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# *SCHOOL IMPROVEMENT PLAN*

## *2005-2006*

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*School Name: 6761 - Redland Middle School*

*FeederPattern: South Dade Senior*

*Region: Regional Center VI*

*District: 13 - Miami-Dade*

*Principal: Craig DePriest*

*Superintendent: Rudolph F. Crew, Ed.D.*



# SCHOOL IMPROVEMENT PLAN

## EXECUTIVE SUMMARY

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### *Redland Middle School*

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Redland Middle School is located in the agricultural area of south Miami-Dade County. During the past six years, the demographics of the school has 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 76 percent. There are approximately 1467 students at Redland Middle School with a faculty that consists of nineteen 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 2005-2006 school year.

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, students in grades six through eight will improve their reading skills as evidenced by 44% scoring at level 3 or higher on the 2006 administration of the FCAT reading test.

Given instruction based on the Sunshine State Standards, Economically Disadvantage students will improve their reading skills as evidenced by 44% scoring at level 3 or higher on the 2006 administration of the FCAT reading test.

Given instruction based on the Sunshine State Standards, African American students will improve their reading skills as evidenced by 44% scoring at level 3 or higher on the 2006 administration of the FCAT reading test.

Given instruction based on the Sunshine State Standards, Hispanic students will improve their reading skills as evidenced by 44% scoring at level 3 or higher on the 2006 administration of the FCAT reading test.

Given instruction based on the Sunshine State Standards, Limited English Proficiency students will improve their reading skills as evidenced by 44% scoring at level 3 or higher on the 2006 administration of the FCAT reading test.

Given instruction based on the Sunshine State Standards, Students with Disabilities will improve their reading skills as evidenced by 44% scoring at level 3 or higher on the 2006 administration of the FCAT

reading test.

Given instruction based on the Sunshine State Standards, students in grades six through eight, will improve their math skills as evidenced by 50% scoring at level 3 or higher on the 2006 administration of the FCAT Math Test.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students will improve their math skills as evidenced by 50% scoring at level 3 or higher on the 2006 administration of the FCAT Math Test.

Given instruction based on the Sunshine State Standards, African American students will improve their math skills as evidenced by 50% scoring at level 3 or higher on the 2006 administration of the FCAT Math Test.

Given instruction based on the Sunshine State Standards, Hispanic students will improve their math skills as evidenced by 50% scoring at level 3 or higher on the 2006 administration of the FCAT Math Test.

Given instruction based on the Sunshine State Standards, Limited English Proficiency students will improve their math skills as evidenced by 50% scoring at level 3 or higher on the 2006 administration of the FCAT Math Test.

Given instruction based on the Sunshine State Standards, Students with Disabilities will improve their math skills as evidenced by 50% scoring at level 3 or higher on the 2006 administration of the FCAT Math Test.

Given instruction using the Sunshine State Standards, eighth grade students will increase their writing scores two percentage points from 78% to 80% as evident by the 2006 FCAT Writing Test.

Given instruction using the Sunshine State Standards, students in grade eight will improve their science skills as evidenced by an increase in the mean scaled score of 272 as documented by the 2006 FCAT Science Test Score.

Increase Parental involvement in all school activities by two percentage points as evidenced by an analysis of school wide parent logs from all activities and Community Involvement Specialists' records.

Reduce the number of suspensions and referrals by ten percent, utilizing the Positive Behavior Support program by the end of the 2005-2006 school year.

Given the results, by the system for Technology Accountability and Rigor (STaR) profile, the student use of technology will increase .3 percentage points from 2.3% to 2.6% for the 2005-2006 school year.

Given instruction using the Sunshine State Standards, students will improve the number of annual award recipients by 3% as measured by the FITNESSGRAM.

Given an increased emphasis on participation in the All Star Program, enrollment will increase to 125 students for the 2005-2006 school year.

Improve Redland Middle School's ranking, on the State of Florida ROI index publication, from the 40th percentile in 2003 to the 45th percentile on the next publication of the index.

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(3.7) and Business Results (3.8) . Strategic Planning scores ranged from 3.8 - 3.5. Faculty and staff felt that the organization did not ask for their ideas (3.5), did not know the parts of the organization's plans that affected them and their work (3.7) and how to tell if we are making progress on their work group's part of the plan (3.8).

The Business Results responses ranged from 4.2 - 3.0, making these indicators among the lowest in the survey. Stakeholders felt they did not know the financial status of their organization (3.0) but also felt that their work products met all requirements for high quality and excellence (4.2). The wide range of these responses indicates that it is possible that some of the staff needs to have better communication with the Leadership Team. 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.

# 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.

## **Redland Middle School**

### VISION

Redland Middle School exists to enrich the diverse lives of those who are members of this school and this community by: providing educational excellence and supporting the multi-cultural aspects of this diverse community. We, the faculty and staff of Redland Middle School, insure the best educational experience for our students by involving all the stakeholders to work together toward a common goal. It is our belief that all students can learn and become productive members of this society.

### MISSION

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

## 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.

## *School Demographics*

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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. We also have six portables and a concrete housing eleven classrooms. The school is wired to provide Internet and Intranet access with three computer labs each equipped with 40 computers. Each classroom on average at Redland contains two to three computers so the students and teachers both have access.

