MIAMI DADE COUNTY PUBLIC SCHOOLS

School Improvement Process

School Information

Name of School (School Number - School Name)

6761-Redland Middle School

Principal (Last Name, First Name)

Beckford, Gregory A.

Assistant Principal(s) (Last Name, First Name; Last Name, First Name)

MTSS Coordinator (Last Name, First Name)

Herran, Soraya

Demographic Overview

Redland Middle School is a public school located in the fringe rural area of Homestead, Miami-Dade County, Florida. It serves approximately 556 students in grades 6 through 8. The ethnic breakdown consists of 72% Hispanic, 24% African American, 3% White, and less than one percent Asian and Multiracial. 54% of the student population at Redland Middle School is male and 46% is female. Approximately, 92% of the students qualify for free or reduced lunch, designating Redland Middle as a Title I school. 18% of the population receives Special Education services, and our English Language Learners population is 17%.

Current School Status

a. Provide the School's Mission Statement

Redland Middle School seeks to challenge students, within a safe environment, to become critical thinkers and innovative problem solvers by working collaboratively with stakeholders in order to meet the demands of the 21st century school and workplace.

b. Provide the School's Vision Statement

Redland Middle School strives to enrich the lives of the diverse students we serve in order to create well educated and responsible citizens who are prepared to succeed in a global society.

School Narrative

1. Provide a brief description of the community the school serves as well as highlighting the unique features and programs within the school.

Redland Middle School is a Title I school serving a diverse group of students. Redland Middle School is located in a rural farmland community ranging from middle to low income families. Redland Middle School allows for integration of Science, Technology, Engineering, and Mathematics concepts in addition to industry certification, collaboration with local industry stakeholders and membership in FFA (The National Student Vocational Organization) through the Academy of Organic Agriculture Magnet Program. Currently, 22% of the student population participates in the magnet program. After school clubs, such as The National Junior Honor Society, Robotics, 5000 Role Models, Urban League Debate, SECME, a comprehensive sports program for boys and girls, and After-School All-Stars enrichment program are available to all students. City Year AmeriCorps members offer academic tutoring and mentoring to targeted students and sponsor clubs which include art, dance and music. Fairchild Challenge is a joint venture between staff, allowing all students to collaborate. Teachers provide opportunities for all students to participate in special projects involving our gardens. Students have opportunities to participate in intramural and interscholastic events, ensuring students gain academic interaction and develop social/emotional skills critical in the middle school years. College and Career Readiness activities

include field trips to local colleges and Magnet High Schools where all eighth graders receive firsthand knowledge on programs available to them. Additionally, Magnet High Schools are invited to our school Magnet Fair where our students and parents can learn about the variety of career-oriented magnet programs all in one convenient place. Environmentalist, Richard Kern presents his interactive film on the Florida Everglades to the entire student body once a year.

Are you a Title I School?

yes

Please confirm the following. School Improvement Plan (SIP) district coordinated educational interventions to be selected by schools implementing the Title I Schoolwide Program

Participate in district coordinated efforts to improve student outcomes at the schoolsite through educational services (Such as extended learning opportunities, summer services, before or after school tutorials, intersection and spring recess tutorial sessions, etc.), in accordance with the approved SIP/Title I Plan.

Participate in discretionary educational services provided by the school district generated from the proportionate share of this school's Title I Schoolwide Program allocation. Such services are tailored in accordance to the educational needs of the students as depicted within the SIP/Title I Plan.

Phase I: Data Analysis (July 15 – August 14, 2020)

Phase I of the School Improvement Process will begin at the 2020 Synergy Summer Institute. The School Leadership Team (SLT) will participate in a Strategic Planning Course to initiate the yearlong School Improvement Process. During the Synergy Summer Institute, the SLT will analyze a comprehensive set of quantitative and qualitative data within the areas of School Culture and Academic Programs from the previous school year.

After Synergy the SLT will continue the completion of Phase I by reflecting on the current practices and processes contributing to the data results during a Systems Review. The SLT will review and consider Essential Practices utilized in M-DCPS and identify practices within School Culture and Academic Programs to sustain or enhance the implementation of the school's continuous improvement process. The SLT will develop overarching Outcome Statements for the 2020-2021 school year.

Phase I will conclude with the design of an Opening of Schools Professional Development Agenda that will serve to: present the findings to the faculty to gain stakeholder involvement/feedback, build consensus and develop a collective understanding of how the school's plan will address, and be aligned to, the school's unique opportunities for improvement.

Phase I includes:

- Data and Systems Review
- School Culture and Academic Programs Data Map via Power BI: SIP Dashboard
- School Culture Data and Systems Review Organizer
- Academic Programs Data and Systems Review Organizer
- Essential Practices Selection
- School Leadership Core Competencies
- Priority Actions Development
- Outcome Statements
- Opening of School Professional Development

Phase I

Data Analysis

Analyze - Reflect - Identify

Phase I will be completed during the 2020 Synergy Summer Institute.

July 15 - August 14, 2020

During the Synergy Summer Institute, SLTs will collaborate in trainings led by District staff designed to analyze, reflect and identify the components that contributed to the previous year's data outcomes. The series of professional development courses will assist schools in developing and implementing the School's Improvement Process with a high degree of fidelity to maximize the impact and investment by stakeholders into all school improvement initiatives.

Through data disaggregation, reflection and discussion, the SLT's goal will be to identify and agree on the Essential Practices that would need to be sustained or enhanced during the 2020-2021 school year to ensure improvement in School Culture and Academic Programs.

Phase I will conclude with each school:

- *Identifying the Priority Actions for each Essential Practice selected*
- *Identifying the Outcome Statements for School Culture and Academic Programs*
- *Creating a plan to provide the faculty with professional development and garner feedback from all stakeholders on all Phase I content during the 2020-2021 Opening of Schools*

PART ONE - Synergy Summer Institute

DATA AND SYSTEMS REVIEW

School Leadership Teams will access and review all 2019-2020 data points provided on the SIP Dashboard located on Power BI. Systems Review Organizers will assist the school to further examine and align results to the Essential Practices.

<u>*Data and Systems Review*</u>

1. *SLTs will analyze the School Culture and Academic Programs Data on the SIP Dashboard (i.e. student level data and teacher level data) and discuss findings.*
2. *Within the Data and Systems Review Organizer, classify data findings into the second column titled:*

"Data Findings & Area" based on their appropriate rating (input no more than three data points for each rating):

- ***Significantly Improved Data Findings****: Data findings that indicate substantial increases as compared to previous years. Also, data findings that, when compared to schools with similar demographics, indicate above the norm performance. Select the three data points that have had the greatest positive impact on the school's overall success.*

- **Neutral Data Findings**: *Data findings that have remained constant, with little to no improvement/decline from previous years. Also, data findings that, when compared to schools with similar demographics, indicate with-in the norm performance. Select the data points that, if improved, could have the greatest impact on the school's overall performance.*
- **Significantly Decreased Data Findings**: *Data findings that have declined in value from previous years. Also, data findings that, when compared to schools with similar demographics, indicate below the norm performance. Select the three data points that have had the negative impact on overall school success.*

3. *Within the Data and Systems Review Organizer, input a rationale for each data finding into the third column titled "Rationale for Selection of Data" for School Culture and Academic Programs.*
4. *Within the Data and Systems Review Organizer, the SLTs will review each data point selected and after the Systems Review will determine which Essential Practices contributed the most or had the greatest impact for each data finding (positive, neutral, and/or negative). The School Leadership Team will enter the Essential Practices into the fourth column titled "Connected Essential Practices". Input no more than three Essential Practices for each data finding (only one per each data finding is required).*

The Data and Systems Review process will enable the SLTs to thoroughly analyze data results and identify the factors that have had the greatest impact on their school's performance.

DATA AND SYSTEMS REVIEW ORGANIZER

SCHOOL CULTURE

Data Rating	Data Findings & Area Be specific in defining each data element below.	Rationale for Selection of Data Why was this data finding selected as being most impactful?	Connected Essential Practices Which Essential Practice(s) contributed most to the data findings?
Significantly Improved Data Findings	According to the 2019-2020 School Climate Survey, feedback from the students indicated 75% agreed that teachers made learning fun compared to the 2018- 2019 survey where 32% agreed with the same statement, a 43 percentage point increase.	This data was selected as significant, given that student engagement and interest in their academic learning facilitates ownership of their learning and provides a foundation towards mastery learning.	Staff-Student Connections Shared Vision/Mission Promoting Growth Mindset
	According to the 2019-2020 School Climate Survey, feedback from the staff indicated 50% of the teachers agreed with the statement that adequate disciplinary measures are used at the school compared to 2018-2019 School Climate Survey where only 28% agreed with the same statement, a 22 percentage point increase.	This data was selected as significant understanding that when school-wide disciplinary measures are consistently implemented across grade level and departments, positive models of good character and values are promoted and a culture of buy-in and ownership of school-wide goals.	Shared Vision/Mission Restorative Justice Practices (RJP) Character Education/Values Matter
	According to the 2019-2020 School Climate Survey, feedback from the faculty indicated 68% of them	This data is noted as significant given research-based evidence indicates strong correlations among schools demonstrating	Student Voice

| | agreed with the statement that my principal is receptive to constructive criticism compared to 2018-2019 School Climate Survey Feedback where only 45% agreed with the same statement, a 23 percentage point increase. | an overall improvement in student performance with established forums utilized to channel teacher/student's ideas and feedback as part of ongoing reflective practices to further empower all stakeholders to promote an overall positive school climate. | Shared Vision/Mission

Staff-Student Connections |

Essential Practice for Significantly Improved Data Findings (Sustained)

Shared Vision/Mission

Data Rating	Data Findings & Area Be specific in defining each data element below.	Rationale for Selection of Data Why was this data finding selected as being most impactful?	Connected Essential Practices Which Essential Practice(s) contributed most to the data findings?
Neutral Data Findings	According to the 2019-2020 School Climate Survey, feedback from the students indicated 50% of the students agreed with the statement that adults in my school help me when I need it as compared to the 2018-2019 survey where 50% agreed with the same statement, a 0 percentage point increase.	While the findings yield a neutral percentage, the data is considered significant given that half of the students find the adults in the school building willing to assist when needed and it is one of the influential factors in establishing a positive school climate to foster successful learning experiences	Mentorship Programs Welcoming Spaces Staff-Student Connections
	According to the 2019-2020 School Climate Survey, feedback from the students indicated 50% of students agreed with the statement that teachers are friendly and easy to talk to compare to the 2018-2019 survey where 49% of students agreed with the same statement, an increase of 1 percentage point.	While the findings yield close to a neutral percentage, the data is considered significant given that faculty effort continues to strive towards being available to students enhancing school climate and creating a culture of strong student connections.	Consistent Protocols to Maintain a Clean and Welcoming School Environment Welcoming Spaces Staff-Student Connections
	According to the 2019-2020 School Climate Survey, feedback from faculty indicated 50% of teachers strongly agreed with the statement that student are deficient in basic academic skills as compared to the 2018-2019 Climate Survey feedback where 45% agreed with the same statement, a 5 percentage point increase.	While the findings yield a neutral percentage, the data is considered significant given that meeting the gap of deficiency in basic academic skills to build student self-confidence and ability to progress in their academic learning.	Staff-Student Connections Social and Emotional Learning (SEL)

			Promoting Growth Mindset

Essential Practice for Neutral Data Findings (Secondary)

Staff-Student Connections

Data Rating	Data Findings & Area Be specific in defining each data element below.	Rationale for Selection of Data Why was this data finding selected as being most impactful?	Connected Essential Practices Which Essential Practice(s) contributed most to the data findings?
Significantly Decreased Data Findings	According to the 2019-2020 School Climate Survey, feedback from the students indicated 25% of the students agreed with the statement I feel safe in my school as compared to the 2018-2019 School Climate Survey where 47% agreed with the same statement, a 22 percentage point decrease.	The decrease in percentage of students who feel their school is safe is significant as it impacts negatively the overall student morale and their sense of safety and belonging.	Inclusivity, Tolerance and Anti-Bullying Restorative Justice Practices (RJP) Consistent Protocols to Maintain a Healthy and Safe School Environment
	According to the 2019-2020 School Climate Survey, feedback from the students indicated 50% agreed with the statement that teachers let me know how I am doing in my schoolwork compared to the 2018-2019 School Climate Survey Feedback where 64% agreed with the same statement, a 14 percentage point decrease.	The decrease in percentage of students who find that teachers do not let them know how they are doing in their schoolwork is significant as it hinders fostering effective communication, setting learning goals to promote academic success.	Staff-Student Connections Mindfulness Mentorship Programs
	According to the 2019-2020 School Climate Survey, feedback from the staff indicated 64% of teachers at Redland Middle agreed with the statement that the school building is kept clean and in good condition compared to the 2018-2019 survey where 72% of the teachers agreed with the same statement, a 8 percentage point decrease	The decrease in percentage of teachers who find the school building is not kept clean and in good condition is significant as it hinders striving for consistent protocols to maintain a healthy and safe environment.	Consistent Protocols to Maintain a Healthy and Safe School Environment Shared Vision/Mission Consistent Protocols to Maintain a Clean and

			Welcoming School Environment

Essential Practice for Significantly Decreased Data Findings (Primary)

