Brownsville Middle School

2016-17 Schoolwide Improvement Plan

Brownsville Middle School

4899 NW 24TH AVE, Miami, FL 33142

http://brownsville.dadeschools.net/

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	Yes	96%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	99%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	F	F*	F	F

Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

This plan is pending approval by the Dade County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Brownsville Middle School

DA Region and RED	DA Category and Turnaround Status
Southeast - [LaShawn Russ-Porterfield](#)	Comprehensive Support & Improvement - Implementing Cycle 1 Dmt

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

We, the staff and community of Brownsville Middle School, will ensure that ALL students will be agents of change by becoming advocates for themselves and their communities. We are committed to ensuring that students are recognized for their individual strengths, talents, habits and mindsets. Through this growth model, we will ensure that we provide a safe, supportive environment where individual differences and the rights of others are protected and valued.

b. Provide the school's vision statement.

Our vision is to build a culture of achievement and excellence via personal and academic growth. As leaders in this movement, we will cultivate students' abilities to think critically, communicate effectively, and tip the scales of justice to create a community of equality. In order for our students to grow to be the independent and diverse citizens that they are capable of being, we will instill a daily sense of urgency; promote deep analysis of issues through rigorous lessons; and integrate deep character development into our interactions with our students. Ultimately, our students will leave our school charged as courageous leaders who will enable and uplift others in their community to be agents of change.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

The school learns about students' cultures by reviewing various forms of data including school demographic data, needs assessments, student classroom surveys, and Positive Behavior Support (PBS) reports and systems. We also learn and appreciate students' cultures by promoting pro-social behavior through our "Values Matter " curriculum. We also learn about students' cultures via different cultural events and fairs during Latino-Heritage Month, Black History Month, Multicultural Club, and other forms of pro-diversity events. The school builds relationships between teacher and students by ensuring that the learning environment is safe, respectful, and engaging. Additionally, many teachers are available before school, after school, and at lunch for tutoring or homework assistance. Student successes are publicly celebrated. Additionally, it is common to see students gathering in the "Falcon's Lounge " with teachers, their peers, and other staff for conversations and educational enrichment activities. At Open House, students welcome parents in three different languages (English, Spanish, Creole) during an opening video.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

Brownsville Middle School creates an environment where students feel safe and respected before, during, and after school by having consistent expectations around the school that are visible in every classroom. We also have a zero tolerance policy for violence, hazing, bullying, and other disruptive behaviors in accordance with the District's Student Code of Conduct. The school ensures that the consequences are equitable to all students to ensure the safety of every student. Our student services team and our community partners offer students mediation, group counseling, individual counseling. During school, students can join extracurricular clubs such as Women of Tomorrow, or the 5000 Role Models Academy. After school, students can participate in various athletic programs such as flag football, volleyball, and basket or our ALL Stars afterschool program.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

Brownsville Middle school prides itself on setting high expectations for all it's students. Faculty and staff are aware of the school-wide behavioral expectations and employ effective classroom management strategies as necessary. We also developed a tiered behavioral plan that enhances each student's potential for learning by providing escalating services for the same infraction, and reducing the number of suspensions by correcting negative behaviors and incorporating more services in the form of counseling and parent involvement. Our school also utilizes a Positive Behavioral Support (PBS) to establish a school wide behavioral system. Within our PBS program, students are expected to adhere to "POP." POP stands for students being PRESENT in school, ON time for class, and PREPARED to PARTICPATE in class. Students who are compliant to this system will be rewarded with "falcon dollars" that may be used for purchase of school materials, school dances, free homework passes, and field trips.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

The social and emotional education of the students at Brownsville Middle School are provided through a variety of diverse efforts such as classroom instruction, extracurricular activities, a supportive school climate, and counseling. Students are provided counseling and mentoring through multiple avenues including self report, parent referrals, teacher referrals, administrative referral, or referral by other concerned individuals. Our counselors have an open door policy, maintain confidentiality, and provide a safe environment for all students to obtain assistance with any and all of their emotional needs so that they may focus on their school work.

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

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

The EWS identifies at-risk students on the basis of incoming risk factors as well as risk factors that can be monitored throughout the year. Middle grades indicators uses the following indicators: Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension; one or more suspensions, whether in school or out of school; course failure in English Language Arts or mathematics; a Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	24	66	81	0	0	0	0	171
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	43	21	16	0	0	0	0	80
Level 1 on statewide assessment	0	0	0	0	0	0	36	132	145	0	0	0	0	313

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	27	118	134	0	0	0	0	279

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

Brownsvile Middle School employs a variety of proven strategies to improve the academic performance of students identified by the EWS. Students are enrolled in Intensive Reading and Mathematics courses to accelerate the development of reading and math skills. We also allocated funds to employ two Reading, and one Mathematics Coach to assist teachers with instructional delivery and lesson planning. Additionally, Reading and Math Interventionists assist teachers within the classroom. Students' academic performance is monitored every four weeks by Students Services. Lastly, after-school tutoring is offered in Reading and Math by City Year and various community partners; such as, the Miami Children's Initiative (MCI) and ALL Stars afterschool program.