Redland Middle School is located in a rural farmland community ranging from middle to low income. It serves approximately 1,465 students in grades 6 through 8. The ethnic breakdown consists of 12 percent White (non-Hispanic), 27 percent African American, 60 percent Hispanic, and 11 percent of other nationality. Fifty-four percent of our population at Redland is male and 46 percent female. Approximately 75 percent of our students' qualify for free or reduced lunch, making Redland Middle a Title I school.

Our exceptional student population constitutes 20 percent of the enrollment. This enrollment includes emotionally handicapped, specific learning disabilities, educable mentally handicap, other health impaired, visually impaired, orthopedically impaired, autistic, language impaired, speech impaired, and severely emotionally disturbed, which is new to our school this year. These students are serviced in accordance to their needs. We offer 15 inclusion classes made up of all grades, self-contained classed for emotionally handicapped and the severely emotionally disturbed students. Additionally, we assist our Special Education students who are included in the general curriculum with a consultation/collaboration teacher. Our Limited English Proficiency students constitute eight percent of our school population. Currently, we offer after school tutoring in Math, Reading and Language Arts to meet the needs of our LEP students. With regard to high academics, we now offer advanced classes in all subject areas and honors classes for Foreign Language, Math and Science. Our gifted and advanced enrollment has doubled since last year.

Attendance and discipline still remains a problem at Redland Middle School. The average attendance for the school year 2004-2005 is 92.14 percent. With regard to discipline, last year Redland had 770 indoor suspensions and 951 outdoor suspensions which includes multiple suspensions of certain students. This year we are implementing a researched-based positive behavior support plan that will decrease our suspension rate and increase our attendance rate. We have also included a PLATO recovery course this year to reduce our retention rate. The 2004-2005 school year retention rate was at 7 percent between the three grade levels.

The instructional staff at Redland Middle, are highly certified. The faculty, consisting of 88 professionals, is comprised of 30 males and 58 females. Twenty-one faculty members have Master's degrees, 7 have obtained a Specialist or Ph.D, and one teacher is Nationally Board Certified. In addition, this year we have 3 beginning teachers on our staff. The ethnic composition of our staff is as follows: 36 percent White (non-Hispanic), 32 percent African American, 31 percent Hispanic and one percent Asian.

Redland Middle School encourages a collaborative system of leadership that includes representatives from all stakeholders groups on its primary decision making cadre, the Educational Excellence School Advisory Council (ESSAC). School leaders provide the technical support and professional/personal growth opportunities that stakeholders need in order to make informed decisions. Innovation is encouraged, and new ideas are given every opportunity to succeed.

In the past decade, the demographics of the Redland community have changed from a primarily white non-Hispanic community to a Hispanic community. The impact of this demographic growth has created new challenges for the school. We have implemented academic intervention programs as well as cultural awareness activities to assist and enhance our diverse student population and our changing community. At Redland Middle School, we will continue to strive toward devoting ourselves to our students, educating them, and helping them attain success, today and in their future endeavors.

# *School Foundation*

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## ***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 Organizational Performance Improvement Snapshot Assessment, an area that the school scored high (3.9) 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 (3.7) 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 responses 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 heads 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 3.8 to 3.5. 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 2004-2005 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 66% of the parents feel the school is safe and secure, 80% consider the school lunches to be nutritious and pleasing, and 80% stated that textbooks, equipment, and supplies needed for learning were available. In regards to the teachers, 78% of the parents agreed that the teachers are knowledgeable and understand their subject matter, 74% indicated that teachers are friendly and easy to talk to, 62% of the parents felt that teachers do their best to include them in matters affecting their child's progress in school, 80% of the parents felt that their child is acquiring the basic skills in reading and mathematics and 56% felt that their child's school was free of gang activity and substance abuse.

In the areas of communication with school personnel, 45% of the parents felt they were respected by the principal, 77% 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 school is not kept clean and in good condition (67%) and that the bathrooms were not kept clean and in good condition (77%).

The students expressed that the teachers have knowledge about the subjects they teach (62%). The students also felt the teachers let them know how they are doing in their school work(59%) and 74% 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 98% felt that the bathrooms are not clean and in good condition, 79% expressed that the teachers do not make learning fun and interesting, 65% of the students perceive that violence is a problem at their school, and 63% felt the adults at their school do not care about them as individuals.

The Organizational Performance Improvement Snapshot Assessment indicates a rating of 4.0 for the Leadership category. The majority of the staff agreed to feeling safe and secure in their school(77%). The staff perceives that the principal is receptive to constructive criticism(58%) and that he treats them with respect (85%). Some concerns from the staff were that 51% felt that adequate disciplinary measures are not used to deal with disruptive behavior and 85% of the staff felt lack of concern/support from the parents and student deficiencies in basic academic skills (73%). The staff expressed that they like working at Redland Middle(80%), however only 65% felt that staff morale is high. The teachers felt that the children at Redland Middle School are receiving a good education(70%).

