

Miami-Dade County Public Schools

REDLAND MIDDLE SCHOOL



2025-26 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

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

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

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

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Peter B. Gutierrez

PBGutierrez@dadeschools.net

Position Title

Principal

Job Duties and Responsibilities

Oversees the daily activities and operations within the school. The main duties include disciplining or advising students and teachers regarding instructional practices and ensuring the school environment is safe for all students and staff members. The responsibilities and duties of the principal include:

- Ensuring that academic policies and curriculum are followed
- Developing and tracking benchmarks for measuring institutional success
- Helping teachers maximize their teaching potential.
- Meeting and listening to the concerns of students on a regular basis

- Encouraging, guiding and assisting student leaders and teachers
- Meeting with parents and administrators on a regular basis for problem resolution.
- Enforcing discipline when necessary.
- Providing an atmosphere free of any bias in which students can achieve their maximum potential.
- Ensure the focus areas and action steps are being implemented with fidelity and aligned to the school improvement goals.

Leadership Team Member #2

Employee's Name

Christine James

cjames@dadeschools.net

Position Title

Assistant Principal

Job Duties and Responsibilities

The Assistant Principal will be responsible for overseeing curriculum and instruction, ensuring the safety and well-being of students and staff, supporting professional development initiatives, and maintaining effective communication with parents and guardians. Additionally, the Assistant Principal will ensure that identified focus areas and corresponding action steps are implemented with fidelity and aligned to school improvement goals.

Leadership Team Member #3

Employee's Name

Shawna Warner-Tillman

Position Title

Reading Coach

Job Duties and Responsibilities

The Reading Coach will support instructional planning, teacher development, and collaborative efforts between coaches and teachers. She will assist in facilitating professional development sessions and department meetings, during which she will monitor the implementation of identified focus areas and corresponding action steps. Additionally, she will actively participate in classroom walkthroughs alongside the leadership team to ensure instructional practices align with school improvement goals.

2. Stakeholder Involvement

Describe the process for involving stakeholders [including the school leadership team, teachers and

school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

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

At Redland Middle School, stakeholders collaborate on the School Improvement Plan (SIP). The Leadership Team and Department Chairs will collaborate on the school improvement process, input is solicited from teachers during faculty meetings. Additionally, external stakeholders provide input during EESAC meetings. The collective input gathered from all stakeholders to shape our School Improvement Plan. EESAC is comprised of Peter Gutierrez (Principal), Christine James (Assistant Principal), Rachel Reaves (Union Steward), Dr. Jovanni Farrington-Ruffin (Teacher/EESAC Chairperson), Nancy Francillon (Teacher), Davin Granberry (Teacher), Shawna Warner-Tillman (Teacher), Nerva Gonzalez (Alternate Teacher), Norma Restrepo (Educational Support Employee), Elvia Hyde (Parent), Kyra Chandler (Business/Community Representative), Emilio Aviles (Business/Community Representative), and Almener Horn (Business/Community Representative).

3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

The School Improvement Plan (SIP) will be monitored by the administrative team through Leadership Team and department meetings. During these sessions, relevant data will be reviewed to assess the effectiveness of the implemented action steps. The Leadership Team and department chairs will collaboratively identify key “look-fors” to guide classroom walkthroughs, ensuring consistent and faithful implementation of the SIP across instructional settings.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	MIDDLE/JR. HIGH 6-8
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2024-25 TITLE I SCHOOL STATUS	YES
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2024-25: B 2023-24: B 2022-23: C 2021-22: B 2020-21:

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment							194	223	249	666
Absent 10% or more school days							22	26	27	75
One or more suspensions							7	39	29	75
Course failure in English Language Arts (ELA)							16	26	16	58
Course failure in Math							16	8	17	41
Level 1 on statewide ELA assessment							48	50	53	151
Level 1 on statewide Math assessment							48	43	31	122
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)							102	102	109	313
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)							0	0	0	0

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators							68	79	73	220

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year							4	1	0	5
Students retained two or more times							2	5	0	7

Prior Year (2024-25) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days							23	28	30	81
One or more suspensions							7	41	31	79
Course failure in English Language Arts (ELA)							15	25	18	58
Course failure in Math							16	7	19	42
Level 1 on statewide ELA assessment							65	82	75	222
Level 1 on statewide Math assessment							56	65	72	193
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Prior Year (2024-25) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators							78	115	103	296

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year							2	1	2	5
Students retained two or more times							2	5		7