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

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?
Yes

1. PIP Link
The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/345979.

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

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

We have designated Mr. Smith, School Administrator, and Mr. Arroyo (PBS) to build, and work on a comprehensive, on-going, positive partnership program to support our Community and Business Partners relationship. They seek out community business partners. They then foster and supports the relationship to meet the needs of the school and community through activities,to help conduct activities. Monthly community partner meetings are held to report on progress of all participants as well as annual celebrations.

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

1. School Leadership Team

a. Membership

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

Name	Title
Dunn, Ebony	Principal
Parrimore, Keith	Assistant Principal
Smith, Kelvin	Assistant Principal
Gadson, Cinnamon	Teacher, ESE
Tucker, Marchelle	Instructional Coach
McLaw, Patrick	Instructional Coach
Burgess, Diane	Instructional Coach
Hope, Tarvaneisha	Other
Arroyo, Angel	Other
Smith, Marsha	Instructional Coach

b. Duties

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

• Principal: As the schools instructional leader, Mrs. Dunn provides a mission and shapes a vision for academic success for all students, utilizes data to drive decision-making, and cultivates leadership in others; in addition to ensuring the appropriate curriculum offerings, high expectations for all students, and ensures that the school-based team is implementing Multi-Tiered System of Supports (MTSS)/, and the appropriate Response to Intervention (RtI);

• Assistant Principals: Assist the principal in implementing the vision and mission for the school. Ensure the fidelity of the RtI model by monitoring and evaluating the following: instructional staff's implementation of tiered instruction, process of administering assessments, and the alignment of professional development with faculty needs.

• PBS Coach: The philosophy of Positive Behavior Support centers upon principles of positive reinforcement, instruction of appropriate social behaviors, and modification on a macro-system wide level encompassing all students and staff. Behavior is analyzed with the use of data analysis. Interventions are strategically implemented in order to improve school climate, overall student behavior, increase test scores, and reduce referrals and suspension rates

•Transformational Coaches provide guidance for the respective area such as the K-12 Comprehensive Reading Plan. They also identifies systematic patterns of student needs while working with district personnel to identify
appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for students who are considered "at risk;" assists in the design and implementation of progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development and provides support for assessment and implementation monitoring. Assist instructional staff in data collection and analysis; support least proficient teachers through modeling and/or co-teaching; facilitate or orchestrate professional development on differentiating instruction and incorporating intervention activities across the curriculum.

• Data Chairperson: Generates, maintains and disseminates data reports to include all District/ School-wide summative, formative, and progress monitoring assessments; as well as information

regarding attendance,
suspensions/expulsions trends.

• School Improvement Specialist: Offer evidence-based intervention strategies; assist with whole
school screening programs that provide early intervening services for children who are considered "at
risk;" assist in the design and implementation for progress monitoring, data collection, and data
analysis; participate in the design and delivery of professional development; and provide support for
assessment and implementation monitoring.

*2. Describe the process through which school leadership identifies and aligns all available
resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students
and maximize desired student outcomes. Include the methodology for coordinating and
supplementing federal, state and local funds, services and programs. Provide the person(s)
responsible, frequency of meetings, how an inventory of resources is maintained and any
problem-solving activities used to determine how to apply resources for the highest impact.*

The Admin team (Principal and Assistant Principal) meets weekly to monitor instructional, non-
instructional and curricular needs then makes adjustments to school structure, instruction, and
support as needed.

Title I, Part A
Services are provided to Brownsville Middle School to ensure students requiring additional
remediation are
assisted through extended learning opportunities (before-school and/or after-school programs,
Saturday
Academy or summer school and include an extensive Parental Program; and special support services
to special needs populations such as homeless, neglected and delinquent students. Saturday
academy will be held from December 3, 2016 - April 8, 2017.

Title I, Part C- Migrant
N/A

Title I, Part D
At Brownsville Middle School, District receives funds to support the Educational Alternative Outreach
program. Services at Brownsville Middle are coordinated with district Drop-out Prevention programs.

