Focus Calendar .	Principal, Assistant Principal, Science Department Chair, Science Coach and Science Teachers	8/202007	6/5/2008	Other/ Not Applicable	0
Using the CIM process, implement a curriculum map to integrate Physical Science, Earth/Space Science, Life Sciences and Scientific thinking	Principal, Assistant Principal, Science Department Chair, Science Coach and Science Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0
Identify the weakest strand in Science and address these weak strands in pull-out program, after school tutoring and FCAT Camp.	Principal, Assistant Principal, Science Department Chair, Science Coach and Science Teachers	8/202007	6/5/2008	Other/ Not Applicable	4000
Provide Science teachers with 2007 FCAT Science data, ongoing tri-weekly benchmark data and facilitate data chats to disaggregate and analyze results in order to monitor student progress.	Principal, Assistant Principal, Science Department Chair, Science Coach and Science Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0
Provide professional development for Science teachers in CRISS strategies, Reciprocal Teaching, Best Practices, FCAT testing and evaluation/scoring, use of hands-on activities, vocabulary word walls, cooperative learning groups, test items and performance task specification.	Principal, Assistant Principal, Science Department Chair, Science Coach, Reading Coaches and Science Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0
Conduct a school wide Science Fair (research project).	Principal, Assistant Principal, Science Department Chair, Science Coach and Science Teachers	8/20/2007	6/5/20078	Other/ Not Applicable	0
Conduct a Science Family Night to assist students with Science projects. PTSA will be providing free science boards to all attendees.	Principal, Assistant Principal, Science Department Chair, Science Coach, Community Involvement Specialist and Science Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	400
Use the Regional Center Data Debriefing Protocols to conduct data debriefing sessions	Principal, Assistant Principal, Science Coach, Science Department Head, Science Teachers	8/20/07	6/5/08	Other/ Not Applicable	0

Research-Based Programs

The Instructional materials in the Comprehensive Science I through III classes are the State adopted Glencoe McGraw Hill's Florida Science Textbook. The eighth grade Honors Earth/Space science classes will use the state adopted Earth Science text book and ancillary materials produced by Holt, Rinehart and Winston. The eighth grade Honors Biology classes will use the state adopted Exploring Life, Prentice Hall.

Professional Development

Professional development will include training in: CRISS strategies, Reciprocal Teaching, FCAT testing and evaluation/scoring of extended response items, use of hands-on activities cooperative learning groups, word walls, test items and performance task specification.



School Improvement Plan 2007-2008



Evaluation

The success of this objective will be measured by the 2008 Science FCAT. In addition, other monitoring tools used to identify student achievement are pre, progress, and post assessment based on benchmarks tested on the Science FCAT.

Parental Involvement Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Parental Involvement Statement

The school will provide increased opportunities for parents to be involved in their children’s education.

Needs Assessment

Redland Middle School continues to strive to increase parental involvement which is vital to the success of the overall school program. Our goal is to continue to build on family and community support in order to increase student achievement. Treating parents as valued partners in their child’s education and development is essential to bridging the gap between home and school. Although the percentage of parents attending Back to School increased by six percentage points in 2007 as compared to 2006, from 19 percent to 25 percent, there is still room for improvement. As the 2007-2008 school year progresses, school-wide parental logs as well as the Community Involvement Specialist logs will be utilized for progress monitoring.

Measurable Objective

Given the need to involve parents in student academics, parental involvement in school activities will increase five percentage points as evidenced by an analysis of school wide parent logs from all activities and Community Involvement Specialists' records. Data will be compared from the 2006-2007 to 2007-2008 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Increase school to home communication utilizing the Community Involvement Specialist, by sending home calendars, advertising web site, grade-book viewer, school marquee, progress reports, report cards, letters, flyers, school newsletters, parent/teacher conferences, home visits, and positive phone calls home.	Principal, Assistant Principals and Community Involvement Specialist	8/20/2007	6/5/2008	Other/ Not Applicable	5000
Continue to promote special activities on an ongoing basis, such as GO FOR THE GOLD, BAND NIGHT, and SPORTING EVENTS. These ongoing events have evolved, resulting in increased parent participation, communication between faculty, administrative team, and interaction with parents and students reinforcing the importance of parental involvement to further benefit the learning community.	Principal, Guidance Counselor, Assistant Principal, Community Involvement Specialist, Athletic Coordinator	8/20/2007	6/5/2008	Other/ Not Applicable	5000
Coordinate monthly PTSA meetings with a subject area event i.e.: science department and science board give away. This is an excellent opportunity for parents to become acquainted with and build a partnership with faculty and staff who shares their commitment to student learning.	Principal, Assistant Principal, Community Involvement Specialist	8/20/2007	6/5/2008	Other/ Not Applicable	0
Encourage parents to participate in Saturday FCAT CAMP. Here they can work in cooperation with dedicated teachers in a warm inviting environment. Activities will be offered for parents as well as students. Transportation is provided.	Principal, Guidance Counselor, Assistant Principal, Community Involvement Specialist	8/20/2007	6/5/2008	Other/ Not Applicable	1000

Research-Based Programs

PTSA; Just Read, Families! "Getting Started"

Professional Development

Monthly ESSAC meetings; Bilingual Outreach workshops; Center for Effective Parenting- effective parent/teacher communication workshops. Grade book viewer workshops.