Consistent Protocols to Maintain a Healthy and Safe School Environment

DATA AND SYSTEMS REVIEW ORGANIZER

ACADEMIC PROGRAMS

Data Rating	Data Findings & Area Be specific in defining each data element below.	Rationale for Selection of Data Why was this data finding selected as being most impactful?	Connected Essential Practices Which Essential Practice(s) contributed most to the data findings?
Significantly Improved Data Findings	According to the 2019 data map, there was an increase in proficiency for the Algebra 1 EOC from 68% in 2018 to 85% in 2019. This is an increase of 17 percentage points.	Overall, the Algebra 1 increase of 16 percentage points was the highest when compared to all other tested areas. This is important because this is indicative of the utilization of instructional strategies, which allowed the students to be engaged in complex learning	Collaborative Learning / Structures Data-Driven Instruction Student Engagement
	According to the 2019 Academic Programs data map, the 2018-2019 FSA ELA proficiency in seventh grade was 32%. That is a 2 percentage point increase from the 2017-2018 FSA ELA proficiency in seventh grade at 30%.	We were able to increase in ELA proficiency in seventh grade despite limited implementation of DI. This indicates that coaching support in the implementation of DI was effective.	Differentiated Instruction Data-Driven Instruction Data-Driven Decision Making
	According to the 2019 Academic Programs data map, the 2018-2019 End-of-Course assessment data in Civics shows there was a 5-percentage point increase from 44% to 49% when comparing it to the 2017-2018 data.	We were able to increase in Civics proficiency in seventh grade despite limited implementation of Situation Station. This indicates that the CSS support in the implementation of Situation Stations was effective.	Data-Driven Instruction Differentiated Instruction Interventions/RtI

Essential Practice for Significantly Improved Data Findings (Sustained)

Data-Driven Instruction

Data Rating	Data Findings & Area Be specific in defining each data element below.	Rationale for Selection of Data Why was this data finding selected as being most impactful?	Connected Essential Practices

Neutral Data Findings	According to the data map 2019 school-wide FSA ELA proficiency, the data shows the percentage of students proficient was 31% in 2018 and 32% in 2019; that is a 1 percentage point difference when comparing it to the 2018 FSA ELA data.	While the findings yield a neutral percentage, they are considered significant given that if 68% of students lack proficient skills in reading comprehension This is important because students will also academically struggle in other content areas.	Effective Questioning/Response Techniques Checks for Understanding Corrective Feedback for Students
	According to the data map 2019 school-wide FSA Mathematics proficiency, the data shows the percentage of students proficient was 27% in 2018 and 27% in 2019; that is a 0 percentage point difference when comparing it to the 2018 FSA Mathematics data.	While the findings yield a neutral percentage, they are considered significant given the fact that teachers must receive purposeful support from Transformation Mathematics Coach in order to implement active learning strategies and enrichment activities to increase math proficiency.	Instructional Support/Coaching Effective Curriculum and Resource Utilization Effective Questioning/Response Techniques
	According to the data map 2019 FSA Mathematics proficiency, the 7th grade data shows that the percentage of students proficient was 22% in 2018 and 26% in 2019; that is a 4 percentage point difference when comparing it to the 2018 FSA Mathematics data.	While the findings yield a neutral percentage, they are considered significant given that if students are not proficient in the FSA Mathematics Assessment, they will not be prepared for more advanced Mathematics courses in eighth grade or in high school level	Effective Questioning/Response Techniques Extended Learning Opportunities Differentiated Instruction

Essential Practice for Neutral Data Findings (Secondary)

Instructional Support/Coaching

Data Rating	Data Findings & Area Be specific in defining each data element below.	Rationale for Selection of Data Why was this data finding selected as being most impactful?	Connected Essential Practices Which Essential Practice(s) contributed most to the data findings?
Significantly Decreased Data Findings	According to the data map 2018-2019 sixth grade FSA Mathematics data, the percentage of students proficient was 17%; that is a 7-percentage point decrease in proficiency from 24% in 2018 FSA Mathematics data.	Coaching support provided to Mathematics teachers is needed during common planning sessions and coaching cycles to provide appropriate strategies, techniques, and resources to deliver effective instruction.	Student Engagement Checks for Understanding Instructional Support/Coaching
	According to the data map 2018-2019 eighth grade FSA ELA proficiency data, there was a 2 percentage point	The findings are considered significant given that if appropriate strategies,	Instructional Support/Coaching

decrease in proficiency from 36% in 2018 to 34% in 2019.	techniques, and resources were not provided to deliver effective instruction, the FSA ELA proficiency data may continue to decrease.	Ongoing Progress Monitoring Checks for Understanding
According to the data map 2018-2019 school - wide FCAT 2.0 Science proficiency data, the data shows percentage of students proficient those students in 8th grade who took the assessment decreased by one percentage point from 29% in 2018 to 28% in 2019.	The findings are considered significant given that if appropriate strategies, techniques, and resources are not provided to deliver effective instruction, the FCAT 2.0 proficiency data may continue to decrease.	Instructional Support/Coaching Checks for Understanding Effective Questioning/Response Techniques

Essential Practice for Significantly Decreased Data Findings (Primary)

Effective Questioning/Response Techniques

ESSENTIAL PRACTICES REVIEW

School Leadership Teams will examine the "Connected Essential Practices" column within the Data and Systems Review Organizer for School Culture and Academic Programs. SLTs will identify and come to a consensus on which continuing Essential Practices lead to, and/or had the greatest impact on, overall school improvement.

Sustained Essential Practice

To identify the Sustained Essential Practice, SLTs will review the Essential Practices listed within the "Significantly Improved Data Findings" section. The SLT will agree on the Essential Practice which had the greatest impact on overall school improvement. This observed practice can exist school-wide or be grade-level or department/content specific.

Primary Essential Practice

To identify the Primary Essential Practice, SLTs will review the Essential Practices listed within the "Significantly Decreased Data Findings" section. The SLT will determine which Essential Practice needs the greatest enhancements to have a positive impact on the school's overall performance during the 2020-2021 school year.

Secondary Essential Practice

To identify the Secondary Essential Practice, SLTs will review the Essential Practices listed within the "Neutral Data Findings" section. The SLT will determine which Essential Practice needs enhancements to have a positive impact on the school's overall performance during the 2020-2021 school year.

The selection of each Essential Practice (Sustained, Primary and Secondary) and Priority Actions will drive the school's action plans for the 2020-2021 school year.

SCHOOL CULTURE

Sustained Essential Practice

Shared Vision/Mission

Primary Essential Practice

Consistent Protocols to Maintain a Healthy and Safe School Environment

Secondary Essential Practice

Staff-Student Connections

<h2 style="text-align:center;color:blue">ACADEMIC PROGRAMS</h2>

Sustained Essential Practice

Data-Driven Instruction

Primary Essential Practice

Effective Questioning/Response Techniques

Secondary Essential Practice

Instructional Support/Coaching

PART TWO

SCHOOL LEADERSHIP CORE COMPETENCIES

The School Improvement Process begins with identification of Essential Practices within a school to sustain or enhance to improve the school's overall performance during the 2020-2021 school year. The next step in the process is to assess and develop the School Leadership Team's skills to successfully lead and support the implementation of the plan.

The School Leadership Core Competencies identified below include patterns of thinking, feeling, acting, or speaking that are directly connected to a leader's ability to affect change within a school. SLTs will assess their current skill level in each of the Core Competencies and determine how they will be applied throughout the School Improvement Process.

<u>Competency 1: Commitment to Students</u> *A relentless pursuit and commitment to student learning as evidenced by a belief in one's own capability, and the courage to take a stand on behalf of students.*

Commitment to Students includes certain behaviors such as:

- *taking ownership for students' learning*
- *setting high expectations for all learners*
- *believing in students' ability to learn regardless of barriers*
- *relentlessly pursuing the implementation of what is right for the students*
- *supporting decisions and policies to improve instruction and advance learning for all students*

Development in Commitment to Students prioritizes the students' learning as the foundation of the School Improvement Process.

<u>Competency 2: Focus on Sustainable Results</u> *The deliberate actions and continuous drive to set challenging goals and reach a high standard of performance despite barriers.*

A Focus on Sustainable Results includes certain behaviors such as:

- *prioritizing activities*
- *implementing initiatives*
- *regularly tracking progress*
- *demonstrating perseverance*
- *considering innovative actions*
- *taking courses of action to achieve desired results and minimize risks*

Developing in the area of Focusing on Sustainable Results will provide short and long-range goals for successful implementation of School Improvement Process.

Competency 3: Developing Others *The act of influencing others, with the specific intent, to increase their short and long-term effectiveness, perceptions, thinking, and actions.*

Developing Others includes certain behaviors such as:

- *setting positive expectations*
- *personally providing instruction*
- *providing developmental feedback*
- *choosing the timing and delivery of information*
- *selecting training and work assignments to build other's capabilities*
- *fully delegating so that others may learn from their own successes and mistakes*

Growth in Developing Others will provide opportunities to influence and improve the skills of all stakeholders throughout the School Improvement Process.

Competency 4: Engages the Team *A group of adults working collectively to leverage their input, to develop actionable and tangible goals, and to implement change in the school.*

Engaging the Team includes certain behaviors such as:

- *empowering others*
- *keeping people on the team informed*
- *ensuring that the team produces as planned*
- *promoting the morale and performance of a team*
- *obtaining resources that the team needs to perform*
- *motivating the team with a compelling vision and enthusiasm*

Development in Engaging the Team allows for a collaborative and comprehensive effort by all stakeholders throughout the School Improvement Process.

Competency 1: Commitment to Students

Describe the School Leadership Team's current reality regarding Commitment to Students.

The school leadership team's current reality regarding commitment to students could be described as ongoing and supportive to policies and decisions that benefit students through mentors and student incentive programs.

As evidenced by:

This is evidenced by the results of our School Climate Feedback survey indicating 90% of department/grade level members collaborate to improve student outcomes, giving a choice of electives and clubs of interest while additionally providing SEL lessons to meet the Socio-emotional needs of students.

Describe how the School Leadership Team will use the Commitment to Students competency in the School Improvement Process.

Our Secondary Essential Practice is staff-student connections. Our School Leadership Team plans to demonstrate commitment to students by ensuring that we implement protocols that connect staff and students virtually and within the school house through mentors, incentive programs, and goal setting.

Competency 2: Focusing on Sustainable Results

Describe the School Leadership Team's current reality regarding Focusing on Sustainable Results.

The School Leadership Team's current reality regarding Focusing on Sustainable Results is one of performance at a high sustained pursuit of measurable results.

As evidenced by:

This is evidenced by the 19% increase in 2019-20 compared to 2018-19 in the use of data chats facilitated by administrators, a 16% increase in instructional walkthroughs made by administrators and a 3% increase in the overall use of tracking student data to adjust instruction.

Describe how the School Leadership Team will use the Focusing on Sustainable Results competency in the School Improvement Process.

The School Leadership Team will use the Focusing on Sustainable Results to ensure the course of action is well strategized and validated by gathering and analyzing data from multiple sources in weekly leadership cohort meetings.

Competency 3: Developing Others

Describe the School Leadership Team's current reality regarding Developing Others.

The School Leadership Team's current reality Developing Others is one of paramount importance and embedded in the leadership roles of instructional coaches, grade-level leaders, department chairs, counselor, and school administration.

As evidenced by:

A 20% increase is noted by teachers in 2019-20 survey results as compared to 2018-19 indicating embedded roles and actions in Developing Others surpassed previous efforts with effective follow through guidance in planning for instruction as additionally noted in a 21% increase in 2019-2020 data as compared to 2018-2019.

Describe how the School Leadership Team will use the Developing Others competency in the School Improvement Process.

The School Leadership Team will use the Developing Others competency in the School Improvement Process by providing opportunities for teachers and staff through the Professional Learning Support Team interest surveys to indicate desired areas for professional development, establish Professional Learning observation mentor experiences with teachers observing other teachers implementing new strategies and facilitating professional training workshops.

Competency 4: Engages the Team

Describe the School Leadership Team's current reality regarding Engages the Team.

The School Leadership Team meets weekly to make decisions within the scope of the work. Data is analyzed to guide the work of the instructional coaches and implemented plans are revisited to determine their effectiveness.

As evidenced by:

School Leadership Team's engagement is evidenced by school-wide calendar publications of all leadership team meetings, weekly virtual check-in session schedules, meeting agendas, sign-in sheets, minutes of meetings and collegial conversations. Visibility and presence of school leadership team on virtual platform sessions are considered vital and coordinated efforts made to ensure leadership team is well represented at such events.

Describe how the School Leadership Team will use the Engages the Team competency in the School Improvement Process.

The School Leadership Team will engage other members of the school community during department/grade level meetings and EESAC meetings.

PART THREE

PRIORITY ACTIONS DEVELOPMENT

School Leadership Teams will review the Essential Practice Enhancements to create Priority Actions necessary to ensure the successful implementation of the Sustained, Primary, and Secondary Practices by the end of the 2020-2021 school year.

Sustained Essential Practice

SLTs will identify the Priority Actions for the Sustained Essential Practice by determining a list of actions necessary to successfully sustain the identified practice by the end of the 2020-2021 school year.

Secondary and Primary Essential Practices

SLTs will identify the Priority Actions for the Secondary and Primary Essential Practices by reviewing the selected enhancements for each and determining a list of actions necessary to successfully implement the identified enhancements by the end of the 2020-2021 school year.

Priority Actions

Schools will reflect on the implementation of the Sustained Essential Practice, the Primary Essential Practice and the Secondary Essential Practice in the previous year(s) to identify what specific actions are necessary to sustain and/or enhance the practices during the 2020-2021 school year. These actions will be captured under Priority Actions.

The Priority Actions will assist in prioritizing the detailed action plans to be developed throughout the School Improvement Process during the 2020-2021 school year.

SCHOOL CULTURE

Sustained Essential Practice

Shared Vision/Mission

Priority Actions for the Sustained Essential Practice

In addition to clearly stating the mission and vision of Redland Middle School, the leadership team will share its yearly school goal with all stakeholders quarterly.

Primary Essential Practice

Consistent Protocols to Maintain a Healthy and Safe School Environment

Priority Actions for the Primary Essential Practice

Redland Middle School will foster school-wide efforts to consistently implement protocols to maintain a healthy and safe school environment such as a school-wide discipline plan with consequences and rewards system for all students to follow.