The administration will share the results of the School Climate Survey and the Organizational Performance Improvement Snapshot Assessment by holding meetings with staff to address all areas of concern. All customers are satisfied with the progress of the school as it moved from a D to a C. 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 Organizational Performance Improvement Snapshot Assessment indicates a rating of 3.8 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 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. Based on the results of the Gates MacGinitie test, each teacher emphasizes the areas needing remediation of each individual student. Reading teachers have also 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 readingteachers. Both the language arts and the reading teachers now have access to decoding scores. All teachers have attended 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. Monthly 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. Monthly and quarterly assessments will be monitored by the Reading 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 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 Organizational Performance Improvement Snapshot Assessment indicates that Redland Middle School staff, is very knowledgeable in the areas of Measurement, Analysis and Knowledge Management (4.1), has a strong Human Resource Focus (4.0) and has effective Leadership (3.9).

An analysis of the school's Student Case Management Suspension Summary for the 2004-2005 school year has shown a high number of outdoor suspensions(951)for the 2004-2005 school year. In addition,this summary indicates that there were 5,242 teacher written referrals during the 2004-2005 school year. By utilizing the Positive Behavior

Support program our objective is to decrease our outdoor suspension rate by 10% and the number of referrals by 30% by the end of the 2005-2006 school year. The attendance rate for the 2004-2005 school year was 92.14, placing the school in the lowest 5% in middle school attendance

# *Additional Requirements*

Only for schools under state sanction

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## • High Quality, Highly Qualified Teachers:

Redland Middle School is working on new ways to attract and retain highly qualified staff members. For our beginning teachers we offer a beginning teacher mentoring program. In this program, beginning teachers meet on a regular basis with the Assistant Principal for in-depth professional development. We are also implementing Positive Behavior Support this year to assist teachers in minimizing discipline problems. Each teacher is also assigned to a team with a team leader who provides support with student issues. We also have Reading and Math Coaches who are on hand to model lessons and offer professional development. Finally, we are in the beginning stages of developing professional development communities. Each year we try to modify and develop new ways to recruit and retain highly qualified staff members.

Highly Qualified Teachers:

Delgado, Estela,198463 Masters in TESOL, TESOL/CRISS certified, Teaching Assignment: ESOL/Developmental Language Arts 7,8 Language Arts; Malo-Juvera, Victor, 269557, BFA, English 5-9 certified; Koivisto, Adam, 267123,Bachelor in Journalism and English, English 6-12/CRISS certified, teaching assignment: Language Arts 7,8;Carbonnel, Katherine,126508, Bachelor of Arts in English, Certified English 6-12, Teaching Assignment: ESOL Developmental Reading 6-8;Slutz, David, 257945,Bachelor in English as a Second Language, English in Middle School/ESOL K-12/CRISS certified, Teaching assignment: ESOL Developmental Reading 6-8, Language Arts 6; Eden, Viro,215305, BS in Elementary Education, Elementary Ed./ESOL/CRISS certified, Language Arts Dept. Head Teaching assignment: Language Arts Gifted 7,8; Kidd, Kendra,256428, Bachelor in Psychology, Certification (temp) Language Arts 5-9, CRISS certified, Teaching assignment: Language Arts 8; Paterniti, Steven, 238182,Bachelor of Arts, Language Arts certified, Teaching assignment: Reading 7; Delgreco, Shoshanna,272854, Bachelor in English, English 6-12 certified, Teaching assignment: Language Arts 7 Rachel Schulze,273384, Bachelor in English, English 6-12 certified, Teaching assignment: Language Arts 7; Fudge, Vivian, 099541, Certification Elementary Education, Bachelor, CRISS certified, Teaching assignment: Reading 6 ; Harris, Betty, 119613, Bachelor, Certification Middle Grades English, ESOL/CRISS certified, Teaching assignment: Language Arts 6-8;; Lardizabal, Jennifer, Reading Coach, 224457, Masters in Elementary Education with Minor in Social Work, Certification Elementary Ed, , CRISS/ESOL certified;. Regan Yonon-Molina,248618 Reading Coach, BA Political Science, Certified in Social Science 6-12, CRISS and STAR certified, Letters trained, coach trained by Just Read Florida; working toward Reading Endorsement; Kerri O'Hara,135653, BS Elementary Education, Masters Elementary Education, certified in Elementary Ed, Ed Leadership, CRISS certified, working toward Reading Endorsement, Teaching Assignment: Reading 7; Acosta, Alfredo, 250399, Bachelor of Science in Mathematics. Mathematics Middle Grades 5-9, Teaching Assignment: Math 6,7;Elliot, Fay Bachelor in Elementary Education Elem.1-6/Mathematics 5-9/ESOL/CRISS certified, Teaching Assignment: Mathematics 7; Donestevez, Olga 167573, Bachelor in Business Admin. Mathematics/Business, Education/Economics/ESOL/CRISS certified, Teaching Assignment: Mathematics 7; Fonseca, Carlos, 253015, Master in Agricultural Engineering, Mathematics 6-12/CRISS certified, Teaching Assignment: Mathematics 8; Laguerre, Clifford,268244, Bachelor of Science in Mathematics, Certified mathematics 5-9, Teaching Assignment: Mathematics 8; Davis, Michelle, 246109, Bachelor of Science in Elementary Ed./ESOL certified, Teaching Assignment: Mathematics 6;Jimenez, Imandra 238212 BS Mathematics 5-8/Spanish K-12/CRISS certified, Teaching Assignment: Mathematics 6; Scally, John Doctorate in Law ESOL/CRISS certified, Teaching Assignment: Mathematics 7; Lopez, Clara,227492, Certified Mathematics 5-9, Teaching Assignment: Mathematics 7,8 Honors Algebra, Geometry; Somariba, Jehu, 273828, Bachelor of Arts in Business Administration, Middle Grades Math Certified, Teaching Assignment: Mathematics 7,8; Ruiz, Martha, 176950, Certification Middle Grades Math, Masters in Mathematics, Mathematics Dept. Head, 3 yrs. Reading Leader Elementary Education/ESOL/CRISS certified, Teaching Assignment: Mathematics 8; Vega, Marilyn 261018 Bachelor in Business Administration Mathematics 5-9 certified, Teaching Assignment: FCAT Mathematics 7,8. Augustine, Teresa Employee# 184781, National Board Certified Teacher, Biology 6-12, Middle Grades Science, Gifted Endorsement, Teaching Assignment: Comprehensive Science (Gifted) grade 7, Honors and Gifted Earth/Space Science, Augustus, Diana, , 262964,