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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

Data for 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	50	64	58	46	61	53	42	56	49
Grade 3 ELA Achievement	27			21					
ELA Learning Gains	63	63	59	60	60	56			
ELA Lowest 25th Percentile	57	55	52	53	51	50			
Math Achievement*	51	67	63	41	64	60	44	60	56
Math Learning Gains	59	64	62	53	63	62			
Math Lowest 25th Percentile	60	60	57	64	62	60			
Science Achievement	57	59	54	57	56	51	55	55	49
Social Studies Achievement*	66	77	73	69	75	70	64	72	68
Graduation Rate									
Middle School Acceleration	76	78	77	69	73	74	69	74	73
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	65	62	53	53	58	49	42	50	40

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

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	60%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	604
Total Components for the FPPI	10
Percent Tested	98%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
60%	57%	52%	55%	38%		48%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2024-25 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	46%	No		
English Language Learners	51%	No		
Black/African American Students	61%	No		
Hispanic Students	60%	No		
Economically Disadvantaged Students	59%	No		

D. Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	50%		63%	57%	51%	59%	60%	57%	66%	76%			65%
Students With Disabilities	31%		53%	52%	38%	63%	58%	29%	56%	33%			43%
English Language Learners	35%		59%	55%	40%	55%	53%	38%	53%	61%			65%
Black/African American Students	50%		65%	54%	46%	59%	66%	53%	67%	90%			
Hispanic Students	50%		62%	57%	52%	59%	57%	58%	67%	73%			65%
Economically Disadvantaged Students	48%		63%	57%	48%	57%	59%	55%	67%	74%			64%

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	46%		60%	53%	41%	53%	64%	57%	69%	69%			53%
Students With Disabilities	22%		43%	40%	22%	54%	63%	15%	47%				25%
English Language Learners	28%		56%	54%	32%	54%	63%	25%	53%	61%			53%
Black/African American Students	43%		59%	58%	33%	52%	61%	60%	70%	71%			
Hispanic Students	46%		60%	54%	43%	53%	65%	55%	69%	67%			53%
White Students	53%		63%		47%	56%							
Economically Disadvantaged Students	45%		62%	59%	39%	50%	65%	60%	68%	68%			53%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	42%				44%			55%	64%	69%			42%
Students With Disabilities	22%				22%			29%	38%				15%
English Language Learners	31%				37%			40%	46%	56%			40%
Black/African American Students	35%				36%			41%	64%	61%			
Hispanic Students	45%				46%			60%	64%	69%			40%
White Students	50%				57%								
Economically Disadvantaged Students	40%				42%			54%	60%	66%			46%

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

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

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

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	6	39%	62%	-23%	60%	-21%
ELA	7	46%	62%	-16%	57%	-11%
ELA	8	45%	60%	-15%	55%	-10%
Math	6	42%	64%	-22%	60%	-18%
Math	7	50%	54%	-4%	50%	0%
Math	8	38%	60%	-22%	57%	-19%
Science	8	40%	46%	-6%	49%	-9%
Civics		61%	74%	-13%	71%	-10%
Biology		96%	74%	22%	71%	25%
Algebra		56%	59%	-3%	54%	2%
Geometry		56%	58%	-2%	54%	2%
2024-25 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra						
* data suppressed due to fewer than 10 students or all tested students scoring the same.						
2024-25 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		38%	20%	18%	18%	20%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

Most Improvement

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

The data component that showed the most improvement was Math proficiency. It increased from 44% to 51% in 2025. Redland Middle school increased the amount of Saturday School offerings, spring break academy, as well as increasing the amount of intervention.

Lowest Performance

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

The data component that showed the lowest performance for the most recent available year (2024-2025) was the ELA proficiency at 50%. While the proficiency level was low, it was an increase from 2024. Students had a lower baseline than the did in previous years which lead to a greater climb to proficiency.

Greatest Decline

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

The area of decline was observed in Middle School Accelerated courses. While Algebra scores showed improvement, Geometry scores experienced a significant decrease. Analysis indicates that students enrolled in Geometry during the 2024–2025 school year had previously struggled with Algebra, suggesting they were not adequately prepared for the rigor of Geometry.

Greatest Gap

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

The greatest gap was with MS Accelerated when compared to the state average. The factors that may have contributed are perceived skill deficiencies where students were not completely prepared for the accelerated classes they were taking.

EWS Areas of Concern

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

Math and math acceleration is a concern for the school.