Secondary Essential Practice

Staff-Student Connections

Priority Actions to Enhance the Secondary Essential Practice

Redland Middle School will focus on the comprehensive implementation of the Social and Emotional Learning Program during EDGE classes. Additionally, counselors will provide small group interventions, select students to participate in the Youth Empowerment Program and teachers will incorporate Restorative Justice Practices across the curriculum.

ACADEMIC PROGRAMS

Sustained Essential Practice

Data-Driven Instruction

Priority Actions for the Sustained Essential Practice

Data will be analyzed and reviewed by teachers and students with the administrative team after each assessment. Data-driven lesson plans will be developed during collaborative planning, and differentiated instruction lesson will be developed by utilizing appropriate resources to remediate or accelerate learning.

Primary Essential Practice

Effective Questioning/Response Techniques

Priority Actions for the Primary Essential Practice

The PLST will meet and decide on question/response techniques to implement during the year. Administrative Team will meet with the PLST and Transformation Coaches to map out implementation of question/response techniques and determine next steps for implementation. Best practices share out, planning, and implementation will take place. Classroom walk-through will be conducted and immediate feedback on question/response techniques will be provided to teachers.

Secondary Essential Practice

Instructional Support/Coaching

Priority Actions to Enhance the Secondary Essential Practice

Administrative Team will meet with the Transformation Coaches on Fridays to assign or review coaching support and determine next steps. The administrative team will also participate in common planning to assist in the development of rigorous lessons that will fully address the standards. Classroom walk-throughs will be conducted and immediate feedback will be provided to teachers for the purpose of improving instructional practice. Administrative Team will collaborate with Transformation Coach and teachers during collaborative planning to create questions that are aligned with achievement level descriptors. Questions will be scaffold to provide the appropriate level of difficulty to support students, enhance learning, and aid in the mastery of tasks

OUTCOME STATEMENTS

The School Leadership Team will create an overarching Outcome Statement in the areas of School Culture and Academic Programs. The School Improvement Process Outcome Statement is the goal the school aims to accomplish by the end of the 2020-2021 school year. SLTs will:

- *Participate in a protocol to assist in creating the overarching School Improvement Process vision for their school.*
- *Consider the predicted results if effective implementation of the identified Essential Practices (Sustained, Primary, and Secondary) occur.*

Develop a statement that encompasses the intended outcome as a result of having successfully implemented the Sustained Practice and Primary/Secondary Essential Practice Enhancements at the end of the 2020-2021 school year.

SCHOOL CULTURE

OUTCOME STATEMENT

School Culture

If we successfully implement our Primary Essential Practice of consistent protocols to maintain a healthy environment, our Secondary Essential practice of staff-student connections, and our Sustained Essential Practice of shared vision/mission, then there will be an improvement in the perception of all stakeholders and a culture of where everyone feels valued.

ACADEMIC PROGRAMS

OUTCOME STATEMENT

Academic Programs

If we successfully implement our Primary Essential Practice of Effective questioning and response techniques, our Secondary Essential Practice of instructional coaching, and our Sustained Essential Practice of data driven instruction, then student achievement will improve in all areas.

OPENING OF SCHOOL PROFESSIONAL DEVELOPMENT

School Leadership Teams will design a professional development (PD) to be provided during the Opening of Schools Mandatory PD Day. In the plan below, specify the following: morning or afternoon sessions, topics to be shared, protocols being used in both small and large groups, and the facilitator(s) leading the group sessions. The purpose of the professional development will be to share what was realized, acknowledged, learned, and planned during Phase I of the School Improvement Process with teachers and staff to garner feedback.

The professional development should include a summary of the:

- *Data and Systems Review Summary*
- *School Leadership Core Competency Course Reflections*
- *Sustained Essential Practice and Priority Actions*
- *Primary & Secondary Essential Practice Selections*
  - *Priority Actions*
- *Outcome Statements*
- *Key content and strategies from Synergy courses*

The professional development should include opportunities to gather teachers' and staff input/feedback on the following:

- *Essential Practice Selections and Priority Actions*

- *Brainstorm possible Implementation Steps*
- *Identify possible roles/resources*

Opening of School Professional Development Agenda

Opening of School Date (08/20/20) AM-PM	Phase I Topic *What topic will be shared?* • *Data and Systems Review Summary* • *School Leadership Core Competency Course Reflections* • *Sustained Essential Practice* • *Primary & Secondary Essential Practice Selections* • *Priority Actions* • *Outcome Statements*	**Process Description** What process/protocol will be used to share the topic and garner feedback from all stakeholders?	**Activity Lead** Who will facilitate the sharing of the topic and the collection and discussion of feedback regarding the topic?
August 20, 2020	Data Analysis Primary & Secondary Essential Practices Priority Actions Outcome Statements	All stakeholders will collaborate during the professional develop session to analyze current student data and gain practice in response to new distant learning platforms ie. My School Online, Microsoft Teams, responding to instructional framework across departments, online grading procedures and effective communication platforms i.e. Remind, to build teacher and student learning capacity during the academic school year 2020-21.	Mr. Gregory A. Beckford, Principal, Ms. Monica Sanchez, Assistant Principal Dr. Maria Chelala, Ms. Ezzria Williams, Ms. Lakinya Nairn, Mr. Rodrigo Tavara, Ms. Melissa Travaline Professional Learning Support Team

Phase II

Action Planning

Consensus – Define – Implement

Phase II will be developed and executed by the school as described below:

Phase II Development & Stakeholder Engagement

August 17 – August 28, 2020

- *Provide Opening of Schools Development to share Phase I results and garner stakeholder feedback using the OOS Development Plan*
- *Develop School Culture and Academic Programs Implementation Steps*

Schools will begin Phase II of the School Improvement Process with an Opening of Schools Professional Development led by the School Leadership Team (SLT). Topics such as Data and Systems Review Summary, the Sustained Essential Practice, Primary and Secondary Essential Practices, Priority Actions, and Outcome Statements will be discussed and examined with stakeholders. The SLT will purposefully engage stakeholders in providing reflective feedback on the creation and implementation of specific actions aimed at achieving improved School Culture and Academic Programs. The development of the School Culture and Academic Programs specific Implementation Steps will be completed by August 28, 2020.

Implementation Steps Requirements:

- *Align to the school's Outcome Statement, Essential Practices and Priority Actions*
- *Provide specific implementation dates*
- *Describe the specific action or activity that will take place*
- *Include the name(s) and position(s) of the person(s) responsible*
- *Specify what evidence would demonstrate the intended Implementation Step was achieved*
- *Describe the process that will be used to monitor each Implementation Step and the person(s) involved in monitoring*

Quarter 1 Implementation

August 31 – October 16, 2020

- *Participate with the School Leadership Team in a Region Review Process*
- *Meet with the EESAC to review and approve Phase I & II of the School Improvement Process*
- *Monitor the execution of Quarter 1 Implementation Steps to ensure a high degree of fidelity*
- *Conduct an Impact Review to gather qualitative data that will inform the Quarter 1 Systems Review*

During Quarter 1 Implementation, schools will execute Quarter 1 Implementation Steps. The school leadership team will monitor, facilitate and assess the degree to which steps were executed based on collected evidence. Towards the conclusion of this stage, schools will conduct an internal impact review that will inform their Systems Review and Data Reflection.

Every Student Succeeds Act (ESSA) Data Incorporation

- *In Phase II you will be asked to identify any subgroup(s) that fell below the 41% threshold according to the Federal Index (link below). If applicable, your school team will determine specific actions to target identified subgroup(s). As specified in the Every Student Succeeds Act (ESSA) the subgroup(s) are made up of: White, Black/African American, Hispanic, Asian, Native American, Multiracial, Pacific Islander, and Economically Disadvantaged students. In addition to the data provided on the SIP Dashboard, the school's entire ESSA Report Card may be viewed by using this link to the EduData site (edudata.fldoe.org) in order to assist in the identification of those target subgroup(s).*
- [Federal Index and ESSA Support Categories](#)

*After analyzing the subgroup data, strategize how the **Priority Actions for the Primary Essential Practice (in Academic Programs only)** in the SIP will address the subgroup(s) of concern. Furthermore, in the first quarter Implementation Steps, include at least one Implementation Step aligned to the appropriate subgroup(s) that are being addressed.*

Quarter 1 Systems Review & Data Reflection

October 19 – October 30, 2020

- *Evaluate and reflect on the success of the Quarter 1 Implementation Steps through the Systems Review and Data Reflection*
- *Revise and/or develop School Culture and Academic Programs Quarter 2 Implementation Steps*

After the Quarter 1 Implementation stage, schools will examine the success of the Implementation Steps and will have the opportunity to adjust/modify based on qualitative and quantitative data gathered during the Impact Review. SLTs will develop better informed and refined Implementation Steps to execute during Quarter 2 Implementation.

Quarter 2 Implementation

November 2 – December 18, 2020

- *Monitor the execution of Quarter 2 Implementation Steps to ensure a high degree of fidelity*
- *Title I Schools will upload their 2020-2021 Title I – Parent and Family Engagement Plan (PFEP)*

During Quarter 2 Implementation, schools will execute Quarter 2 Implementation Steps. The school leadership team will monitor, facilitate and assess the degree to which steps were executed based on collected evidence.

SCHOOL CULTURE
Quarter 1 Implementation
(August 31 – October 16, 2020)

School Culture Outcome Statement

If we successfully implement our Primary Essential Practice of consistent protocols to maintain a healthy environment, our Secondary Essential practice of staff-student connections, and our Sustained Essential Practice of shared vision/mission, then there will be an improvement in the perception of all stakeholders and a culture of where everyone feels valued.

Sustained Essential Practice

Shared Vision/Mission

Priority Actions for the Sustained Essential Practice

In addition to clearly stating the mission and vision of Redland Middle School, the leadership team will share its yearly school goal with all stakeholders quarterly.

Implementation Date(s)	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: Mon, Aug 31 **End:** Fri, Sept 11	Administrative Team will share the mission and vision along with the 2020-2021 school grade goal with all stakeholders every quarter and revisit biweekly on Think Tank Thursdays.	Gregory Beckford, Principal Monica Sanchez, Assistant Principal	Opening of School PowerPoint, Sign-in Sheet, Opening of School Meeting Agenda, School Goal Sheet, School Goal Poster. Stakeholders' buy-in will be evident throughout the school year.	Before the opening of school, Mr. Gregory Beckford, Principal and Monica Sanchez, Assistant Principal will collaborate to develop the 2020-2021 school goal.
Start: Mon, Aug 31 **End:** Fri, Oct 16	The Transformation Coaches will meet quarterly with their Departments to analyze school culture data.	Melissa Travaline, Transformation Literacy Coach and Tracey Webber, Transformation Mathematics Coach	Department Meeting Minutes, Sign-in Sheets, Collegial Conversations, Analyzing Student Data Activity, Adjustments to implemented procedures to improve culture will be made.	Mr. Gregory Beckford, Principal and Ms. Monica Sanchez, Assistant Principal will participate in the analysis of student assessment data by Department.
Start: Mon, Aug 31 **End:** Fri, Oct 16	During Collaborative Planning, teachers will create their own personal goals by period to support the school's mission and vision.	Melissa Travaline, Transformation Literacy Coach and Tracey Webber, Transformation Mathematics Coach	Teachers' Goals per period displayed in their classrooms. Teachers will share their class goals with the students. Students will know their individual goals.	Mr. Gregory Beckford, Principal and Ms. Monica Sanchez, Assistant Principal will participate in collaborative planning and assist teachers as needed when developing individual goals by period.
Start: Mon, Aug 31	At the end of the grading period,	Teachers, Melissa Travaline,	Assessment Data Reports, Collaborative	Mr. Gregory Beckford, Principal and Ms.

End: Fri, Oct 16	quarterly assessment data will be analyzed to determine if goals were met or to make adjustments to the goals as needed.	Transformation Literacy Coach and Tracey Webber, Transformation Mathematics Coach, Mr. Gregory Beckford, Principal, and Ms. Monica Sanchez, Assistant Principal.	Groups, Collegial Conversation, Teacher Reflections. Students will reflect on their goals quarterly and readjust goals.	Monica Sanchez, Assistant Principal will participate in the analysis of quarterly assessment data by Department.

Primary Essential Practice

Consistent Protocols to Maintain a Healthy and Safe School Environment

Priority Actions for the Primary Essential Practice

Redland Middle School will foster school-wide efforts to consistently implement protocols to maintain a healthy and safe school environment such as a school-wide discipline plan with consequences and rewards system for all students to follow.

Implementation Date(s)	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: Tue, Sept 8 **End:** Fri, Sept 18	Virtual grade-level assemblies will take place to review the virtual school-wide discipline plan, incentive plan, and Restorative Justice plan with all students.	Ms. Latoiya Smith, Dr. Maria Chelala, Mr. Davin Granberry, Discipline Team, and Ms. Monica Sanchez, Assistant Principal	Proper etiquette during distance learning including: uniform, camera usage, and an increase in virtual participation. Incentives will include Virtual "Brag Tags", Xbox Live points, Virtual Roblox "Bucks", Weekly Shout Outs", Digital Gift Cards.	The Administrative team will meet to review virtual discipline infractions, virtual attendance, and academic achievement biweekly: Mr. Gregory Beckford, Principal and Ms.Monica Sanchez, Assistant Principal.
Start: Mon, Aug 31 **End:** Fri, Oct 16	The Restorative Justice Team will conduct weekly check-ins with teachers during Think Tank Thursdays to monitor student infractions and provide interventions.	Ms. Latoiya Smith, CSI, Ms. Herran and Mr. Delval, Counselors	A 70% decrease in virtual infractions.	The Administrative team will meet to review virtual discipline infractions, virtual attendance, and academic achievement biweekly: Mr. Gregory Beckford, Principal and Ms.Monica Sanchez, Assistant Principal.
Start: Mon, Sept 21 **End:** Fri, Sept 25	The school-wide discipline plan will be reviewed with parents during Virtual Open	Ms. Latoiya Smith, Dr. Maria Chelala, Mr. Davin Granberry,	Increased parent participation enforcing proper etiquette during distance learning including: uniform, camera	The Administrative team will meet to review virtual discipline infractions, virtual attendance, and academic

	House via dadeschools.tv.	Discipline Team, and Ms. Monica Sanchez, Assistant Principal	usage, and an increase in virtual participation.	achievement biweekly: Mr. Gregory Beckford, Principal and Ms.Monica Sanchez, Assistant Principal.
Start: Mon, Oct 5 **End:** Fri, Oct 16	Grade-level assemblies will take place to review the schoolhouse school-discipline plan, incentive plan, and Restorative Justice plan.	Ms. Latoiya Smith, Dr. Maria Chelala, Mr. Davin Granberry, Discipline Team, and Ms. Monica Sanchez, Assistant Principal	Decrease in discipline and uniform infractions and increase in attendance rate and academic achievement.	The Administrative team will meet to review discipline infractions, attendance, and academic achievement biweekly: Mr. Gregory Beckford, Principal and Ms.Monica Sanchez, Assistant Principal.