Biology 6-12, Teaching Assignment: Comprehensive Science II, Barton, David, , 113328, Elementary Education, Teaching Assignment, Comprehensive Science I, Johnson, Katrina, ,259103, Middle Grades Science, Teaching Assignment: Comprehensive Science III, Honors Earth/Space Science, Morales, Omar, 227434, Elementary Education 1-6, Middle Grades Science, ESOL Endorsement, Teaching Assignment: Comprehensive Science III, Honors Earth/Space Science, Sassnet, Tora, 243899, Elementary Education, Teaching Assignment: Mathematics 6, Scott, Toi, 215313 Elementary Education 1-6, ESOL Endorsed, Teaching Assignment: Comprehensive Science I; Vega, Lazaro, 155784 Elementary Education, Spanish K-12, ESOL K-12, Gifted Endorsement, Teaching Assignment: Science I (Gifted).

### **• Highly Qualified, Certified Administrators:**

The administrative staff of Redland Middle School is comprised of a principal and three assistant principals. Mr. Craig DePriest, Principal, has over 35 years of experience in education. Mr. DePriest has a B.S. in Education a Masters of Science in Education, a Certificate in Guidance and Counseling, and a Certificate in Administration and Supervision. As principal, Mr. DePriest has implemented numerous innovative programs addressing students' needs. He has supported the creation of block scheduling, team teaching, inclusion classes, and a school wide comprehensive reading program to increase academic achievement.

To Mr, Craig DePriest's delight, Redland Middle School received an accountability grade of C this year as a result of renewed teacher energy and the visibility and accessibility of administrators. To prepare for the 2005-2006 school year, Mr. DePriest has restructured the instructional program to meet the needs of the school and the community.

Dr. Margaret Fahringer has over thirty years of experience in the field of education. Her degrees include B.A. Mental Handicaps; M.S. Learning Disabled/Emotional Handicap; Ed. Specialist Educational Leadership; Ed.D. in Exceptional Student Education. Her successes at Redland include creating the inclusion program in the 2004 school year, which led to an increase in learning gains in both Special Education and general students involved in the program. Furthermore, in the 2004 school year, Dr. Fahringer implemented the Special Education consulting program. The students involved in this program, on average, increased their grade point average by .9 percentage points. During her career she received Council of Exceptional Student Miami Chapter and Administrator of the Year for her outstanding work in Exceptional Education.

Mr. Terry Percy, Assistant Principal, has degrees in Business Administration (B.S), and Educational Leadership (M.S). Mr. Percy was also involved in the 5,000 Role Models who were motivated to take pride in themselves and in their school. Mr. Percy has inspired and encouraged students to participate in the science fair and science club, which in turn led to improvement on the FCAT 2004 science scale score. Through his proactive approach to discipline, Mr. Percy has helped motivate students to avoid discipline issues increasing their academic performance.

Ms. Janice Farrell, Assistant Principal for Curriculum, has degrees Social Studies (B.A.), Educational Leadership (M.S.), and a Minor in Science, has over thirteen years of experience. Her dedication to academic improvement has resulted in the development of Early Bird classes for low achieving students, where she facilitates and monitors the academic progress of students. She has established FCAT Camp on Saturdays, where students and parents will receive assistance with FCAT preparation. Mrs. Farrell's ongoing support for professional development of instructional staff includes curriculum mapping, workshops, and teaming. She is committed to meeting the diverse needs of the students, as well as the teachers.

### **• Teacher Mentoring:**

The Teacher Mentoring Program is administered and monitored by Dr. Fahringer, the Assistant Principal assigned to Teacher Mentoring. New teachers meet with Dr. Fahringer once each month for assistance and to discuss progress. New Teachers lesson plans are reviewed and approved on a weekly basis by Dr. Fahringer to ensure compliance. Each new teacher is assigned a mentor to assist them with lesson plans, discipline techniques, and teaching strategies. Mentor teachers provide new teachers with guidance and assistance when needed. In addition, there are two (2) National Board Certified Teachers on staff who are currently providing mentoring services for new teachers and teachers seeking board certification.

### **• School Advisory Council:**

The following information will explain how the EESAC has assisted in the preparation of the School Improvement Plan relative to the following issues:

**Budget:** The 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 as well as the purchase of band uniforms for the marching band. **Training:** The EESAC recommended staff development workshops for the electronic gradebook, A+ Advanced Learning System, Accelerated Reader, Reciprocal Teaching, Assertive Discipline, and CRISS Strategies.