Highest Priorities

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

While Redland Middle School is committed to continuous growth across all academic areas, the school is placing targeted emphasis on specific priorities. These include increasing student proficiency in mathematics, expanding access to accelerated learning opportunities, sustaining ongoing improvements in English Language Arts (ELA), and ensuring that seventh-grade students demonstrate measurable progress in their core subjects.

B. Area(s) of Focus (Instructional Practices)

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

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

The goal is to increase the school-wide percentage of students achieving proficiency (Levels 3–5) on the FAST ELA assessment from a baseline of 50% in 2025 to 51% by the end of the 2025–2026 school year. Although overall proficiency has shown improvement, there remains significant opportunity for growth, particularly among the lowest-performing 25% (L25) of students. To accelerate learning gains for these students, targeted instructional strategies such as differentiated instruction will be prioritized. Additionally, the school will enhance professional development opportunities and conduct regular data chats with teachers and the leadership team to analyze student performance, adjust instructional practices, and ensure that interventions are effectively meeting the needs of all learners.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

In 2024, the school's proficiency rate was 46%. By 2025, it increased to 50%, reflecting steady academic progress. The school now aims to reach a 51% proficiency rate, continuing its focus on data-driven improvement.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Redland Middle will utilize the differentiated instruction, evidenced based strategy to be implemented in reading classes. Initial groupings will be based on designated data points, but will be fluid based on formative progress monitoring data. During Leadership and Grade Level Team meetings, initial and progress monitoring data points will be analyzed to ensure student growth is positive. In addition, the Leadership Team will conduct quarterly data chats to provide instructional recommendations to facilitate the implementation of the evidence-based strategy of differentiated instruction. Lastly, the

Administrative Team will conduct targeted walk-throughs to ensure fidelity of implementation.

Person responsible for monitoring outcome

Peter Gutierrez, Shawna Warner-Tillman

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Gradual Release of Responsibilities Model (GRRM): The Gradual Release of Responsibilities Model (GRRM) is a particular style of teaching which is a structured method of pedagogy framed around a process beginning with explicit instruction. Students are guided through the learning process with clear statements about the purpose and rationale for learning the new skill. The GRRM is distinguished by four phases: (I do) clear explanations and demonstrations of the instructional target, (We do) providing strategic guided practice and feedback, (They do) gradually releasing students to practice the new skill collaboratively, and (You do) eventually requiring students to demonstrate mastery of the learning target independently.

Rationale:

The gradual release model supports diverse learners by providing scaffolded instruction that benefits struggling readers, allowing them to build skills with guided support. At the same time, advanced readers can progress more quickly through the stages, enabling effective differentiation within the classroom. Additionally, the model encourages metacognition as teachers think aloud during instruction, helping all students internalize essential reading strategies such as predicting, questioning, clarifying, and summarizing.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Professional Development

Person Monitoring:

Christine James

By When/Frequency:

August 14, 2025 -September 26, 2025/Biweekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Professional development will be used to develop or enhance teacher understanding of the gradual release model across ELA, Reading, and content areas. Lesson plans have to demonstrate implementation of the gradual release model.

Action Step #2

Common planning with a focus on lesson planning

Person Monitoring:

Shawna Warner Tillman

By When/Frequency:

August 14, 2025 - September 26, 2025/biweekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

During common planning, teachers will identify the use of the required gradual components, which will be reflected in their lesson plans.

Action Step #3

Weekly Intervention

Person Monitoring:

Christine James, Shawna Warner Tillman

By When/Frequency:

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Interventionists will provide targeted academic support to students identified as needing additional assistance based on assessment data and classroom performance. These students will receive focused instruction aligned to specific standards where gaps have been identified. To ensure strategic implementation, the interventionist will meet weekly with Mrs. Tillman to review the targeted standards, determine the student groups to be served, and discuss student progress and responsiveness to the interventions.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Benchmark-aligned instruction

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

The goal is to increase the school-wide percentage of students achieving proficiency (Levels 3–5) on the FAST Math assessment from a baseline of 51% in 2025 to 52% by the end of the 2025–2026 school year. The school is currently on an upward trend, and this goal aims to sustain that momentum by strategically focusing on students who are near the proficiency threshold. Targeted interventions based on topic benchmarks will be implemented to address specific learning gaps and support these students in reaching grade-level expectations. Progress will be closely monitored through regular instructional walkthroughs and weekly department meetings, allowing the leadership team to assess the effectiveness of instructional strategies and make timely adjustments. Achieving this goal will result in more students demonstrating grade-level mathematical understanding, which is essential for long-term academic success and readiness for advanced coursework.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