Secondary Essential Practice

Staff-Student Connections

Priority Actions for the Secondary Essential Practice

Redland Middle School will focus on the comprehensive implementation of the Social and Emotional Learning Program during EDGE classes. Additionally, counselors will provide small group interventions, select students to participate in the Youth Empowerment Program and teachers will incorporate Restorative Justice Practices across the curriculum.

Implementation Date(s)	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: Mon, Aug 31 **End:** Fri, Oct 16	Counselors will provide small group intervention to address students' needs. Counselors will meet with students weekly in small group format to complete restorative justice practices.	Raul Del Val, School TRUST Counselor, Soraya Herran School Counselor,	Small Group Intervention Schedule, Intervention Student Attendance Roster, Increase staff-student relationships.	The Administrative team, Gregory Beckford, Principal and Monica Sanchez, Assistant Principal will conduct walk-throughs twice a week to monitor small group interventions being provided by the counselors.
Start: Mon, Aug 31 **End:** Fri, Oct 16	Teachers will implement weekly strategies and components of Restorative Justice Program in all classes	Teachers	Decrease in discipline infractions, improved	The Administrative team, Gregory Beckford,Principal and Monica Sanchez, Assistant Principal will will conduct

			problem-solving strategies implemented among students.	walk-throughs twice a week to monitor the effective implementation Restorative Justice Practices.
Start: Mon, Aug 31 **End:** Fri, Sept 11	Counselors will select students from the Early Warning Indicators list to participate in the Youth Empowerment Project (YEP).	Raul Del Val, School TRUST Counselor, Soraya Herran School Counselor,	Early Warning Indicators list, YEP Student Enrollment list, Master Schedule, Youth Empowerment Project Lesson Plans	Monica Sanchez, Assistant Principal will participate in monthly YEP meetings and conduct walk-throughs twice a week to monitor the implementation of the YEP Program.
Start: Mon, Aug 31 **End:** Fri, Oct 16	Edge Teachers will implement the SEL Program to help students learn how to build confidence, boost academics, set and achieve goals and manage complex interpersonal relationships. Edge Teachers will focus on mentoring and project-based learning.	Felicia Price, Otis Holloway, and Tim Birkett, Edge Teachers	Panorama student data will improve in all of the following areas: Growth Mindset, Self-Efficacy, Grit, and Sense of Belonging.	The Administrative team, Gregory Beckford, Principal and Monica Sanchez, Assistant Principal will conduct classroom walkthroughs twice a week to monitor the effective implementation of the SEL curriculum and will analyze Panorama data when available to determine the effectiveness of the program.

ACADEMIC PROGRAMS
Quarter 1 Implementation
(August 31 – October 16, 2020)

Academic Programs Outcome Statement

If we successfully implement our Primary Essential Practice of Effective questioning and response techniques, our Secondary Essential Practice of instructional coaching, and our Sustained Essential Practice of data driven instruction, then student achievement will improve in all areas.

Sustained Essential Practice

Data-Driven Instruction

Priority Actions for the Sustained Essential Practice

Data will be analyzed and reviewed by teachers and students with the administrative team after each assessment. Data-driven lesson plans will be developed during collaborative planning, and differentiated instruction lesson will be developed by utilizing appropriate resources to remediate or accelerate learning.

Implementation Date(s)	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step	Monitoring (How and Who?)

			was successfully executed?)	
Start: Mon, Aug 31 **End:** Fri, Oct 16	During weekly collaborative planning, teachers will utilize their biweekly (Reading/ELA) or Topic Assessment (Mathematics, Science, and Civics) assessments to select data aligned iReady Toolbox and ETO Science resources, to implement during differentiated instruction.	Teachers, Gregory Beckford, Principal and Monica Sanchez, Assistant Principal	Lesson plans exhibiting use of data aligned resources. Differentiated instruction lessons will be evident for students based on individual data.	The Administrative team will conduct weekly virtual walkthroughs and provide feedback: Gregory Beckford, Principal, and Monica Sanchez, Assistant Principal
Start: Mon, Aug 31 **End:** Fri, Oct 2	Teachers will use breakout rooms on virtual platforms to facilitate virtual differentiated instruction.	Teachers	Differentiated instruction lessons, groupings and materials will be evident. Differentiated instruction lessons will be evident for students based on individual data.	The Administrative team will conduct weekly virtual walkthroughs and provide feedback: Gregory Beckford, Principal, and Monica Sanchez, Assistant Principal
Start: Mon, Aug 31 **End:** Fri, Oct 2	Teachers will use data from virtual assessments to conduct whole group differentiated lessons.	Teachers	Differentiated whole group lessons based on individual class data and lesson plans that reflect the lessons.	The Administrative team will conduct weekly virtual walkthroughs and provide feedback: Gregory Beckford, Principal, and Monica Sanchez, Assistant Principal
Start: Mon, Aug 31 **End:** Fri, Oct 16	Weekly walkthroughs will be conducted to observe explicit instruction at the Teacher Led Center (TLC) with the use of identified resources for each content area during DI.	Gregory Beckford, Principal Monica Sanchez, Assistant Principal, Melissa Travaline, Literacy Coach Tracey Webber, Mathematics Coach	Differentiated Instruction groupings, lesson plans, and identified resources for each content area will be available in DI folders. Instruction will focus on individual student data. Students will be aware of their goals and students achievement will increase by 2% points.	The Administrative team and Transformation Coaches will conduct weekly virtual walkthroughs during Teacher Led Centers and provide feedback: Gregory Beckford, Principal, Monica Sanchez, Assistant Principal, Melissa Travaline, Literacy Coach Tracey Webber, Mathematics Coach

Primary Essential Practice

Effective Questioning/Response Techniques

Priority Actions for the Primary Essential Practice

The PLST will meet and decide on question/response techniques to implement during the year. Administrative Team will meet with the PLST and Transformation Coaches to map out implementation of question/response techniques and determine next steps for implementation. Best practices share out, planning, and implementation

will take place. Classroom walk-through will be conducted and immediate feedback on question/response techniques will be provided to teachers.

Implementation Date(s)	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: Mon, Aug 31 **End:** Fri, Oct 16	The PLST Team will provide bimonthly professional development to all teachers on effective question/response techniques using virtual platforms.	Lakinya Nairn, Rodrigo Tavara, Ezzria Williams, Melissa Travaline, PLST Team, Monica Sanchez, Assistant Principal	An 70% increase in research-based question/response techniques in the virtual setting such as annotations, polls, and virtual exit tickets.	The Administrative team: Gregory Beckford, Principal, Monica Sanchez, Assistant Principal, will conduct weekly virtual walkthroughs and provide feedback on the strategies implemented.
Start: Mon, Aug 31 **End:** Fri, Oct 9	The Transformation Coaches will plan with teachers to implement question/response techniques to improve the two subgroups (Black and Students with Disabilities) academic success. Data Trackers will be utilized to monitor student progress, including the ESSA subgroups.	Melissa Travaline and Tracey Webber, Transformation Coaches	Lesson plans and virtual lessons that reflect virtual question/response technique such as annotations, polls, and virtual exit tickets. Data Trackers for two ESSA subgroups.	The Administrative team will conduct weekly walkthroughs and provide feedback: Gregory Beckford, Principal Monica Sanchez,, Assistant Principal.
Start: Mon, Aug 31 **End:** Fri, Oct 16	Transformation Coaches will model and co-teach the shared question/response techniques with specific teachers.	Melissa Travaline and Tracey Webber, Transformation Coaches	Coaching logs, and observation log. Lesson plans that incorporate research based question/response techniques. Teachers will be able to effectively implement learned strategies.	The Administrative team will conduct weekly walkthroughs and provide feedback: Gregory Beckford, Principal Monica Sanchez, Assistant Principal.
Start: Mon, Aug 31 **End:** Fri, Oct 16	The Administrative Team and Transformation Coaches will reflect on the impact of coaching and support based on question/response techniques provided on a weekly basis to prioritize future support.	Gregory Beckford, Principal, Monica Sanchez, Assistant Principal, Melissa Travaline and Tracey	Administrators and Transformation Coaches will conduct collegial conversation regarding support provided to teachers. Coaches calendar identifying future support. Curriculum Team Meeting	The Administrative team, Gregory Beckford, Principal, and Monica Sanchez, Assistant Principal will meet weekly with Transformation Coaches and reflect on coaching practices to

		Webber, Transformation Coaches	Agenda and Reflection	determine effectiveness of coaching support.

ESSA Reflection

To complete the following ESSA Reflection, refer to the Every Student Succeeds Act (ESSA) Data Incorporation section in the Phase II Introduction for additional information.

If you have met expectations with all subgroup(s) input n/a in the next two fields.

Identify which of the ESSA subgroup(s) did not meet the 41% threshold according to the Federal Index (White, Black/African American, Hispanic, Asian, Native American, Multiracial, Pacific Islander, Economically Disadvantaged Students, Students with Disabilities, English Language Learners).

Using the Federal Index and ESSA Support Categories list, the subgroups that did not meet the 41% threshold included Black/African American and Students with Disabilities.

In the narrative below, be sure to detail how you will address the school-wide improvement priorities for these identified subgroup(s).

The school-wide improvement priorities that will be addressed for students not scoring above the threshold on the Federal Index will focus on differentiation. By planning, and tracking student progress through differentiated instruction, Redland Middle will be able to address the needs of the identified subgroups. This will include: data disaggregation and chats and planning for strategic interventions.

Lastly, review the Implementation Steps for the Primary Essential Practice in Quarter 1 Implementation above, be sure to include at least one Implementation Step to address the subgroup(s) that fell below the 41% threshold per the Federal Index.

Secondary Essential Practice

Instructional Support/Coaching

Priority Actions for the Secondary Essential Practice

Administrative Team will meet with the Transformation Coaches on Fridays to assign or review coaching support and determine next steps. The administrative team will also participate in common planning to assist in the development of rigorous lessons that will fully address the standards. Classroom walk-throughs will be conducted and immediate feedback will be provided to teachers for the purpose of improving instructional practice. Administrative Team will collaborate with Transformation Coach and teachers during collaborative planning to create questions that are aligned with achievement level descriptors. Questions will be scaffold to provide the appropriate level of difficulty to support students, enhance learning, and aid in the mastery of tasks

Implementation Date(s)	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: Mon, Aug 31 **End:** Fri, Oct 16	Reading Interventionists will utilize Item Spec questions from virtual platforms materials similar to	Melissa Travaline, Literacy Coach, Reading Interventionists	The utilization of item spec task cards. City Year's lesson planning activities to include item spec questions. Students will be able to complete task questions embedded to	The Administrative team, Gregory Beckford, Principal and Monica Sanchez, Assistant Principal will participate in

	include media components and grade level question types weekly to build student stamina.		reading excerpts corresponding City Year Core Program selections.	collaborative planning and conduct weekly walk-throughs to determine effectiveness of interventions and proper use of instructional materials.
Start: Mon, Aug 31 **End:** Fri, Oct 16	Math Coach will collaborate with math Interventionist to provide push-in interventions as needed based on Exit Ticket scores.	Tracey Webber, Mathematics Coach, Math Interventionists	Exit Tickets, fluid differentiated instruction groups, and differentiated instruction lesson plans will be present. Students will be able to demonstrate mastery of standards on exit tickets with a 2 percentage point increase.	Monica Sanchez, Assistant Principal will attend weekly collaborative planning to review Exit Ticket data and make adjustments as needed.
Start: Mon, Aug 31 **End:** Fri, Oct 16	Through weekly Collaborative Planning, teachers will be provided support in creating Item Spec question types for selected text and questions to ensure all teacher address the Achievement Level Descriptors.	Melissa Travaline, Literacy Coach, Reading and ELA teachers	In Collaborative Planning, teachers will develop lesson plans that will include scaffolded standardized test type questions. Teacher lesson plans and student writing end products and exit slips will be available. Students will be able to demonstrate mastery of standards on exit tickets and writing products with a 2 percentage point increase.	The Administrative team, Gregory Beckford, Principal and Monica Sanchez, Assistant Principal will participate in collaborative planning and conduct weekly walk-through to provide feedback to Transformation Coaches and teachers.
Start: Mon, Aug 31 **End:** Fri, Oct 16	Through weekly collaborative planning, transformation coaches will guide teachers to plan for mid-quarter and end-of-quarter writing task questions and exit slips that are standard aligned.	Melissa Travaline, Literacy Coach Tracey Webber, Mathematics Coach,	Teacher lesson plans and student writing end products and exit slips will be available.	The Administrative team, Gregory Beckford, Principal Monica Sanchez, Assistant Principal will conduct weekly walk-through to review writing process and end products.

Parent Family Engagement Plan (PFEP)

All Title 1 schools will submit the 2018-2019 PFEP to the Title 1 office for approval on or before, Tuesday, October 9, 2018. Once approved, the PFEP will be uploaded into the School Improvement Process (Phase II).