**Instructional Materials:** The EESAC recommended the purchase of computer software, paperback books, Sharpen-Up, and Blast-Off FCAT preparation workbooks and diagnostic test. **Technology:** The 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, powerpoint, and Smartboard group presentations. **Staffing:** To reduce class size the EESAC recommended the hiring of four additional core subject area teachers. Two additional paraprofessionals were recommended to assist students and teachers with individualized learning software in the computer labs, as opposed to hiring additional ESE Specialists and paraprofessionals. **Student Support Services:** The EESAC recommended the continuation of monthly "Family Nights" to keep parents informed of the academic requirements outlined in the current Pupil Progression Plan. **School Safety and Discipline:** The EESAC recommended implementation of a progressive school wide discipline plan. The EESAC suggested the purchase and use of school security cameras and a monitoring system. **Other Matters of Resource Allocation:** The EESAC recommended the implementation of a highly structured curriculum for the indoor suspension program. The EESAC provided monies for the purchase and renovation of the auditorium sound system and the replacement of all auditorium seating.

**Benchmarking:** The 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 CRISS Strategies across the curriculum.

### **• Extended Learning Opportunities**

The After School Tutoring Program will be offered four times each week for one full hour. Monthly assessments will be completed in order to monitor students' progress. Homework help in the morning will be offered Monday through Friday, where students will be able to have supervised access to computers and help on assignments. 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. Quarterly assessments will be monitored by the Reading and Math Coach; adjustments or redirection of learning curriculum activities will be made when deemed necessary.

## **• School Wide Improvement Model**

The Continuous Improvement Model will be the School-wide Improvement Model .This quality-based approach that tracks student performances is based on research, helps close the achievement gap between all racial and socioeconomic sub-groups, and is data 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.

## GOAL 1: READING

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

#### *Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

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*

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

### **GOAL 1 STATEMENT:**

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

### **Needs Assessment**

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 59 percent of the student population made learning gains in reading but only 38 percent is reading at or above grade level. In the 6th grade, 32 percent of the students are making adequate progress, only 34 percent of 7th and 26 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. Across the board the data indicates the mean score for all clusters in all grade levels was approximately 50 percent; with students having the lowest mean score in the reference/research cluster. To strengthen students reading skills, each classroom is equipped with a classroom library; during homeroom reciprocal reading strategies are being utilized, and on going professional development in reading strategies are conducted.

### NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<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"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



## Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades six through eight will improve their reading skills as evidenced by 44% scoring at level 3 or higher on the 2006 administration of the FCAT reading test.

Given instruction based on the Sunshine State Standards, Economically Disadvantage students will improve their reading skills as evidenced by 44% scoring at level 3 or higher on the 2006 administration of the FCAT reading test.

Given instruction based on the Sunshine State Standards, African American students will improve their reading skills as evidenced by 44% scoring at level 3 or higher on the 2006 administration of the FCAT reading test.

Given instruction based on the Sunshine State Standards, Hispanic students will improve their reading skills as evidenced by 44% scoring at level 3 or higher on the 2006 administration of the FCAT reading test.

Given instruction based on the Sunshine State Standards, Limited English Proficiency students will improve their reading skills as evidenced by 44% scoring at level 3 or higher on the 2006 administration of the FCAT reading test.

Given instruction based on the Sunshine State Standards, Students with Disabilities will improve their reading skills as evidenced by 44% scoring at level 3 or higher on the 2006 administration of the FCAT reading test.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Identify students in grades six, seven, and eight who scored at FCAT Level 2 in all subgroups and provide them with targeted, differentiated instruction in reading	Language Art teachers Reading Teachers	8/8/2005	5/24/2006
Identify students in grades six, seven and eight who scored at FCAT Level 1 and 2 in all subgroups and schedule them in Intensive Reading classes or a tutorial programs	Language Art teachers Reading Teachers	8/8/2005	5/24/2006
Conduct monthly meetings, with teachers, on course assignments to examine and analyze student performance and adjust curriculum maps	Language Art teachers Reading Teachers	8/8/2005	5/24/2006
Utilize programs available to the school such as Accelerated Reader, Soar to Success, Read 180,	Language Art teachers Reading Teachers	8/8/2005	5/24/2006

STAR, and FCAT Explorer to reinforce and enhance reading skills for students in grades six through eight.			
Use quarterly reports to identify students' in grades six through eight strengths and weaknesses, involve teachers in data-driven decision making to develop an instructional focus for reading across the curriculum	Language Art teachers Reading Teachers	8/8/2005	5/24/2006
Develop and follow an Academic Improvement Plan for each level one student involving the teacher, parents, and student in the process	Language Art teachers Reading Teachers	8/8/2005	5/24/2006
Target advanced academic students with tutorials geared toward furthering their success.	Language Art teachers Reading Teachers	8/8/2005	5/24/2006

### **Research-Based Programs**

The following programs will be used: Textbook, McDougal Littell for Language Arts Scholastic, Read XL for 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**

The success of this objective will be measured by the 2006 FCAT. In addition the other monitoring tools used to identify student's achievements are Gates McGinitie, Florida Oral Reading Fluency Test, and DAR. An analysis of the tutoring attendance logs will also be used to measure the success of this objective.