By the end of the 2025–2026 school year, the percentage of students achieving proficiency on the FAST Math assessment will increase from 51% to at least 52%, as measured by the spring 2026 administration of the FAST Math assessment.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

This area of focus will be monitored through regular instructional walkthroughs and weekly department meetings. Walkthroughs conducted by school leadership and instructional coach will provide ongoing insight into classroom practices and alignment with math proficiency goals. Weekly department meetings will serve as a collaborative space for teachers to review instructional strategies, analyze student work, and discuss progress. Throughout the year, data will be collected from topic assessments and other formative measures. This data will be reviewed during department meetings to identify trends, address learning gaps, and make timely instructional adjustments to support student growth toward proficiency on the FAST Math assessment. This time will also be used to collaboratively align lessons to the benchmarks through reviewing the plans and activities used in class.

Person responsible for monitoring outcome

Peter Gutierrez

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Data-Driven Decision Making is a foundational practice in which data is systematically utilized at all levels to guide informed decisions that prioritize student success. During department meetings, instructional teams will regularly review and analyze collected data to inform planning, adjust instructional strategies, and evaluate the effectiveness of previous decisions. The leadership team will actively participate in these meetings and will also conduct classroom walkthroughs and lesson plan reviews to monitor the fidelity of implementation and ensure alignment with school improvement goals.

Rationale:

This approach will allow us to adjust academic goals, design and implement interventions, plan coursework, and different instruction to meet diverse student needs.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Student teacher Data Chats.

Person Monitoring:

Loretta Quick

By When/Frequency:

August 14, 2025 -September 26, 2025/Biweekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will conduct regular data chats with students and visibly display class data to foster student ownership and progress monitoring beginning with PM1 and continued with the topic assessments. This will be the time to set reasonable goals with the students and develop a plan for how they will achieve their goals.

Action Step #2

Implement ongoing Professional Learning on B.E.S.T. standards and consistent interpretation methods.

Person Monitoring:

Peter Gutierrez and Christine James

By When/Frequency:

August 14, 2025 -September 26, 2025/Biweekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Instructional Coach will provide ongoing professional learning for the Math Department on the B.E.S.T. standards. As a result, teachers will implement standard-aligned lesson plans, utilize appropriate resources, and implement standards-aligned lessons.

Action Step #3

Leadership and teacher data chats

Person Monitoring:

Loretta Quick and Christine James

By When/Frequency:

August 14, 2025- September 26, 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

During department meetings, dedicated time will be set aside to review student performance data, including assessment results and classroom trends. This collaborative review will focus on identifying standards where students are demonstrating difficulty and developing targeted remediation plans to address those gaps.

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Small-group Instruction

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Enhancing English Language Learner (ELL) academic proficiency in ELA and Mathematics is a critical area of need. While over 50% of ELL students demonstrated learning gains in both subjects during the 2024–2025 school year, only 35% achieved proficiency in ELA and 40% in Mathematics. These figures highlight a significant gap between growth and grade-level mastery. To address this, the school will implement increased intervention support and strengthen progress monitoring practices. Teachers and the leadership team will collaborate regularly to analyze student data, identify instructional gaps, and adjust strategies to meet the unique needs of ELL students. Through targeted instruction and consistent monitoring, the school aims to improve proficiency rates and ensure equitable academic outcomes for all learners.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

By the end of the 2025–2026 school year, the percentage of ELL students achieving proficiency on the FAST ELA and Math assessments will increase from 35% in ELA to 35% and from 40% to 41% in math as measured by the spring 2026 administration of the FAST Math assessment.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

The impact of this action will be monitored through PLC meeting agendas and notes, teacher reflections, and informal feedback collected during department meetings. School leadership will also conduct classroom walkthroughs to observe the implementation of shared strategies and assess instructional alignment.

Person responsible for monitoring outcome

Peter Gutierrez

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Student-Centered Learning encompasses a broad range of educational programs, instructional strategies, and support systems—both physical and virtual—designed to meet the unique learning needs, interests, goals, and cultural backgrounds of individual students and student groups. This

approach prioritizes personalized learning experiences and ensures that instruction is responsive to who students are and how they learn best. School leaders and instructional teams will conduct regular classroom walkthroughs using established “look-fors” to assess the presence of personalized instructional strategies. Student performance data, including formative assessments and growth metrics, will be analyzed to evaluate the impact of these practices on academic outcomes.