SCHOOL CULTURE
Quarter 2 Implementation
(November 2 – December 18, 2020)

School Culture Outcome Statement

If we successfully implement our Primary Essential Practice of consistent protocols to maintain a healthy environment, our Secondary Essential practice of staff-student connections, and our Sustained Essential Practice of shared vision/mission, then there will be an improvement in the perception of all stakeholders and a culture of where everyone feels valued.

Sustained Essential Practice

Shared Vision/Mission

Priority Actions for the Sustained Essential Practice

In addition to clearly stating the mission and vision of Redland Middle School, the leadership it will share its yearly school goal with all stakeholders quarterly.

Implementation Date(s)	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: Mon, Nov 2 **End:** Fri, Dec 18	Administrative Team will share the mission and vision along with the 2020-2021 school grade goal with all stakeholders every quarter and revisit biweekly on Think Tank Thursdays.	Gregory Beckford, Principal Monica Sanchez, Assistant Principal	Opening of School PowerPoint, Sign-in Sheet, Opening of School Meeting Agenda, School Goal Sheet, School Goal Poster. Stakeholders' buy-in will be evident throughout the school year.	Before the opening of school, Mr. Gregory Beckford, Principal and Monica Sanchez, Assistant Principal will collaborate to develop the 2020-2021 school goal.
Start: Mon, Nov 2 **End:** Fri, Dec 18	The transformation coach will meet quarterly with their Departments to analyze school culture data.	Melissa Travaline, Transformation Literacy Coach	Department Meeting Minutes, Sign-in Sheets, Collegial Conversations, Analyzing Student Data Activity, Adjustments to implemented procedures to improve culture will be made.	Mr. Gregory Beckford, Principal and Ms. Monica Sanchez, Assistant Principal will participate in the analysis of student assessment data by Department.
Start: Mon, Nov 2 **End:** Fri, Dec 18	During Collaborative Planning, teachers will create their own personal goals by period to support the school's mission and vision.	Melissa Travaline, Transformation Literacy Coach	Teachers' Goals per Period Displayed in their classrooms. Teachers will share their goals with the students.	Mr. Gregory Beckford, Principal and Ms. Monica Sanchez, Assistant Principal will participate in collaborative planning and assist teachers as needed when developing individual goals by period.
Start: Mon, Nov 2 **End:** Fri, Dec 18	At the end of the grading period, quarterly assessment data will be analyzed to determine if goals were met or to make	Teachers, Melissa Travaline, Transformation Literacy Coach and Ms.	Assessment Data Reports, Collaborative Groups, Collegial Conversation, Teacher Reflections	Mr. Gregory Beckford, Principal and Ms. Monica Sanchez, Assistant Principal will participate in the analysis of

| | adjustments to the goals as needed. | Monica Sanchez, Assistant Principal. | | quarterly assessment data by Department. |

Primary Essential Practice

Consistent Protocols to Maintain a Healthy and Safe School Environment

Priority Actions for the Primary Essential Practice

Redland Middle School will foster school-wide efforts to consistently implement protocols to maintain a healthy and safe school environment such as a school-wide discipline plan with consequences and rewards system for all students to follow.

Explain why you modified the Priority Actions for the Primary Essential Practice

Feedback from SIP review.

Implementation Date(s)	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: Mon, Nov 2 **End:** Fri, Nov 6	A school wide virtual assembly will take place to review the school-wide discipline plan, incentive plan, and Restorative Justice plan with all students.	Ms. Latoiya Smith, Dr. Maria Chelala, Mr. Davin Granberry, Discipline Team, and Ms. Monica Sanchez, Assistant Principal	Proper in school etiquette during Quarter 2 including: social distancing, safety measures, and following the Student Code of Conduct. Incentives will include Virtual "Brag Tags", Xbox Live points, Virtual Roblox "Bucks", Weekly Shout Outs", Digital Gift Cards.	The Administrative team will meet to review discipline infractions, attendance, and academic achievement biweekly: Mr. Gregory Beckford, Principal and Ms.Monica Sanchez, Assistant Principal.
Start: Mon, Nov 2 **End:** Fri, Dec 18	The Restorative Justice Team will conduct weekly check-ins with teachers during Think Tank Thursdays to monitor student infractions and provide interventions.	Ms. Latoiya Smith, CSI, Ms. Herran and Mr. Delval, Counselors	A 70% decrease in virtual and physical infractions.	The Administrative team will meet to review discipline infractions, attendance, and academic achievement biweekly: Mr. Gregory Beckford, Principal and Ms. Monica Sanchez, Assistant Principal.
Start: Mon, Nov 2 **End:** Fri, Dec 18	The Restorative Justice Team will utilize a shared Google Document	Ms. Latoiya Smith, CSI, Ms. Herran and Mr.	A 70% decrease in virtual and physical infractions.	The Administrative team will meet to review discipline infractions, attendance, and academic achievement

				biweekly: Mr. Gregory Beckford, Principal and Ms. Monica Sanchez, Assistant Principal.
	to monitor school-wide infractions.	Delval, Counselors		
Start: Mon, Nov 2 **End:** Fri, Dec 18	The school-wide discipline plan will be reviewed with parents during Open House.	Ms. Latoiya Smith, Dr. Maria Chelala, Mr. Davin Granberry, Discipline Team, and Ms. Monica Sanchez, Assistant Principal	Increased parent participation enforcing Proper in school etiquette during Phase 2 including: social distancing, safety measures, and following the Student Code of Conduct.	The Administrative team will meet to review virtual discipline infractions, attendance, and academic achievement biweekly: Mr. Gregory Beckford, Principal and Ms. Monica Sanchez, Assistant Principal.

Secondary Essential Practice

Staff-Student Connections

Priority Actions for the Secondary Essential Practice

Redland Middle School will focus on the comprehensive implementation of the Social and Emotional Learning Program during EDGE classes. Additionally, counselors will provide small group interventions, select students to participate in the Youth Empowerment Program and teachers will incorporate Restorative Justice Practices across the curriculum.

Implementation Date(s)	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: Mon, Nov 2 **End:** Fri, Dec 18	Counselors will provide small group intervention to address students' needs. Counselors will meet with students weekly in small group format to complete restorative justice practices.	Raul Del Val, School TRUST Counselor, Soraya Herran School Counselor,	Small Group Intervention Schedule, Intervention Student Attendance Roster, Increase staff-student relationships.	The Administrative team, Gregory Beckford, Principal and Monica Sanchez, Assistant Principal will conduct walk-through to monitor small group interventions being provided by the counselors.
Start: Mon, Nov 2 **End:** Fri, Dec 18	Teachers will implement strategies and components of Restorative Justice Program in all classes such as posing open-ended questions, engage	Teachers	Decrease in discipline infractions, improved problem-	The Administrative team, Gregory Beckford,Principal and Monica Sanchez, Assistant Principal will will conduct walk-through to

	students to make connections relevant to actions taken, and redirect students to explore resolutions.		solving strategies implemented among students.	monitor the effective implementation Restorative Justice Practices.
Start: Mon, Nov 2 **End:** Fri, Dec 18	YEP Students enrolled will work closely with YEP teacher to provide interventions.	Ms. Harrell, YEP teacher, Raul Del Val, School TRUST Counselor, Soraya Herran School Counselor,	Early Warning Indicators list, YEP Student Enrollment list, Master Schedule, Youth Empowerment Project Lesson Plans	Monica Sanchez, Assistant Principal will participate in monthly YEP meetings and conduct walk-through to monitor the implementation of the YEP Program.
Start: Mon, Nov 2 **End:** Fri, Dec 18	Edge Teachers will implement the Social Emotional Learning Program to help students learn how to build confidence, boost academics, set and achieve goals and manage complex interpersonal relationships. Edge Teachers will focus on mentoring and project-based learning.	Felicia Price, Otis Holloway, and Tim Birkett, Edge Teachers	Panorama student data will improve in all of the following areas: Growth Mindset, Self-Efficacy, Grit, and Sense of Belonging.	The Administrative team, Gregory Beckford, Principal and Monica Sanchez, Assistant Principal will conduct classroom walkthroughs to monitor the effective implementation of the SEL curriculum and will analyze Panorama data when available to determine the effectiveness of the program.

ACADEMIC PROGRAMS
Quarter 2 Implementation
(November 2 – December 18, 2020)

Academic Programs Outcome Statement

If we successfully implement our Primary Essential Practice of Effective questioning and response techniques, our Secondary Essential Practice of instructional coaching, and our Sustained Essential Practice of data driven instruction, then student achievement will improve in all areas.

Sustained Essential Practice

Data-Driven Instruction

Priority Actions for the Sustained Essential Practice

Data will be analyzed and reviewed by teachers and students with the administrative team after each assessment. Data-driven lesson plans will be developed during collaborative planning, and differentiated instruction lesson will be developed by utilizing appropriate resources to remediate or accelerate learning.

Implementation Date(s)	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step	Monitoring (How and Who?)

			was successfully executed?)	
Start: Mon, Nov 2 **End:** Fri, Dec 18	During weekly common planning, teachers will utilize their biweekly (Reading/ELA) or Topic Assessment (Mathematics, Science, and Civics) assessments to select data aligned iReady Toolboxand ETO Science resources, to implement during differentiated instruction.	Teachers, Gregory Beckford, Principal and Monica Sanchez, Assistant Principal	Lesson plans exhibiting use of data aligned resources. Differentiated instruction lessons will be evident for students based on individual data.	The Administrative team will conduct weekly walkthroughs and provide feedback: Gregory Beckford, Principal, and Monica Sanchez, Assistant Principal
Start: Mon, Nov 2 **End:** Fri, Dec 18	Teachers will facilitate differentiated instruction.	Teachers	Differentiated instruction lessons, groupings and materials will be evident. Differentiated instruction lessons will be evident for students based on individual data.	The Administrative team will conduct weekly walkthroughs and provide feedback: Gregory Beckford, Principal, and Monica Sanchez, Assistant Principal
Start: Mon, Nov 2 **End:** Fri, Dec 18	Teachers will use data from virtual assessments to conduct whole group differentiated lessons.	Teachers	Differentiated whole group lessons based on individual class data and lesson plans that reflect the lessons.	The Administrative team will conduct weekly walkthroughs and provide feedback: Gregory Beckford, Principal, and Monica Sanchez, Assistant Principal
Start: Mon, Nov 2 **End:** Fri, Dec 18	Weekly walkthroughs will be conducted to observe explicit instruction at the Teacher Led Center (TLC) with the use of identified resources for each content area during DI.	Gregory Beckford, Principal Monica Sanchez, Assistant Principal, Melissa Travaline, Transformation Coach	Differentiated Instruction groupings, lesson plans, and identified resources for each content area will be available in DI folders. Instruction will focus on individual student data. Students will be aware of their goals and students achievement will increase by 2% points.	The Administrative team and Transformation Coach will conduct weekly walkthroughs during Teacher Led Centers and provide feedback: Gregory Beckford, Principal, Monica Sanchez, Assistant Principal, Melissa Travaline, Literacy Coach

Primary Essential Practice

Effective Questioning/Response Techniques

Priority Actions for the Primary Essential Practice

The PLST will meet and decide on question/response techniques to implement during the year. Administrative Team will meet with the PLST and Transformation Coaches to map out implementation of question/response techniques and determine next steps for implementation. Best practices share out, planning, and implementation

will take place. Classroom walk-through will be conducted and immediate feedback on question/response techniques will be provided to teachers.

Explain why you modified the Priority Actions for the Primary Essential Practice

Updated based on SIP Review.

Implementation Date(s)	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: Mon, Nov 2 **End:** Fri, Dec 18	The PLST Team will provide bimonthly professional development to all teachers on effective question/response techniques.	Lakinya Nairn, Rodrigo Tavara, Ezzria Williams, Melissa Travaline, PLST Team, Monica Sanchez, Assistant Principal	An 70% increase in research-based question/response techniques in the such as annotations, polls, and virtual exit tickets.	The Administrative team: Gregory Beckford, Principal, Monica Sanchez, Assistant Principal, will conduct weekly walkthroughs and provide feedback on the strategies implemented.
Start: Mon, Nov 2 **End:** Fri, Dec 18	The Transformation Coach will plan with teachers to implement question/response techniques to improve the two subgroups (Black and Students with Disabilities) academic success. Data Trackers will be utilized to monitor student progress, including the ESSA subgroups.	Melissa Travaline, Transformation Coach	Lesson plans and virtual lessons that reflect question/response techniques. Data of the two subgroups that did not meet the 41% threshold.	The Administrative team will conduct weekly walkthroughs and provide feedback: Gregory Beckford, Principal Monica Sanchez,, Assistant Principal.
Start: Mon, Nov 2 **End:** Fri, Dec 18	Transformation Coach will model and co-teach the shared question/response techniques with specific teachers.	Melissa Travaline, Transformation Coach	Coaching logs, and observation log. Lesson plans that incorporate research based question/response techniques. Teachers will be able to effectively teach newly learned strategies.	The Administrative team will conduct weekly walkthroughs and provide feedback: Gregory Beckford, Principal Monica Sanchez, Assistant Principal.
Start: Mon, Nov 2 **End:** Fri, Dec 18	The Administrative Team and Transformation Coach will reflect on the impact of coaching and support	Gregory Beckford, Principal, Monica Sanchez,	Administrators and Transformation Coach will conduct collegial conversation regarding support	The Administrative team, Gregory Beckford, Principal, and Monica Sanchez, Assistant Principal will

| provided on a weekly basis to prioritize future support. | Assistant Principal, Melissa Travaline, Transformation Coach | provided to teachers. Coaches calendar identifying future support. Curriculum Team Meeting Agenda and Reflection | meet weekly with Transformation Coaches and reflect on coaching practices to determine effectiveness of coaching support. |