Evaluation

Conduct quarterly surveys for staff and parents to assess parental involvement strategies. Compile and analyze school wide parent logs from all activities and Community Involvement Specialists' records to compare 2006-2007 and 2007-2008 data.

Discipline & Safety Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Discipline & Safety Statement

The school will promote programs and practices that facilitate a safe and disciplined environment for students

Needs Assessment

Based on data attained from the 2006-2007 Cognos report, Redland Middle School suspended 939 students on indoor suspension and 3052 students on outdoor suspension. This is a 32 percent reduction for indoor suspensions and a 40 percent reduction for outdoor suspensions as compared to the 2005-2006 school year. Due to the success of the PBS program, Redland Middle School will continue to implement the program. For the 2007-2008 school year, Redland Middle School has analyzed the data from the research-based program, Positive Behavior Support, that has been proven to decrease the number of outdoor suspensions. The analysis indicates the need for professional development for teachers on additional alternative classroom-based interventions. This will assist teachers to use preventative strategies to continue the downward trend in the number of teacher written referrals. It is a collaborative, assessment-based approach to developing effective interventions for behavior problems. It works by using more reinforcement of appropriate behaviors rather than punishing undesirable behaviors. Administrators will use the Schoolwide Information System to monitor the number of outdoor suspensions and number of teacher written referrals weekly. This system provides information such as the number of referrals per student, the person who wrote the referral, the reasoning behind the behavior, and the actions taken. Discipline will also be monitored monthly by Administration via the pension report.

Measurable Objective

Utilizing the Positive Behavior Support program, the number of suspensions and referrals will be reduced by fifteen percent, when comparing the 2006-2007 and 2007-2008 School Suspension and Referral reports.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Increase awareness of and participation in the Peer Mediation in an effort to diffuse situations before they warrant a referral or suspension.	Principal, Administration, Teachers, and Counselors	8/20/2007	6/5/2008	Other/ Not Applicable	0
Offer professional development on Classroom Management and implementation of Positive Behavior Support techniques.	Principal, Administration and Positive Behavior Support Team	8/20/2007	6/5/2008	Other/ Not Applicable	0
Implement the Positive Behavior Support for discipline in an effort to provide alternative classroom-based interventions to teachers other than referrals.	Principal, Administration, Teachers, Counselors and Positive Behavior Support Team	8/20/2007	6/5/2008	Other/ Not Applicable	1000
Utilize Saturday School to replace suspensions for students and encourage parents to attend with their student.	Principal, Administration, Guidance Counselors	8/20/2007	6/5/2008	Other/ Not Applicable	2500
Utilize student conferences as an initial intervention with team teachers	Principal, Assistant Principal Counselors, Administrators and Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0

Research-Based Programs

For the 2007-2008 school year, Redland Middle School will be enhancing the implementation of the Positive Behavior Support Program.

Professional Development

The teachers will be trained on the Positive Behavior Support system during one of the teacher work days. The team leaders will monitor the behavior reports, and receive training on the School Wide Information System computer program. There is a core team which was trained over the summer on the Positive Behavior Support System and will assist the teachers on the Positive Behavior Support methods. The District is providing a mentor who will serve as a consultant.

Evaluation

The success of this program will be determined by the end of the 2007-2008 school year suspension and referral reports.

Technology Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Technology Statement

The school will promote equitable and universal access to technology.

Needs Assessment

Based on the results an in-house technology survey from January 2008, our data indicates that teachers feel they need more training in the use of certain software products such as Microsoft PowerPoint, Microsoft Excel, FCAT Explorer, RiverDeep, A+, Reading Plus, and Cognitive Tutor.