## GOAL 2: MATHEMATICS

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

*Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

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"/>

**GOAL 2 STATEMENT:**

All Redland Middle school students will effectively compute and solve problems at grade level.

**Needs Assessment**

The data attained from the 2005 Adequate Yearly Progress Report (AYP) indicates that Redland Middle School did not make adequate yearly progress in math. In 6th grade, 19 percent of the students scored at or above FCAT achievement level 3; 7th graders scored 32 percent at or above FCAT achievement Level 3; and 8th graders scored 35 percent at or above FCAT achievement Level 3. School wide results indicate that 44 percent of the students tested in grades six through eight, scored at or above grade level, 16 percentage points below the state requirements. This year the state requirement has been raised to 50 percent, requiring the number of students meeting state standards to increase by 7 percent. Upon analyzing the data, the students scored lowest in the Measurement strand in all grade levels. Therefore, each teacher will reinforce measurement skills through hands-on activities. In an attempt to strengthen the math curriculum across the board, the Mathematics Department developed a curriculum map. This map correlates with the district's adopted math series.

**NCLB SUBGROUP TARGET**

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<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"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades six through eight, will improve their math skills as evidenced by 50% scoring at level 3 or higher on the 2006 administration of the FCAT Math Test.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students will improve their math skills as evidenced by 50% scoring at level 3 or higher on the 2006 administration of the FCAT Math Test.

Given instruction based on the Sunshine State Standards, African American students will improve their math skills as evidenced by 50% scoring at level 3 or higher on the 2006 administration of the FCAT Math Test.

Given instruction based on the Sunshine State Standards, Hispanic students will improve their math skills as evidenced by 50% scoring at level 3 or higher on the 2006 administration of the FCAT Math Test.

Given instruction based on the Sunshine State Standards, Limited English Proficiency students will improve their math skills as evidenced by 50% scoring at level 3 or higher on the 2006 administration of the FCAT Math Test.

Given instruction based on the Sunshine State Standards, Students with Disabilities will improve their math skills as evidenced by 50% scoring at level 3 or higher on the 2006 administration of the FCAT Math Test.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide all students with performance-based activities incorporating the use of manipulatives, problem-solving, critical thinking skills and technology.	math teacher	8/8/2005	5/24/2006
Develop lessons & activities across the different disciplines to reinforce the measurement skills in	Math Department Chair	8/8/2005	5/24/2006

addition to all other benchmarks being assessed for students in grades six through eight.			
Identify students in grades six, seven and eight who scored at FCAT Level 1 in all subgroups and schedule them in Intensive Math classes with Riverdeep as a support.	math teacher	8/8/2005	5/24/2006
Identify students in grades six, seven and eight who scored at FCAT Level 2 in all subgroups and provide them with targeted, differentiated instruction in math.	math teachers	8/8/2005	5/24/2006
Conduct monthly meetings with teachers on course assignments to examine and analyze student's performance and adjust curriculum maps.	Math Department Chair and Math Teachers.	8/8/2005	5/24/2006
Utilize a number of resources available at Redland Middle School such as Sharpen Up, Coach, FCAT Explorer, Riverdeep, Cognitive Tutor, ClassWorks, Accelerated Math to reinforce and enhance mathematics skills for students in grades six through eight.	Math Teachers	8/8/2005	5/24/2006

### **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 Riverdeep 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, ClassWorks, Riverdeep.

### **Evaluation**

The success of this objective will be measured by the 2006 FCAT. In addition the other monitoring tools used to identify student's achievements such as Pre-, Mid-, and Post Year test based on benchmarks tested on the FCAT. An analysis of the tutoring attendance logs will also be used to measure the success of this objective.

## GOAL 3: WRITING

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

#### *Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

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"/>

### ***GOAL 3 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 2005 FCAT Writing data indicates that 87 percent of our 8th grade students improved in writing by one percent. This indicates that we met Adequate Yearly Progress, however only 78 percent of students met the FCAT Writing Plus state standard.

The results attained from the 2005 School Wide Writing Assessment pretest test indicate that 73 percent of the students tested met the state standard in writing; which indicates that 27 percent 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	LEVEL I	LOWEST 25%	OTHER	GRADUATIO N RATE
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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, eighth grade students will increase their writing scores two percentage points from 78% to 80% as evident by the 2006 FCAT Writing Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Infuse writing into after school tutoring and FCAT Camps.	Reading Coach, Language ARts Department Chair	8/8/2005	5/24/2006
Offer in-house professional writing workshops for all 8th grade students.	Redaing Coach, Language ARts Department Chair.	8/8/2005	5/24/2006
Implement writing across the curriculum requiring every student to complete a writing assignment using the Florida Writes format in each subject area.	Assistant Principal of Curriculum, Department Chairs	8/8/2005	5/24/2006
Enhance writing skills by having students in grade six through eight respond to writing prompts on a regular basis	Language Arts Department Chair and Language Arts teachers	8/8/2005	5/24/2006
Utilize FCAT writing rubrics to instruct students in the evaluation process of effective writing in grade six through eight.	Language Arts Department Chair and Language Arts teachers	8/8/2205	5/24/2006

### 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 2006 FCAT. In addition other monitoring tools such as pre and post tests and monthly writing prompts will be used to identify student's achievements.



## GOAL 4: SCIENCE

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

#### *Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

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"/>

### ***GOAL 4 STATEMENT:***

Increase the scientific knowledge of all students.