Secondary Essential Practice

Instructional Support/Coaching

Priority Actions for the Secondary Essential Practice

Administrative Team will collaborate with Transformation Coach and teachers during collaborative planning to create questions that are aligned with achievement level descriptors. Questions will be scaffold to provide the appropriate level of difficulty to support students, enhance learning, and aid in the mastery of tasks

Implementation Date(s)	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
Start: Mon, Nov 2 **End:** Fri, Dec 18	Reading Interventionists will utilize Item Spec questions virtual materials similar to include media components and grade level question types weekly to build student stamina.	Melissa Travaline, Transformation Coach , Reading Interventionists	The utilization of item spec task cards. City Year's lesson planning activities to include item spec questions. Students will be able to complete task questions embedded to reading excerpts corresponding City Year Core Program selections.	The Administrative team, Gregory Beckford, Principal and Monica Sanchez, Assistant Principal will participate in collaborative planning and conduct weekly walk-throughs to determine effectiveness of interventions and proper use of instructional materials.
Start: Mon, Nov 2 **End:** Fri, Dec 18	Math Department Chair will collaborate with math Interventionist to provide push-in interventions as needed based on Exit Ticket scores.	Consuelo Morales, Math Department Chair, Math Interventionists	Exit Tickets, fluid differentiated instruction groups, and differentiated instruction lesson plans will be present. Students will be able to demonstrate mastery of standards on exit tickets with a 2 percentage point increase.	Monica Sanchez, Assistant Principal will collaborate during common planning to review Exit Ticket data and make adjustments as needed.
Start: Mon, Nov 2 **End:** Fri, Dec 18	Through weekly Collaborative Planning, teachers will be provided support on creating Item spec question types for	Melissa Travaline, Transformation Coach, Reading and ELA teachers	In Collaborative Planning, teachers will develop lesson plans that will include scaffolded standardized test type questions. Teacher lesson plans and student	The Administrative team, Gregory Beckford, Principal and Monica Sanchez, Assistant Principal will participate in

	selected text and questions to ensure all teacher address the Achievement Level Descriptors.		writing end products and exit slips will be available. Students will be able to demonstrate mastery of standards on exit tickets and writing products with a 2 percentage point increase.	collaborative planning and conduct weekly walk-through to provide feedback to Transformation Coaches and teachers.
Start: Mon, Nov 2 **End:** Fri, Dec 18	Through weekly ELA collaborative planning, Transformation Coach and Department Chair will guide teachers to plan for mid-quarter and end-of-quarter writing task questions and exit tickets and lessons that are standard aligned.	Melissa Travaline, Transformation Coach, Consuelo Morales, Math Department Chair	Teacher lesson plans and student writing end products and exit slips will be available.	The Administrative team, Gregory Beckford, Principal Monica Sanchez, Assistant Principal will conduct weekly walk-through to review writing process and end products.

MDCPS Levels of Support for Addressing Learning Loss

To complete the MDCPS Levels of Support for Addressing Learning Loss section, refer to the 2020-2021 MDCPS Continuous Learning Plan: A Plan to Mitigate Loss of Learning Due to COVID-19. Please address Levels 1, 2 and 3 by responding to the specific questions below.

Level 1: Accelerating Student Learning- Describe the steps the school is taking to ensure high-quality grade level instruction is being provided to all students both Schoolhouse and My School Online (MSO).

The school-wide improvement priorities that will be addressed for students not scoring above the threshold on the Federal Index will focus on differentiation. By planning, and tracking student progress through differentiated instruction, Redland Middle will be able to address the needs of the identified subgroups. This will include: data disaggregation and chats and planning for strategic interventions.

Level 2: Assessing and Addressing Student Learning Gaps- Describe the steps the school is taking to provide targeted interventions to tier 2/3 students in addition to support and services during the school day that are above and beyond Tier 1 instruction.

Redland Middle School is provided targets interventions through small group differentiation. Targeted students include bubble students and students in the lowest 25%. Targeted students receive intervention from City Year and interventionists. Students are monitored using bi weekly assessments including exit slips and cold reads.

Level 3: Providing Extended Learning Opportunities- Describe the steps the school is taking to offer students opportunities to participate in extended learning opportunities that are inclusive of Saturday Academy, Winter Break Academy, Spring Break Academy, and before and after school tutoring programs.

Redland Middle School is offering students opportunities to participate in extended learning opportunities during Saturday School and after school tutoring programs through After School Allstars. Students that are levels 1.3 and above are provided extended learning opportunities for Virtual Saturday School from October-April. Students that part of our low 25 percent are provided opportunities through After School Allstars. ELL students are provided after school tutoring twice a week through Title III tutoring.

Phase III & IV

Mid-Year Review & Q3/Q4 Implementation

Reflect – Modify – Implement

Phases III & IV will be developed and executed at the school as described below:

In addition to completing the Phase III Mid-Year Review (January 4 – January 29, 2021), the School Leadership Team will create Phase IV Implementation Steps for both School Culture and Academic Programs to implement from February 1 – April 30, 2021.

Mid-Year Readiness Data *and* ***Systems Review*** *should directly inform the Quarter 3 and 4 Implementation Steps.*

- ○ ***A Data Review:*** *is a thorough disaggregation and analysis of all pertinent data points to evaluate outcomes and inform future actions needed to achieve school goals.*
- ○ ***Systems Review:*** *is a thorough analysis of the impact of the implementation steps to inform future actions needed to achieve the school goals.*

Phase III: Mid-Year Review

January 4 – January 29, 2021

- *Complete the School Improvement Process Mid-Year Reflection utilizing the Data Review Analysis and Systems Review*
- *Gather teachers and staff feedback regarding progress of Phase II Implementation Steps*
- *Develop Phase III Implementation Steps with School Leadership Team*
- *Review Phase III of the School Improvement Process (EESAC)*

Phase IV: Quarter 3 & Quarter 4 Implementation

February 1 – June 9, 2021

- *Monitor the execution of Quarter 3 & Quarter 4 Implementation Steps to ensure a high degree of fidelity.*
- *During Quarter 3 & Quarter 4 Implementation, schools will execute Quarter 3 & Quarter 4 Implementation Steps. The school leadership team will monitor, facilitate and assess the degree to which steps were executed, and the impact obtained based on collected evidence.*

Implementation Steps Requirements:

- *Align to the school's Outcome Statement, Essential Practice and Priority Action*
- *Provide specific implementation dates*
- *Describe the specific action or activity that will take place*
- *Include the name and position of the person responsible*
- *Specify what evidence would demonstrate the intended Implementation Step was achieved*

- *Name the person responsible and describe the process that will be used to monitor each Implementation Step*

Mid-Year Data Map

For the 2020-2021 school year the Data Maps will be accessible via the SIP (School Improvement Process) Dashboard on Power BI. Schools will be notified of availability via a Weekly Briefing.

Access the SIP Dashboard:

Administrators, members of the School Leadership Team, and Synergy participants all have access to the SIP Dashboard via www.powerbi.com using your MDCPS Office 365 Credentials. Launch the SIP Dashboard from "Shared with me," adding this report to "Favorites" is a recommendation for ease and future reference. Once on the SIP Dashboard, the reports are separated into several tabs navigated at the bottom of the screen. To further disaggregate the data, use the following functions: buttons, filters, slicers, and drill down (availability varies from tab to tab). In each report, examine the titles and descriptions for each visual. Additional text will be provided to describe any features that might be available to you.

MID-YEAR DATA REVIEW

January 4 - January 29, 2021

Convene the SLT to examine, interpret and disseminate the Mid-Year Data Map for School Culture and Academic Programs.

1. Describe the process used by the SLT to examine, interpret, and disseminate the Mid-Year Data Map for School Culture and Academic Programs.

The School Leadership Team met to examine, interpret, and disseminate the Mid-Year Data Map for School Culture and Academic Programs. The School Leadership Team shared the data and findings with the faculty and staff during Think Tank Thursdays.

2. In relation to your 2021 school grade goals and your Outcome Statement for School Culture describe which data finding(s) are most encouraging and which data finding(s) are most concerning. Explain why.

According to the Mid-Year Culture Survey, 81% of the teachers agreed that Redland Middle School maintains facilities that contribute to a safe environment. This data is most encouraging because it is a 17 percentage point increase from the 2019-2020 School Climate Survey. According to the Mid-Year Culture Survey, 66% of the teachers agreed that Redland Middle School's Leadership team supports and innovative and collaborative culture. This data is concerning because a collaborative culture helps to increase school moral and student achievement.

3. In relation to your 2021 school grade goals and your Outcome Statements for Academic Programs, describe which data finding(s) are most encouraging and which data finding(s) are most concerning. Explain why.

According to the iReady reading data, the current pass rate for all Tier 3 students is 35%, this data is most concerning, since this is the cohort of students that are performing below grade-level. Additionally, 7th grade math is trending low in math when compared to other Tier 2 and 3 schools. Another concerning data point is that Algebra students are scoring lower than all Tier 2 and 3 schools with an average of 35% correct on the Mid Year Assessment. The most encouraging reading data is that 8th grade Tier 2 and 3 students have the highest pass rate

in iReady reading. The most encouraging math data is that 6th grade students are scoring a 51% average which is higher than Tier 2 and 3 schools.

4. In terms of grade-levels and/or subject areas, what patterns are evident in the data examined?

The patterns that are evident in the data examined are that 8th grade students have the highest trends in data in all subgroups and that 7th grade tier 1 and 2 students are the lowest in iReady reading. The same 7th grade cohort of students is also scoring low on their 7th grade topic tests with an average of 31 % correct.

5. In terms of the MDCPS Levels of Support for Addressing Learning Loss, what patterns are evident for tier 2/3 students receiving interventions and additional support/services beyond tier 1 instruction?

The tier 2/3 students that are receiving interventions and additional services beyond tier 1 instruction are displaying increased class performance in grades as well as an increase in iReady diagnostic scores.

6. In terms of the MDCPS Levels of Support for Addressing Learning Loss, what patterns are evident for students participating in extended learning opportunities?

The patterns that are evident for students participating in extending learning opportunities increased iReady AP2 scores and an increase in topic tests and class grades.

MID-YEAR SYSTEMS REVIEW

January 4 - January 29, 2021

Discuss the monitoring of the Quarter 1 and Quarter 2 implementation Steps to determine the degree of impact on School Culture and Academic Programs.

School Culture

1. Considering the outcomes of the Quarter 1 and 2 Implementation Steps and corresponding data for School Culture, what actions led to data surpassing expectations? Provide examples.

The actions that led to data surpassing expectations for School Culture were weekly check-ins with teachers for student discipline as well as school-wide grade level assemblies to review the school discipline plan, incentive plan, and Restorative Justice plan. These actions contributed to a decrease in disciplinary infractions.

2. Considering the outcomes of the Quarter 1 and 2 Implementation Steps and corresponding data for School Culture, what actions (or lack thereof) led to data falling short of expectations? Provide examples.

The action that led to data falling short of expectations was the inability to review the school-wide discipline plan with parents during Open House. Due to Open House being canceled this year, we were unable to get the parental support to ensure that students are following protocols and maintaining a safe environment.

Academic Programs

1. Considering the outcomes of the Quarter 1 and 2 Implementation Steps and corresponding data for Academic Programs, what actions led to data surpassing expectations? Provide examples.

The actions that led to data surpassing expectations for Academic Programs were development from the PLST on Think Tank Thursdays, coaching support, and administrative walk-throughs. These actions contributed to increase cold calling and variation in question/response techniques.

2. Considering the outcomes of the Quarter 1 and 2 Implementation Steps and corresponding data for Academic Programs, what actions (or lack thereof) led to data falling short of expectations? Provide examples.

The action that led to data falling short of expectations was consistent coaching support due to losing the math coach during the first quarter. Another action that led to data falling short of expectations was frequency of

interventions due to quarantine of different stakeholders.

3. As a result of the data review, will you be changing your school grade goals?

No

If yes, what school grade goals need to be revised and why?

N/A

Be sure to resubmit the School Grade Goal Survey if you have made changes to your goals, shared via Weekly Briefing.

School Leadership Core Competencies

Competency 1: Commitment to Students

Our Secondary Essential Practice is staff-student connections. Our School Leadership Team plans to demonstrate commitment to students by ensuring that we implement protocols that connect staff and students virtually and within the school house through mentors, incentive programs, and goal setting.

Review the Phase I description of how the School Leadership Team will use the Commitment to Students competency within the School Improvement Process. To what extent has this been implemented? Where are areas in need of improvement? Provide evidence.

The School Leadership Team has provided mentoring opportunities for physical and virtual students in person and via online platforms. Students have been afforded the opportunities to set goals with various stakeholders in the building. The area of improvement is student incentive programs due to the difficulty of rewarding virtual students and physical students simultaneously.

Competency 2: Focusing on Sustainable Results

The School Leadership Team will use the Focusing on Sustainable Results to ensure the course of action is well strategized and validated by gathering and analyzing data from multiple sources in weekly leadership cohort meetings.

Review the Phase I description of how the School Leadership Team will use the Focusing on Sustainable Results competency within the School Improvement Process. To what extent has this been implemented? Where are areas in need of improvement? Provide evidence.

The School Leadership Team has met virtually to discuss data and reflect on school action plans. The area of improvement is meeting on a more consistent basis with all members of the team, which has been hindered by personnel being quarantined or being used for coverage when other stakeholders in the school are quarantined.

Competency 3: Developing Others

The School Leadership Team will use the Developing Others competency in the School Improvement Process by providing opportunities for teachers and staff through the Professional Learning Support Team interest surveys to indicate desired areas for professional development, establish Professional Learning observation mentor experiences with teachers observing other teachers implementing new strategies and facilitating professional training workshops.

Review the Phase I description of how the School Leadership Team will use the Developing Others competency within the School Improvement Process. To what extent has this been implemented? Where are areas in need of improvement? Provide evidence.

The School Leadership Team has provided opportunities for the PLST Team to provide development on question/response techniques during Think Tank Thursdays. The PLST has surveyed teachers for professional development. The area of improvement is professional learning observation mentor experiences.