Measurable Objective

Given the need to enhance student learning through technology, the student use of technology will increase 10 percentage points as evidenced by comparing the computer lab sign-in sheets from the 2006-2007 to 2007-2008 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Inform parents of computer based FCAT activities that can be accessed through the internet at home to provide FCAT practice for students.	Principal, Administrators, Teachers, Community Involvement Specialist	8/20/2007	6/5/2008	Other/ Not Applicable	0
Assign teachers computer lab days in an effort to ensure equal access to computer time.	Principals, Administrators, Department Chairs, Coaches, Computer Lab Specialist and teachers.	8/20/2007	6/5/2008	Other/ Not Applicable	0
Offer professional development activities for teachers related to technology.	Principal and Administration	8/20/2007	6/5/2008	Other/ Not Applicable	0
Offer after school tutoring with a technology component infused.	Principal, Assistant Principal, Guidance Counselor, Reading Coach, Assistant Principal of Curriculum.	8/20/2007	6/5/2008	Other/ Not Applicable	0
Infuse a technology component into each Saturday FCAT Camp.	Principal, Guidance Counselor, Reading Coach, Assistant Principal of Curriculum.	8/20/2007	6/05/2008	Other/ Not Applicable	0
Increase the number of computers in the Reading Classrooms to infuse a technology component into the learning centers.	Principal, Reading Coach, Assistant Principal of Curriculum and Computer Lab Specialist	8/20/2007	1/10/08	Other/ Not Applicable	5000

Research-Based Programs

Redland Middle School utilizes the ISTE National Educational Technology Standards for students as the technology framework.

Professional Development

In house staff development activities will be conducted formally and informally on the use of the listed computer programs. A technology committee will meet to help organize these trainings. The activities will be conducted by administration, the media specialist, the computer lab team, and other computer proficient staff members.

Evaluation

The increase in the use of technology will be measured by Computer Lab sign-in sheets, student participation in after school computer based activities, student participation in Saturday FCAT camp computer activities, post proficiency surveys, and the 2007 STaR profile for technology.

Health & Physical Fitness Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Health & Physical Fitness Statement

The school will promote the overall health and fitness of students. The school will align its physical fitness program with the National Standards for Physical Education.

Needs Assessment

The data attained from the 2006-2007 FITNESSGRAM indicates that 82 percent of the students tested met the minimum health related standard. This indicates a decrease of 12 percent from the previous year. The needs assessment reveals that 18 percent of the students require further development in the area of physical fitness. On-going monthly assessments will drive instruction.

Measurable Objective

Given instruction using the National Standards for Physical Education, the number of annual award recipients will increase by 3 percentage points, as measured by the 2007-2008 FITNESSGRAM.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Monitor physical education program to ensure that teachers select activities specifically related to assessment component items, which would enhance specificity of training.	Administration and Physical Education Teachers	8/20/2007	06/05/2008	Other/ Not Applicable	0
Ensure that an appropriate amount of instructional time is dedicated to fitness related activities on a daily basis. Activities should emphasize improvement in cardiovascular, flexibility, and muscular strength and endurance for students in grades six through eight.	Administration and Physical Education Teachers	8/14/2007	5/30/2008	Other/ Not Applicable	0
Administer a pre-test to determine baseline measures for students in grades six through eight.	Administration and Physical Education Teachers	8/20/2007	6/05/2008	Other/ Not Applicable	0
Attend Professional Development to enhance skills in Physical Fitness.	Administration, Physical Education Teachers	8/20/2007	6/05/2008	Other/ Not Applicable	8000

Research-Based Programs

"Moving into the Future: National Standards for Physical Education" which is through the National Association for Sports and Physical Education.

Professional Development

Physical Education teachers will attend the Physical Education State Conference to enhance their skills.

Evaluation

The success of this objective will be measured by the 2008 FITNESSGRAM. In addition tools will be used, to identify student's achievements.

Electives & Special Areas Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Electives & Special Areas Statement

Students will develop an appreciation for the arts through expanded curricular and extra curricular offerings.

Needs Assessment

Redland Middle School students are enrolled in Intensive Reading and/or Math classes, which limits their exposure to fine art electives. For the 2006-2007 school year, Redland Middle School partnered with the All-Star program, will incorporate outside performances from the Murrery Dranoff Foundation, Art South, and the Florida Grand Opera in an effort to expose students to the fine arts.

Measurable Objective

Given an increased emphasis on participation in the All Star Program, regular attendance in the program will increase from 80 percent in the 2006-2007 school year to 90 percent in the 2007-2008 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Increase the number of outside performances at the school site in an effort to expose students unable to participate in electives to fine arts.	Principal, Assistant Principal , Fine Arts Teachers, PTSA	8/20/2007	6/35/2008	Other/ Not Applicable	1000
Offer assistance in daily homework assignments via before school homework help tutoring.	Principal, Assistant Principal, All Star Tutors	8/20/2007	6/5/2008	Other/ Not Applicable	0
Offer Professional Development for teachers in the All Star Program.	Principal, Program Director	8/20/2007	6/5/2008	Other/ Not Applicable	2500
Enhance parent communication and information regarding the All Star Program.	Principal, Program Director and Family Literacy Coach	8/20/2007	6/5/2008	Other/ Not Applicable	0

Research-Based Programs

All Star Program

Professional Development

All Star Workshop conference: Work and Play like an All-Star.

Evaluation

The success of this program will be evaluated based on the 2007-2008 All Star attendance report and the number of outside fine arts performances.