### ***Needs Assessment***

The mean scaled scores on the FCAT Science Test administered in the spring of 2005 was 262. This reflects a decrease of 5 points when compared to the mean scaled score for 2004. To demonstrate adequate yearly progress in the field of science students mean scale scores must increase by 10 or more points to achieve the district's average of 272. The needs assessment reveals that students need intensive remediation in all benchmarks. To address the student needs a district aligned curriculum map was created that correlates with state adopted textbooks. Tutorial programs that supplement grade level expectations will be offered on an ongoing basis.

## Measurable Objective

Given instruction using the Sunshine State Standards, students in grade eight will improve their science skills as evidenced by an increase in the mean scaled score of 272 as documented by the 2006 FCAT Science Test Score.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Disaggregate and analyze data from 2005 FCAT Science Test	Science Department Chair and Science Teachers	8/8/2005	5/24/2005
Identify strengths and weaknesses and develop an Instructional Focus Calendar	Science Department Chair and Science Teachers	8/8/2005	5/24/2006
Conduct a schoolwide Science Fair (research project).	Science Department Chair and Science Teachers	8/8/2005	5/24/2006
Conduct a Science Family Night (to assist students with Science Projects)	Science Department Chair and Science Teachers	8/8/2005	5/24/2006
Implement a curriculum map to integrate Physical Science, Earth/Space Science, Life Sciences and Scientific thinking	Science Department Chair and Science Teachers	8/8/2005	5/24/2006

### Research-Based Programs

The Instructional materials in the sixth through eighth grade science classes are the State adopted Glencoe McGraw Hill Science Voyages. The eighth grade Honors Earth/Space science classes will use the state adopted Modern Earth Science text book and ancillary materials produced by Holt, Rinehart and Winston.

### Professional Development

Professional development will include training in: CRISS strategies, Reciprocal Teaching, Best Practices,

FCAT testing and evaluation/scoring, use of hands-on activities and cooperative learning groups.

### Evaluation

The success of this objective will be measured by the 2006 FCAT. In addition other monitoring tools used to identify student's achievements are Pre-, Mid-, and Post Year test based on benchmarks tested on the FCAT.

## GOAL 5: PARENTAL INVOLVEMENT

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

#### *Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

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"/>

### ***GOAL 5 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 parental involvement increased by two percentage points, from 16 percent to 18 percent, in the 04-05 school year there is still room for improvement.

## Measurable Objective

Increase Parental involvement in all school activities by two percentage points as evidenced by an analysis of school wide parent logs from all activities and Community Involvement Specialists' records.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
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	Assistant Principal	8/8/2005	5/31/2006
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.	Guidance Counselor	8/8/2005	5/24/2006
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	Guidance Counselor	8/8/2005	5/24/2006
Providing a Family Literacy Coach to instruct parents in literacy.	Community Involvement Specialist, Principal, Assistant Principals	8/8/2005	5/24/2006
Increase school to home communication 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	8/8/2005	5/24/2006

### 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.

## GOAL 6: DISCIPLINE & SAFETY

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

#### *Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

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"/>

### **GOAL 6 STATEMENT:**

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

### **Needs Assessment**

Given the high number of suspensions and high number of teacher referrals and alternative approach to discipline is necessary. For the 2005-2006 Redland Middle School has implemented a new research-based program, Positive Behavior Support, that has been proven to decrease the number of outdoor suspensions. It also provides alternative classroom-based interventions to teachers other than outdoor suspensions. This will also decrease the number of teacher written referrals. It is a collaborative, assessment-based approach to developing effective interventions for problems behaviors. It works by using more reinforcement of appropriate behaviors rather than punishing undesirable behaviors. The number of outdoor suspensions and number of teacher written referrals will be monitored weekly by School Wide Information System. This system provides information as number of referrals per student, the person who wrote the referral, the reasoning behind the behavior, and the actions taken. It will also be monitored monthly by the suspension report.

## Measurable Objective

Reduce the number of suspensions and referrals by ten percent, utilizing the Positive Behavior Support program by the end of the 2005-2006 school year.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Offer Profesional Development on Classroom Managment	administration	8/8/2005	5/24/2006
Offer Peer Mediation	Counselor, Teacher	8/8/2005	5/24/2006
Utilize student conferences as an initial intervention	Counselors, Administrators and Teachers	8/8/2005	5/24/2006
Utilize Saturday School to replace suspensions.	Administration	8/8/2005	5/24/2006
Implement the Positive Behavior Support for dicipline.	Administration, Teachers, Counselors	8/8/2005	5/24/2006

### Research-Based Programs

For the 2005-2006 school year Redland Middle School will be implementing, Positive Behavior Support.

### 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 2005-2006 school year suspension and referral reports.

## GOAL 7: TECHNOLOGY

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

#### *Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

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"/>

### ***GOAL 7 STATEMENT:***

The school will promote equitable and universal access to technology.

### ***Needs Assessment***

The STaR survey indicates that 2.3% of Redland Middle School students in the 2004-2005 school year, utilized technology. The objective is to increase .3 percentage points to 2.6%.