Competency 4: Engages the Team

The School Leadership Team will engage other members of the school community during department/grade level meetings and EESAC meetings.

Review the Phase I description of how the School Leadership Team will use the Engages the Team competency within the School Improvement Process. To what extent has this been implemented? Where are areas in need of improvement? Provide evidence.

The School Leadership Team has engaged with members of the school community during parent meetings and EESAC meeting. The areas in need of improvement is increased collaboration with external stakeholders during EESAC meeting which requires recruitment.

MID-YEAR REVIEW COMMUNICATION

How will the findings and the next steps from the Data and Systems Review on School Culture and Academic Programs be disseminated to all pertinent stakeholders?

The findings and next steps from the Data and Systems Review on School Culture and Academic Programs will be disseminated to all pertinent stakeholders during Think Tank Thursdays and an EESAC Meeting.

<div align="center">

SCHOOL CULTURE
Quarter 3/4 Implementation
(February 1 – June 9, 2021)

</div>

School Culture Outcome Statement

If we successfully implement our Primary Essential Practice of consistent protocols to maintain a healthy environment, our Secondary Essential practice of staff-student connections, and our Sustained Essential Practice of shared vision/mission, then there will be an improvement in the perception of all stakeholders and a culture of where everyone feels valued.

Sustained Essential Practice

Shared Vision/Mission

Priority Actions for the Sustained Essential Practice

In addition to clearly stating the mission and vision of Redland Middle School, the leadership it will share its yearly school goal with all stakeholders quarterly.

Implementation Date(s)	Implementation Steps (Include the action, the frequency of the action, and the purpose of the action.)	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implentation Step was successfully executed?)	Monitoring (How and Who?)
Start: Mon, Feb 1 **End:** Fri, May 28	The Administrative Team will share the mission and vision along with the 2020-2021 school grade goal with all stakeholders every quarter and revisit biweekly on Think Tank Thursdays.	Gregory Beckford, Principal Monica Sanchez, Assistant Principal	Think Tank Thursday Agenda, School Goal Sheet, School Goal Poster. Stakeholders' buy-in will be evident throughout the school year.	Mr. Beckford and Ms. Sanchez will collaborate to review and revise the 202021-school goal.
Start: Mon, Feb 1	At the end of the grading period, quarterly assessment data will be analyzed to	Teachers, Melissa Travaline,	Assessment Data Reports, Collaborative	Mr. Gregory Beckford and Ms. Monica Sanchez, Assistant

Implementation Date(s)	Implementation Steps	Person(s) Responsible	Expected Evidence	Monitoring
End: Fri, May 28	determine if goals were met or to make adjustments to the goals as needed.	Transformation Literacy Coach, and Ms. Monica Sanchez, Assistant Principal	Groups, Collegial Conversation, Teacher Reflections	Principal will participate in the analysis of the quarterly assessment data by department.

Primary Essential Practice

Consistent Protocols to Maintain a Healthy and Safe School Environment

Priority Actions for the Primary Essential Practice

Redland Middle School will foster school-wide efforts to consistently implement protocols to maintain a healthy and safe school environment such as a school-wide discipline plan with consequences and rewards system for all students to follow.

Implementation Date(s)	Implementation Steps (Include the action, the frequency of the action, and the purpose of the action.)	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implentation Step was successfully executed?)	Monitoring (How and Who?)
Start: Mon, Feb 1 **End:** Wed, Jun 9	The Restorative Justice Team will conduct weekly check-ins with teachers during Think Tank Thursdays to monitor student infractions and provide interventions.	Ms. Latoiya Smith, CSI, Ms. Herran, and Mr. Delval, Counselors	A 70% decrease in virtual and physical infractions.	The Administrative Team will meet to review discipline infractions, attendance, and academic achievement biweekly: Mr. Gregory Beckford, Principal, and Ms. Monica Sanchez, Assistant Principal.
Start: Mon, Feb 1 **End:** Wed, Jun 9	The Restorative Justice Team will utilize a shared Google Document to monitor school-wide infractions.	Ms. Latoiya Smith, CSI, Ms. Herran, and Mr. Delval, Counselors	A 70% decrease in virtual and physical infractions.	The Administrative Team will meet to review discipline infractions, attendance, and academic achievement biweekly: Mr. Gregory Beckford, Principal, and Ms. Monica Sanchez, Assistant Principal.
Start: Thu, Feb 4 **End:** Fri, May 28	The Student Services Team will conduct five bully prevention presentations through the Edge Classes.	Ms. Herran, and Mr. Delval, Counselors, Ms. Tassler,	A 70% decrease in virtual and physical infractions.	The Administrative Team will meet to review discipline infractions, attendance, and academic achievement biweekly: Mr. Gregory Beckford, Principal,

		EBD Clinician		and Ms. Monica Sanchez, Assistant Principal.
Start: Thu, Feb 11 **End:** Thu, Feb 25	Restorative Justice Strategies will be presented weekly to teachers during Think Tank Thursdays.	Ms. Latoiya Smith, CSI, Ms. Herran, and Mr. Delval, Counselors	A 70% decrease in virtual and physical infractions.	The Administrative Team will meet to review discipline infractions, attendance, and academic achievement biweekly: Mr. Gregory Beckford, Principal, and Ms. Monica Sanchez, Assistant Principal.

Secondary Essential Practice

Staff-Student Connections

Priority Actions for the Secondary Essential Practice

Redland Middle School will focus on the comprehensive implementation of the Social and Emotional Learning Program during EDGE classes. Additionally, counselors will provide small group interventions, select students to participate in the Youth Empowerment Program and teachers will incorporate Restorative Justice Practices across the curriculum.

Implementation Date(s)	Implementation Steps (Include the action, the frequency of the action, and the purpose of the action.)	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implentation Step was successfully executed?)	Monitoring (How and Who?)
Start: Mon, Feb 1 **End:** Wed, Jun 9	Counselors will provide small group intervention to address students' needs. Counselors will meet with students weekly in small group format to complete restorative justice practices.	Raul Del Val, School TRUST Counselor, Soraya Herran, School Counselor	Small Group Intervention Schedule, Intervention Student Attendance Roster, Increased staff-student relationships.	The Administrative Tea,, Gregory Beckford, Principal and Monica Sanchez, Assistant Principal will conduct walk-through to monitor small group interventions being provided by the counselors.
Start: Thu, Feb 11 **End:** Thu, Feb 25	Restorative Justice Strategies will be presented weekly to teachers during Think Tank Thursdays.	Ms. Latoiya Smith, CSI, Ms. Herran, and Mr. Delval, Counselors	Decrease in discipline infractions, improved problem-solving strategies implemented among students.	The Administrative Team, Gregory Beckford, Principal, and Monica Sanchez, Assistant Principal will conduct walk-throughs to monitor the effective implementation of Restorative Justice Practices.
Start: Mon, Feb 1	Teachers will implement strategies and components of Restorative Justice Program in all classes such	Teachers	Decrease in discipline infractions,	The Administrative Team, Gregory Beckford, Principal, and Monica

			improved problem-solving strategies implemented among students.	Sanchez, Assistant Principal will conduct walk-throughs to monitor the effective implementation of Restorative Justice Practices.
Start: Thu, Feb 4 **End:** Thu, Feb 25	YEP teachers will work closely with YEP students to provide interventions.	Ms. Harrell, YEP Teacher	Early Warning Indictators List, YEP Enrollment List, Youth Empowerment Project Lesson Plans	Monica Sanchez, Assistant Principal will participate in monthly YEP meetings and conduct walk-throughs to monitor the implementation of the YEP Program.

Academic Programs
Quarter 3/4 Implementation
(February 1 – June 9, 2021)

Academic Programs Outcome Statement

If we successfully implement our Primary Essential Practice of Effective questioning and response techniques, our Secondary Essential Practice of instructional coaching, and our Sustained Essential Practice of data driven instruction, then student achievement will improve in all areas.

Sustained Essential Practice

Data-Driven Instruction

Priority Actions for the Sustained Essential Practice

Data will be analyzed and reviewed by teachers and students with the administrative team after each assessment. Data-driven lesson plans will be developed during collaborative planning, and differentiated instruction lesson will be developed by utilizing appropriate resources to remediate or accelerate learning.

Implementation Date(s)	Implementation Steps (Include the action, the frequency of the action, and the purpose of the action.)	Person(s) Responsible (First & Last Name, Postion)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and who?)
Start: Mon, Feb 1 **End:** Wed, Jun 9	During weekly common planning, teachers will utilize their biweekly (Reading/ELA) or Topic Assessment(Mathematics, Science, and Civics) assessments to select data aligned iReady Toolbox and ETO Science resources to implement during differentiated instruction.	Teachers, Gregory Beckford, Principal and Monica Sanchez, Assistant Principal	Lesson plans exhibiting use of data aligned resources. Differentiated instruction lessons will be evident for students based on individual data.	The Administrative team will conduct weekly walkthroughs and provide feedback: Gregory Beckford, Principal, and Monica Sanchez, Assistant Principal
Start: Mon, Feb 1	Teachers will facilitate differentiated instruction.	Teachers	Differentiated instruction lessons,	The Administrative team will conduct

			groupings and materials will be evident. Differentiated instruction lessons will be evident for students based on individual data.	weekly walkthroughs and provide feedback: Gregory Beckford, Principal, and Monica Sanchez, Assistant Principal
Start: Mon, Feb 1 **End:** Wed, Jun 9	Teachers will implement intervention plan for targeted students using data from virtual assessments.	Teachers	Differentiated whole group lessons based on individual class data and lesson plans that reflect the lessons.	The Administrative team will conduct weekly walkthroughs and provide feedback: Gregory Beckford, Principal, and Monica Sanchez, Assistant Principal
Start: Mon, Feb 1 **End:** Wed, Jun 9	Weekly walkthroughs will be conducted to observe explicit instruction at the Teacher Led Center (TLC) with the use of identified resources for each content area during DI.	Gregory Beckford, Principal Monica Sanchez, Assistant Principal, Melissa Travaline, Transformation Coach	Differentiated Instruction groupings, lesson plans, and identified resources for each content area will be available in DI folders. Instruction will focus on individual student data. Students will be aware of their goals and students achievement will increase by 2% points.	The Administrative team and Transformation Coach will conduct weekly walkthroughs during Teacher Led Centers and provide feedback: Gregory Beckford, Principal, Monica Sanchez, Assistant Principal, Melissa Travaline, Literacy Coach

Primary Essential Practice

Effective Questioning/Response Techniques

Priority Actions for the Primary Essential Practice

The PLST will meet and decide on question/response techniques to implement during the year. Administrative Team will meet with the PLST and Transformation Coaches to map out implementation of question/response techniques and determine next steps for implementation. Best practices share out, planning, and implementation will take place. Classroom walk-through will be conducted and immediate feedback on question/response techniques will be provided to teachers.

Implementation Date(s)	Implementation Steps (Include the action, the frequency of the action, and the purpose of the action.)	Person(s) Responsible (First & Last Name, Postion)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and who?)
Start: Mon, Feb 1 **End:** Thu, Apr 1	The PLST Team will provide bimonthly professional development to all teachers on effective question/response techniques.	Lakinya Nairn, Rodrigo Tavara, Ezzria Williams, Melissa Travaline, PLST Team, Monica Sanchez,	An 70% increase in research-based question/response techniques in the such as annotations, polls, and virtual exit tickets.	The Administrative team: Gregory Beckford, Principal, Monica Sanchez, Assistant Principal, will conduct weekly walkthroughs and provide feedback on

Implementation Date(s)	Implementation Steps	Person(s) Responsible	Expected Evidence	Monitoring
		Assistant Principal		the strategies implemented.
Start: Mon, Feb 1 **End:** Wed, Jun 9	The Transformation Coach will plan with teachers to implement question/response techniques to improve the two subgroups (Black and Students with Disabilities) academic success. Data Trackers will be utilized to monitor student progress, including the ESSA subgroups.	Melissa Travaline, Transformation Coach	Lesson plans and virtual lessons that reflect question/response techniques. Data of the two subgroups that did not meet the 41% threshold.	The Administrative team will conduct weekly walkthroughs and provide feedback: Gregory Beckford, Principal Monica Sanchez,, Assistant Principal.
Start: Mon, Feb 1 **End:** Wed, Jun 9	Transformation Coach will co-teach the shared question/response techniques with specific teachers during interventions.	Melissa Travaline, Transformation Coach	Coaching logs, and observation log. Lesson plans that incorporate research based question/response techniques. Teachers will be able to effectively teach newly learned strategies.	The Administrative team will conduct weekly walkthroughs and provide feedback: Gregory Beckford, Principal Monica Sanchez, Assistant Principal.
Start: Mon, Feb 1 **End:** Wed, Jun 9	The Administrative Team and Transformation Coach will reflect on the impact of coaching and support provided on a weekly basis to prioritize future support.	Gregory Beckford, Principal, Monica Sanchez, Assistant Principal, Melissa Travaline, Transformation Coach	Administrators and Transformation Coach will conduct collegial conversation regarding support provided to teachers. Coaches calendar identifying future support. Curriculum Team Meeting Agenda and Reflection	The Administrative team, Gregory Beckford, Principal, and Monica Sanchez, Assistant Principal will meet weekly with Transformation Coaches and reflect on coaching practices to determine

Secondary Essential Practice

Instructional Support/Coaching

Priority Actions for the Secondary Essential Practice

Administrative Team will collaborate with Transformation Coach and teachers during collaborative planning to create questions that are aligned with achievement level descriptors. Questions will be scaffold to provide the appropriate level of difficulty to support students, enhance learning, and aid in the mastery of tasks

Implementation Date(s)	Implementation Steps (Include the action, the frequency of the action, and the purpose of the action.)	Person(s) Responsible (First & Last Name, Postion)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and who?)
Start: Mon, Feb 1	Reading Interventionists will	Melissa Travaline,	The utilization of item spec task cards. City Year's lesson	The Administrative team, Gregory