Rationale:

Student-Centered Learning is essential for meeting the diverse academic, social, and cultural needs of today’s learners. By tailoring instruction to students’ individual strengths, interests, and backgrounds, this approach fosters deeper engagement, ownership of learning, and improved academic outcomes. It supports equity by ensuring that all students—regardless of their starting point—receive the support and opportunities they need to succeed. Embedding student-centered practices across classrooms also promotes critical thinking, collaboration, and real-world problem-solving skills that prepare students for future success.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Review and adapt curriculum materials in ELA and Math.

Person Monitoring:

Reading and Math Coaches

By When/Frequency:

August 14, 2025 -September 26, 2025/Biweekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

During collaborative planning, department teams will work together to review the materials to ensure accessibility and linguistic support for ELLs, incorporating visuals, graphic organizers, and simplified language where appropriate

Action Step #2

Train all teachers on differentiated instruction and scaffolding techniques to support varying ELL proficiency levels in mixed classrooms

Person Monitoring:

Math and ELA coaches

By When/Frequency:

August 14, 2025 -September 26, 2025/Biweekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Train all teachers on differentiated instruction and scaffolding techniques to support varying English Language Learner (ELL) proficiency levels in mixed-ability classrooms. This training will focus on practical strategies for adapting content, process, and product based on student language needs, and will include modeling, collaborative planning, and resource sharing. The school will monitor the impact of this training through classroom walkthroughs focused on observing the use of differentiation and scaffolding strategies, teacher self-reflections, and feedback collected after training sessions. Additionally, ELL student performance data from formative assessments and progress monitoring tools will be reviewed regularly to assess instructional effectiveness and guide further support.

Action Step #3

Developmental Classes

Person Monitoring:

Shawna Tillman and Christine James

By When/Frequency:

August 14, 2025- September 26, 2025 Daily

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Students who are performing below grade level—specifically those identified as Level 1 and Level 2—will be enrolled in a developmental ELA course in addition to their ELA for ESOL class. This additional course is designed to reinforce key literacy standards and provide targeted support to address individual learning gaps. Student progress will be closely monitored through regular classroom walkthroughs and data chats conducted during department meetings.

IV. Positive Learning Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Improving student attendance is a critical focus area aimed at increasing daily student engagement, academic achievement, and overall school performance. Consistent attendance is foundational to student success, as it directly impacts instructional continuity, participation in learning activities, and access to support services. Attendance data from the 2024–2025 school year indicates that over 10% of students had less than 90% attendance, highlighting a concerning trend of chronic absenteeism. This level of absenteeism disrupts instructional continuity and limits students' opportunities to benefit from consistent academic support and enrichment. Strengthening attendance practices will directly support broader school improvement goals by fostering a more inclusive and responsive learning environment.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

The goal is to improve overall student attendance by reducing the percentage of students with less than 90% attendance to 9% by the end of the 2025–2026 school year. This objective supports increased instructional access, academic achievement, and student engagement, while addressing

the concerning trend identified in the 2024–2025 data, where more than 10% of students fell below the 90% attendance threshold.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Attendance will be monitored by closely analyzing the attendance bulletin and attendance reports and targeted interventions. Attendance data will be reviewed weekly to identify trends and flag students at risk of falling below the 90% threshold. Intervention logs will be maintained to track outreach efforts, parent communication, and support services provided to chronically absent students. This information will be shared weekly at leadership meetings to determine what interventions should take place.

Person responsible for monitoring outcome

Peter Gutierrez and Christine James

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

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

Rationale:

Strategic Attendance Initiatives are essential for addressing chronic absenteeism and improving overall student engagement and academic outcomes. Improving student attendance to have less than 10% of students with less than 90% attendance. will also assist in improving student performance on assessments. By closely monitoring student absenteeism early intervention can take place to curtail the negative effects of constant absences. These initiatives involve systematic monitoring and reporting of student absences, timely communication with families through phone calls, and more intensive interventions such as home visits, counseling, and referrals to external support agencies. Positive reinforcement strategies, including incentives for students with perfect or improved attendance, help foster a culture of accountability and motivation. These measures are grounded in the understanding that consistent school attendance is directly linked to student success, and that addressing attendance barriers requires a comprehensive, proactive, and student-centered approach.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3

action steps and the person responsible for each step.