## Measurable Objective

Given the results, by the system for Technology Accountability and Rigor (STaR) profile, the student use of technology will increase .3 percentage points from 2.3% to 2.6% for the 2005-2006 school year.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Infuse a technology component into each Saturday FCAT Camp.	Guidance Counselor, Reading Coach, Assistant Principal of Curriculum.	8/8/2005	5/24/2006
Offer after school tutoring with a technology component infused.	Guidance Counselor, Reading Coach, Assistant Principal of Curriculum.	8/8/2005	5/24/2006
Offer professional development activities for teachers related to technology.	Administration	8/8/2005	5/24/2006
Inform parents of computer based FCAT activities that can be accessed through the internet at home to provide FCAT practice for students.	Administrators, Teachers	8/8/2005	5/24/2006
Assign teachers computer lab days.	Administrators, Department Chairs, and teachers	8/8/2005	5/24/2006

### 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 2006 STaR profile for technology.

## GOAL 8: HEALTH & PHYSICAL FITNESS

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

#### *Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

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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"/>

### *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"/>

### ***GOAL 8 STATEMENT:***

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

### ***Needs Assessment***

The data attained from the 2004-2005 Fitnessgram indicates that 93% of the students tested met the minimum health related standard. The needs assesment reveals that seven percent of the students require further development in the area of physical fitness. On-going monthly assesments will drive instruction.

## Measurable Objective

Given instruction using the Sunshine State Standards, students will improve the number of annual award recipients by 3% as measured by the FITNESSGRAM.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Develop an action plan for their individual school to insure input from the department to meet the goals and objectives as stated.	Physical education department chairpersons	8/8/2005	5/24/2006
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	8/8/2005	5/24/2006
Administer a pre-test to determine baseline measures for students in grades six through eight.	Administration and Physical Education Teachers	8/8/2005	5/24/2006
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	8/8/2005	5/24/2006
Attend Professional Development to enhance skills in Physical Fitness.	Administrators, teachers	8/8/2005	5/24/2006

### Research-Based Programs

Fitnessgram

### Professional Development

Teachers will attend workshops to enhance their skills.

## **Evaluation**

The success of this objective will be measured by the 2006 FINTESSGRAM. In addition tools will be used, to identify student's achievements.

## GOAL 9: ELECTIVES & SPECIAL AREAS

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

*Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

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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**GOAL 9 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 2005-2006 school year, Redland Middle School partnered with the All-Star program which incorporates fine art classes such as guitar, dance, and art. It is our objective to raise the total enrollment in the fine art program to 125 students by the end of the 2005-2006 school year.

## Measurable Objective

Given an increased emphasis on participation in the All Star Program, enrollment will increase to 125 students for the 2005-2006 school year.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Offer Profesional Development for teachers in the All Star Program.	Program Director	9/1/2205	5/24/2206
Enhance parent communication and information regarding the All Star Program.	Program Director and Family Literacy Coach	9/1/2005	5/24/2006
Implement Family Literacy Night.	Family Literacy Coach, Administrators	8/8/2005	5/24/2006
Offer assistance in daily homework assignments.	All Star Tutors	8/8/2005	5/24/2006
Utilize computer based software to enhance technology skills.	All Stat Tutors	8/8/2005	5/24/2006

### Research-Based Programs

All Fine Art curriculum in the All Star Program will follow the Sunshine State Standards.

### Professional Development

All Star Workshop conference "Work and Play like an All-Star" for after school programs.

### Evaluation

The success of this program will be evaluated based on the 2005-2006 All Star enrollment report.

## GOAL 10: RETURN ON INVESTMENT

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

*Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

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"/>

***GOAL 10 STATEMENT:***

Redland Middle School will rank at or above the 90th percentile statewide in the ROI index of value and cost effectiveness of its programs.

***Needs Assessment***

The most recent data supplied from the FLDOE indicates that in 2003, Redland Middle School ranked at the 40th 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 40th percentile in 2003 to the 45th percentile on the next publication of the index.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Become more informed about the use of financial resources in relation to school programs.	Administration	8/8/2005	5/24/2006
Collaborate with the district on resource allocation.	Administration	8/8/2005	5/24/2005
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Administration	8/8/2005	5/24/2006
Consider shared use of facilities, partnering with community agencies.	Administration	8/8/2005	5/24/2006

### 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 \$15,532 for the 2005-2006 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 addition academic incentives. Funds were also allocated for student and teacher recognition.

### ***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, A+ Advanced Learning System, Accelerated Reader, Reciprocal Teaching, Assertive Discipline, and CRISS Strategies.

### ***Instructional Materials:***

The Educational Excellence School Advisory Council (EESAC) recommended the purchase of computer software, classroom libraries, FCAT preparation workbooks and diagnostic tests.

### ***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, powerpoint, and Smartboard group presentations.

### ***Staffing:***

Educational Excellence School Advisory Council (EESAC) recommended the hiring of two additional paraprofessionals to assist students and teachers with individualized learning software in the computer labs.

### ***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 a gymnasium sound system.

***Benchmarking:***

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 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. The EESAC suggested the purchase and use of school security cameras and a monitoring system. 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 allocated for a resource officer for morning traffic control and part-time security. Funds were also allocated 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.

This School Improvement Plan has been developed cooperatively by administrators, teachers, parents, students, and business/community representatives.

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

*Required Signatures:*

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*Principal*

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*EESAC Chair*

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*UTD Steward*

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*EESAC Parent Representative*

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*EESAC Business/Community Representative*

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*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.

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*Region Superintendent*