End: Wed, Jun 9	utilize Item Spec questions virtual materials similar to include media components and grade level question types weekly to build student stamina.	Transformation Coach , Reading Interventionists	planning activities to include item spec questions. Students will be able to complete task questions embedded to reading excerpts corresponding City Year Core Program selections.	Beckford, Principal and Monica Sanchez, Assistant Principal will participate in collaborative planning and conduct weekly walk-throughs to determine effectiveness of interventions and proper use of instructional materials.
Start: Mon, Feb 1 **End:** Wed, Jun 9	Math Department Chair will collaborate with math Interventionist to provide push-in interventions as needed based on Exit Ticket scores.	Consuelo Morales, Math Department Chair, Math Interventionists	Exit Tickets, fluid differentiated instruction groups, and differentiated instruction lesson plans will be present. Students will be able to demonstrate mastery of standards on exit tickets with a 2 percentage point increase.	Monica Sanchez, Assistant Principal will collaborate during common planning to review Exit Ticket data and make adjustments as needed.
Start: Mon, Feb 1 **End:** Wed, Jun 9	Through weekly Collaborative Planning, teachers will be provided support on creating Item spec question types for selected text and questions to ensure all teacher address the Achievement Level Descriptors.	Melissa Travaline, Transformation Coach, Reading and ELA teachers	In Collaborative Planning, teachers will develop lesson plans that will include scaffolded standardized test type questions. Teacher lesson plans and student writing end products and exit slips will be available. Students will be able to demonstrate mastery of standards on exit tickets and writing products with a 2 percentage point increase.	The Administrative team, Gregory Beckford, Principal and Monica Sanchez, Assistant Principal will participate in collaborative planning and conduct weekly walk-through to provide feedback to Transformation Coaches and teachers.
Start: Mon, Feb 1 **End:** Wed, Jun 9	Through weekly ELA and Math collaborative planning, Transformation Coach and Department Chair will guide teachers to plan for mid-quarter and end-of-quarter writing task questions and exit tickets and lessons that are standard aligned.	Melissa Travaline, Transformation Coach, Consuelo Morales, Math Department Chair	Teacher lesson plans and student writing end products and exit slips will be available.	The Administrative team, Gregory Beckford, Principal Monica Sanchez, Assistant Principal will conduct weekly walk-through to review writing process and end products.

MDCPS Levels of Support for Addressing Learning Loss

To complete the MDCPS Levels of Support for Addressing Learning Loss section, refer to the 2020-2021 MDCPS Continuous Learning Plan: A Plan to Mitigate Loss of Learning Due to COVID-19. Please address Levels 1, 2 and 3 by responding to the specific questions below.

Level 1: Accelerating Student Learning- Describe the steps the school is taking to ensure high-quality grade level instruction is being provided to all students both Schoolhouse and My School Online (MSO).

Redland Middle School participates in Collaborative Planning so that teaches are equipped with standards-aligned best practices to meet the needs of both virtual and physical students. The Administrative Team conducts walk-throughs and has reflective conversations with teachers so that they can improve their practice.

Level 2: Assessing and Addressing Student Learning Gaps- Describe the steps the school is taking to provide targeted interventions to tier 2/3 students in addition to support and services during the school day that are above and beyond Tier 1 instruction.

Redland Middle School participates in targeted differentiated instruction in content classes and remediates for tier 2 and tier 3 students based on individual needs.

Level 3: Providing Extended Learning Opportunities- Describe the steps the school is taking to offer students opportunities to participate in extended learning opportunities that are inclusive of Saturday Academy, Winter Break Academy, Spring Break Academy, and before and after school tutoring programs.

Redland Middle School offers Saturday School for students and provides remediation and enrichment in: Reading, Math, Science, and Social Studies. After school tutoring is offered for ESOL students. Spring Break Academy will be offered for all students.

Phase V

End of Year Reflection

Input – Feedback – Outcome Analysis

Phase V will be developed and executed by the school as described below:

During Phase V, teachers and staff will be given the opportunity to collaborate with the School Leadership Team and provide meaningful input after the review of the School Improvement Process implemented during the 2020-2021 school year. The School Leadership Team will complete Phase V End of Year Reflection for both School Culture and Academic Programs considering the success of the Outcome Statements.

Phase V Stakeholder Feedback and Reflection

May 3 – June 9, 2021

- *Use the 2020-2021 Continuous Improvement Reflection Worksheet, to meet with all grade level/departments to solicit input with the following:*
  - *Areas of strength and opportunities for improvement in both School Culture and Academic Programs*
  - *Reflections and predictions for School Culture and Academic Programs*
- *Meet to reflect on the feedback gathered from the grade level/departments. The team will use the feedback received to guide the development of one comprehensive 2020-2021 Continuous Improvement Reflection Worksheet.*
- *Schedule a faculty meeting during the month of May where faculty/staff will complete the 2020-2021 School Improvement Survey.*
- *During this May faculty meeting, share the findings from the 2020-2021 Continuous Improvement Reflection Worksheet and seek consensus from all faculty/staff to ensure that the findings accurately represent the identified areas of strength and opportunities for improvement along with the identified*

2020-2021 Continuous Improvement Reflection Worksheet

School Culture

May 3 – June 9, 2021

Reflect on Phase I, II, and III of the School Improvement Process and consider the school's success in meeting the intended Outcome Statements, implementing the Primary/Secondary Essential Practices Developments/Enhancements, and monitoring the Sustained Essential Practice within School Culture.

School Culture Outcome Statement

If we successfully implement our Primary Essential Practice of consistent protocols to maintain a healthy environment, our Secondary Essential practice of staff-student connections, and our Sustained Essential Practice of shared vision/mission, then there will be an improvement in the perception of all stakeholders and a culture of where everyone feels valued.

In reviewing Phase I, II, and III of the School Improvement Process, to what extent did the school meet the intended Outcome Statement in School Culture?

The school was partially effective in meeting the intended Outcome Statement in meeting the intended Outcome Statement in School Culture based on shared vision/mission, consistent protocols to maintain a healthy and safe school environment, and staff-student connections.

Sustained Essential Practice

Shared Vision/Mission

Primary Essential Practice

Consistent Protocols to Maintain a Healthy and Safe School Environment

Secondary Essential Practice

Staff-Student Connections

End of Year Implementation Plan Reflection

Strengths	Opportunity for Improvement
In reviewing the Implementation Steps executed during the 2020-2021 school year, which step(s) led to the successful implementation of the Sustained Essential Practice? Be specific about the factors that contributed to your success.	In reviewing the Implementation Steps implemented during the 2020-2021 school year, which step(s) for the Sustained Essential Practice were not implemented with success? Be specific about the factors that hindered the implementation.
The steps that led to the successful implementation of the Sustained Essential practice were revisiting the mission	The steps that were not implemented with success was teachers creating their own personal goals by period. This was difficult

and vision as well as school goal throughout the year and adjusting goals based on quarterly data.

for teachers to implement due to the lack of data from the previous year.

In reviewing the Implementation Steps executed during the 2020-2021 school year, which step(s) led to the successful implementation of the Primary Essential Practice? Be specific about the factors that contributed to your success.

In reviewing the Implementation Steps implemented during the 2020-2021 school year, which step(s) for the Primary Essential Practice were not implemented with success? Be specific about the factors that hindered the implementation.

The steps that led to a successful implementation of the Primary Essential Practice were: the school-wide virtual assembly, bullying presentations, and restorative justice strategies.

The steps that was not implemented with success was the shared google document, instead teachers submitted infraction sheets, however those documents prevented the entire staff from monitoring infractions and providing student interventions.

In reviewing the Implementation Steps executed during the 2020-2021 school year, which step(s) led to the successful implementation of the Secondary Essential Practice? Be specific about the factors that contributed to your success.

In reviewing the Implementation Steps implemented during the 2020-2021 school year, which step(s) for the Secondary Essential Practice were not implemented with success? Be specific about the factors that hindered the implementation.

The steps that led to a successful implementation of the Secondary Essential Practice were small group interventions to address student's needs in restorative justice format as well as YEP interventions.

The steps that were not implemented with success were consistency of teachers implementing strategies and components of the Restorative Justice Program. This was due to lack of teacher training as well as dual modality posed challenges for many teachers.

School Culture Prediction

Based on your Mid-Year Reviews, and the End of Year Implementation Plan Reflection, make a prediction about the School Culture results for the 2020-2021 school year. Include what data findings you expect to see significantly improve, remain neutral, and significantly decrease. Provide a rationale for your prediction which should include the Essential Practices that contribute to your prediction.

Based on our data findings, we should see some improvements on how students feel about their safety in school. The data that will remain the same is the connection to our mission and vision as well as staff- and student connections.

2020-2021 Continuous Improvement Reflection Worksheet

Academic Programs

May 3 – June 9, 2021

Reflect on Phase I, II, and III of the School Improvement Process and consider the school's success in meeting the intended Outcome Statements, implementing the Primary/Secondary Essential Practices Developments/Enhancements, and monitoring the Sustained Essential Practice within Academic Programs.

Academic Programs Outcome Statement

If we successfully implement our Primary Essential Practice of Effective questioning and response techniques, our Secondary Essential Practice of instructional coaching, and our Sustained Essential Practice of data driven

instruction, then student achievement will improve in all areas.

In reviewing Phase I, II, and III of the School Improvement Process, to what extent did the school meet the intended Outcome Statement in Academic Programs?

The school was partially effective in meeting the intended Outcome Statement in Academic Programs based on data-driven instruction, effective questioning/response techniques, and instructional support/coaching.

Sustained Essential Practice

Data-Driven Instruction

Primary Essential Practice

Effective Questioning/Response Techniques

Secondary Essential Practice

Instructional Support/Coaching

End of Year Implementation Plan Reflection

Strengths	Opportunity for Improvement
In reviewing the Implementation Steps executed during the 2020-2021 school year, which step(s) led to the successful implementation of the Sustained Essential Practice? Be specific about the factors that contributed to your success.	In reviewing the Implementation Steps implemented during the 2020-2021 school year, which step(s) for the Sustained Essential Practice were not implemented with success? Be specific about the factors that hindered the implementation.
The steps that led to the successful implementation of the Sustained Essential practice were data-driven planning during collaborative planning in reading and Language Arts as well as differentiated instruction in both modalities.	The steps that were not implemented with success were consistency in interventions due to dual modality classes or lack of consistency in interventions because of coverage due to quarantine. Consistency in weekly administrative walkthroughs was also challenging due to the dual modalities and quarantine. Data-driven instruction during math collaborative planning was also a challenge due to lack of a math coach.
	In reviewing the Implementation Steps implemented during the 2020-2021 school year, which step(s) for the Primary Essential Practice were not implemented with success? Be specific about the factors that hindered the implementation.
In reviewing the Implementation Steps executed during the 2020-2021 school year, which step(s) led to the successful implementation of the Primary Essential Practice? Be specific about the factors that contributed to your success.	The steps that were not implemented with success were implementation of techniques by instructional coaches due to other foci for the reading and Language arts department and lack of a math coach. We also struggled with consistency in implementation of Question/Response Techniques during Think Tank Thursdays.
The step that led to the successful implementation of the Primary Essential Practice was professional development by the PLST during Think Tank Thursdays.	In reviewing the Implementation Steps implemented during the 2020-2021 school year, which step(s) for the Secondary Essential Practice were not implemented with success? Be specific about the factors that hindered the implementation.
In reviewing the Implementation Steps executed during the 2020-2021 school year, which step(s) led to the successful	The steps that were not implemented with success were collaboration was consistency of writing task for the ELA department. This was difficult due to the dual modality of courses and being able to hold students at home accountable and engaged. Due to the absence of a math coach, the Math Department Chair was supposed to collaborate with interventionists. This was also difficult for interventionists to collaborate with the math department chair due to time constraints.

implementation of the Secondary Essential Practice? Be specific about the factors that contributed to your success.

The steps that led to the successful implementation of the Secondary Essential Practice were utilizing item specs to create aligned questions as well as item spec aligned materials for reading interventionists.

2020-2021 MDCPS Continuous Learning Plan: A Plan to Mitigate Loss of Learning Due to COVID-19

In reviewing the MDCPS Levels of Support for Addressing Learning Loss, reflect on which strategic steps the school implemented with success that helped to mitigate the loss of learning due to COVID-19?

Redland Middle was able to have success with data disaggregation and data chats for planning for strategic interventions. We had success with City Year Interventions in 6th and 7th grade Language Arts classes as well as 7th grade and 8th grade math classes.

In reviewing the MDCPS Levels of Support for Addressing Learning Loss, reflect on which steps the school implemented that did not yield desired results?

Although we presented students the opportunity to attend Saturday School and Spring Break Academy, attendance was consistently low despite weekly ConnectEd calls, incentives, and transportation. After school tutoring was also provided to students, however attendance was also a challenge. Although we did have some success with City Year interventions, we also had some barriers in the ESOL classes and reading classes due to lack of preparation and alignment in vision.

Academic Programs Prediction

Based on your Mid-Year Reviews, and the End of Year Implementation Plan Reflection, make a prediction about the Academic Program results for the 2020-2021 school year. Include what data findings you expect to see significantly improve, remain neutral, and significantly decrease. Provide a rationale for your prediction which should include the Essential Practices that contribute to your prediction.

Based on our data findings, the data we expect to remain neutral is 6th grade reading, 6th grade math, 8th grade reading, 8th grade math, and 7th grade Civics. We expect a decrease in 7th grade reading and math due to topic tests, student infractions, and attendance data trends. We expect a decrease in 8th grade science due to topic test trends and lack of student motivation and engagement. Additionally, we expect a decrease in acceleration due to topic test scores in Biology and Algebra. For all the projected decreases, we also attribute lack of student motivation, engagement, and participation, especially with MSO students.