Return On Investment Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Return On Investment Statement

Redland Middle School Return on Investment(ROI) percentile Ranking will increase at least 1 percentage point.

Needs Assessment

The most recent data supplied from the FLDOE indicates that in 2004-2005, Redland Middle School ranked at the 44th percentile on the State of Florida ROI index.

Measurable Objective

Improve Redland Middle School's ranking, on the State of Florida ROI index publication, from the 44th percentile in 2004-2005 to the 46th percentile on the next publication of the index.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Become more informed about the use of financial resources in relation to school programs.	Administration	8/20/2007	6/5/2008	Other/ Not Applicable	0
Collaborate with the district on resource allocation.	Administration	8/20/2007	6/5/2008	Other/ Not Applicable	0
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Administration	8/20/2007	6/5/2008	Other/ Not Applicable	0
Consider shared use of facilities, partnering with community agencies.	Administration	8/20/2007	6/5/2008	Other/ Not Applicable	0

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

On the next State of Florida ROI index publication, Redland Middle School will show progress toward reaching the 90th percentile.

EESAC Compliance

YES	NO	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><i>The majority of the Board of Directors/EESAC members are not employed by the school. The Board of Directors SAC is composed of the principal, and an appropriately balanced number of teachers, education support employees, students (for middle, junior high and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.</i></p>

Budget:

Educational Excellence School Advisory Council (EESAC) was awarded \$11,420 for the 2007-2008 school year. EESAC reviewed the school budget and made recommendations regarding personnel, supplies, and materials. The EESAC allocated funds to purchase materials to support the reading, writing, and mathematics programs. Funds were also provided to pay for additional security coverage in the morning and incentives and rewards for the reading program and additional academic incentives. Funds were also allocated for student and teacher recognition. addition academic incentives. Funds were also allocated for student and teacher recognition.

Training:

Training: Training will be provided to the Educational Excellence School Advisory Council (EESAC) members on the EESAC Bylaws. The EESAC also recommended staff development workshops for the electronic gradebook, Compass Learning, Advanced Learning System, Accelerated Reader, Reciprocal Teaching, Assertive Discipline, and CRISS Strategies.

Instructional Materials:

Instructional Materials: The Educational Excellence School Advisory Council (EESAC) recommended the purchase of computer software, classroom libraries and LCD Projectors for Science.

Technology:

The Educational Excellence School Advisory Council (EESAC) recommended the purchase of additional computer hardware, software, and audio visual equipment to improve multimedia capabilities and integrate technology into the curriculum via closed circuit television, LCD projectors, and Smartboard group presentations.

Staffing:

Educational Excellence School Advisory Council (EESAC) recommended the hiring of an additional part-time security monitor to assist students and teachers during extracurricular and enrichment activities.

Student Support Services:

The Educational Excellence School Advisory Council (EESAC) recommended the continuation of monthly "Family Nights" and offered alternative ideas to keep parents informed of the academic requirements outlined in the current Pupil Progression Plan.

Other Matters of Resource Allocation:

The Educational Excellence School Advisory Council (EESAC) recommended the implementation of a highly structured curriculum for the indoor suspension program. The EESAC provided funds for the reading incentives as well.

Benchmarking:



School Improvement Plan

2007-2008



The Educational Excellence School Advisory Council (EESAC) recommended total infusion of the Accelerated Reader Program, increased utilization of Brainchild handheld units, increased utilization of FCAT Explorer, and continued implementation of Reciprocal Teaching and Project CRISS Strategies across the curriculum.

School Safety & Discipline:

The Educational Excellence School Advisory Council (EESAC) supported the implementation of a progressive school wide discipline plan. A school team has been trained in Positive Behavior Support and will train team leaders and other essential personnel in the use of the SWIS web-based program which maintains record of minor and major infractions of students. Funds were suggested for part-time security monitors for after school activities. Funds were also discussed for interactive educational game stations that engage students in the first half hour of the morning. This will reduce student wandering and loitering in unsupervised areas.

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	66700
Mathematics	8500
Writing	1000
Science	4400
Parental Involvement	11000
Discipline & Safety	3500
Technology	5000
Health & Physical Fitness	8000
Electives & Special Areas	3500
Return On Investment	0
Total	111600



School Improvement Plan 2007-2008



Date of Review: _____

This School Improvement Plan has been reviewed cooperatively by administrators, teachers, parents, students, and business/community representatives. As a result of this review, modifications to the SIP will be made in the following areas

The original signature page, including signatures of all persons listed below, is on file at the Region Office.

Required Signatures:

Principal

EESAC Chair

UTD Steward

EESAC Parent Representative

EESAC Business/Community Representative

EESAC Student Representative, as applicable

Additionally, the signature of the Region Superintendent/District Administrator certifies that this plan has been reviewed by appropriate personnel to ensure compliance with state and district rules.

Region Superintendent