Action Step #1

Analyze attendance data weekly

Person Monitoring:

Peter Gutierrez and Christine James

By When/Frequency:

August 14, 2025 - September 26, 2025/weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

To support improved student attendance, the school will generate weekly attendance reports to identify students at risk of becoming truant. These reports will be reviewed and discussed during leadership team meetings to monitor progress toward attendance goals and evaluate the effectiveness of current interventions. By analyzing trends and individual student data, the leadership team can implement timely and targeted strategies

Action Step #2

Rewards and Incentives

Person Monitoring:

Peter Gutierrez and Christine James

By When/Frequency:

August 14, 2025 - September 26, 2025/biweekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

To encourage regular school attendance and reduce chronic absenteeism, the school will establish a structured rewards and incentives program. This initiative will recognize students who maintain 90% or higher attendance through quarterly acknowledgments, certificates, and school-wide celebrations. The program will be monitored through weekly attendance reports, and students showing improvement will also be acknowledged to promote growth and effort. This strategy aims to build a positive school culture around attendance and increase student engagement.

Action Step #3

Increase communication with parents

Person Monitoring:

Christine James

By When/Frequency:

August 14, 2025-September 26, 2025 weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

To support improved student attendance, the school will increase regular communication with families, particularly those whose children are showing signs of chronic absenteeism. Multilingual materials outlining attendance expectations, available supports, and the impact of absenteeism on academic success will be shared to ensure accessibility and understanding across diverse communities. When a student begins to show a pattern of increased absences, school staff will initiate phone calls to parents or guardians to discuss specific resources and supports available, and to identify any barriers the school may help address. This proactive approach aims to strengthen family-school partnerships and promote consistent student attendance.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

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

<https://redlandmiddleschool.org/title-i/>

Positive Relationships With Parents, Families and other Community Stakeholders

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

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

<https://redlandmiddleschool.org/title-i/>

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

Area of focus #1 addresses how the school plans to continue improving ELA throughout the school. We will provide teachers more guidance in differentiation through increased professional development opportunities. We will also have subject areas outside of ELA utilize the strategies used by the ELA teachers to establish continuity for the students.

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

N/A

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

To support the holistic development of all students, especially those at risk of not meeting academic standards, our school implements a variety of strategies that address students' social, emotional, and behavioral needs. The school provides access to counselors through scheduled appointments and an open-door policy, ensuring students can receive support when needed. A dedicated Zen Room offers a calming space where students can meet with counselors for individualized support, stress management, and emotional regulation, promoting mental wellness and helping students develop coping strategies. Additionally, our mentoring program pairs students with staff who offer guidance, encouragement, and positive role modeling. This initiative fosters strong relationships, builds self-esteem, and supports students in setting and achieving personal goals. Students are encouraged to seek help from counselors whenever they feel the need, ensuring timely intervention and reinforcing a culture of care and trust within the school. Through these services, students develop essential life skills such as emotional intelligence, conflict resolution, resilience, and interpersonal communication—competencies that are critical for success both in and outside the classroom. These strategies are integrated into our schoolwide plan and are regularly reviewed to ensure they meet the evolving needs of our student population

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

To prepare students for postsecondary education and workforce opportunities, the school implements a variety of strategies designed to increase awareness and readiness for life beyond high school. These efforts include promoting career and technical education (CTE) pathways and providing students with access to information about college and career options. Students participate in a Career Day, where members of the community visit the school to share insights about their professions, helping students explore a wide range of career fields. Additionally, eighth-grade students visit local high schools to learn about the academic and vocational programs available to them, supporting

informed decision-making about their future educational paths. Within the curriculum, students engage in a career-focused component in their world history class, where they learn about various careers and how historical developments have shaped the modern workforce. Through guidance counseling, career exploration activities, and partnerships with local institutions and professionals, students are exposed to a range of career fields and postsecondary pathways.

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

Redland Middle School follows a progressive discipline plan that aligns with the district's Code of Student Conduct. To support students with identified behavioral challenges, the school's Behavior Management Teacher collaborates closely with classroom teachers to develop and implement individualized Social Emotional Behavior Intervention Plans. These plans are designed to address specific needs and promote positive behavioral growth through targeted strategies and consistent support.

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

The Redland Middle School Professional Learning Support Team (PLST) conducts a comprehensive needs assessment to identify areas for growth among all stakeholders. Based on the results, the team plans and delivers professional development opportunities that are tailored to meet the individual needs of staff, ensuring alignment with instructional goals and student success.

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

N/A

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.	No
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BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00