Title II
At Brownsville Middle, the District uses supplemental funds for improving basic education as follows:
• training to certify qualified mentors for the New Teacher (MINT) Program
• training for add-on endorsement programs, such as Reading, Gifted, ESOL training and substitute
release
time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning
Community (PLC) development and facilitation, as well as Lesson Study Group implementation and
protocols

Title III
At Brownsville Middle School, Title III funds are used to supplement and enhance the programs for
English
Language Learner (ELL) students by providing funds to implement and/or provide:
• tutorial programs (K-12)
• parent outreach activities (K-12)
• professional development on best practices for ESOL and content area teachers
• coaching and mentoring for ESOL and content area teachers(K-12)
• reading and supplementary instructional materials(K-12)

• hardware and software for the development of language and literacy skills in reading, mathematics and
science to be used by ELL students.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Ebony N. Dunn	Principal
Brandy Crystal	Teacher
Richard Smith	Teacher
Darryl Clark	Teacher
Nakia Burton	Teacher
Angel Arroyo	Teacher
Travarous Bain	Education Support Employee
Dericka Johnson	Parent
Vincete Cucfate	Parent
Joseph Harris	Parent
Tamika Washington	Parent
Regina Sturrup-Davis	Parent
Shyla Boyd	Business/Community
Geoffrey Campbell	Business/Community
Faith Harris	Student
Xavier Flanders	Student
Angelique Clarke	Teacher

b. Duties

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

a. Evaluation of last year's school improvement plan

The SAC committee reviewed and analyzed last school years School Improvement Plan and evaulated whether goals that were set were accomplished.

b. Development of this school improvement plan

The SAC committee played a role in the development of the School Improvement Plan by reviewing, providing recommendations,.

c. Preparation of the school's annual budget and plan

The SAC committee reviews the school's budget and make suggestions and/or recommendations for the financial benefit of the school and students.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

The school advisory council heard request for funds from all stakeholders. The request for funds helped meet the achievement of goals as outlined in the school improvement plan.

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

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

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Dunn, Ebony	Principal
Parrimore, Keith	Assistant Principal
Smith, Kelvin	Assistant Principal
McLaw, Patrick	Instructional Coach
Hope, Tarvaneisha	Other
Arroyo, Angel	Other
Smith, Marsha	Instructional Coach

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The Literacy Leadership Team promotes a literacy-rich environment that supports grade level reading proficiency throughout the school to help students become ravenous readers and develop lifelong reading habits. Emphasis is placed on independent reading, and monitoring the implementation of the Reading and ELA standards. The LLT further ensures that parents are informed about all reading requirements needed for middle school during opening of school's orientations, open house, literacy night, parent conferences, and other reading related events. Reading activities are also supported by high-quality classroom libraries, read-alouds, book clubs for students and parents, and opportunities for summer reading. Additionally, the LLT offers Saturday tutoring throughout the year to struggling readers to receive intensive small group reading instruction. Priority is given to the lowest 25% of readers.

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

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

Common planning is embedded within the master schedule to provide additional time for teachers to collaborate, plan, and engage in professional development across grades and subjects twice a week. Common planning allows time for Lesson Study implementation and afford teachers an opportunity to share best practices as well as provide job embedded professional development. As data are collected, Lesson Study teams will modify instructional lessons addressing current needs. Transformation Coaches, in conjunction with curriculum support specialists lead common planning sessions in order to

develop teacher capacity in understanding the depth of the new Florida Standards and planning for effective instruction. Additionally, all core content area, ELL, and ESE teachers will participate in a four-day professional development workshop offered by the Office of Academic Support called "StartSharp" during the summer to teach instructional planning, lesson delivery, and Best Practice to yield positive student learning outcomes. Teachers are also awarded various incentives throughout the year to foster partnership between teachers and other staff including Teacher of the Month, Teacher Lunches, Teacher breakfasts and other events highlighting teacher successes.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

Brownsville Middle School recruits by inviting local universities to visit, and is a partner with Miami-Dade College's School of Education (MDC) Teacher Prep Program. The administration also encourages interns to complete their residency at Brownsville Middle to help find qualified teaching candidates. Highly-Effective teachers are offered leadership roles within the school, and opportunities to earnimg additional supplements, and are recognized during school meetings for their success. Effective teachers are offered support and opportunities to improve their pedagogy.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

School-based mentors are provided to new teachers, novice teachers (less than 3years), and teachers in need of support. New teachers also participate in the district's Mentoring and Induction for New Teachers (MINT) program. MINT is a three-year comprehensive induction program designed to assist and retain new teachers by providing high quality professional development opportunities that will enable teachers to enhance student learning and increase student achievement. The program is aligned with the Florida Educators Accomplished Practices (FEAP) and will provide sustained support by enlisting veteran school, regional and district educators to mentor, coach and guide new teachers. Teachers are parried with veteran teachers within the same certification. Assigned mentors conduct information observations, provide feedback, and assist with lesson planning. Our Transformational Coaches will also serve as mentors to teachers that need support to enhance the teacher's planning and execution. Meetings are held every 3rd Friday at 8:30 am with new teachers and Assistant Principal.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

Brownsville Middle School utilizes a standards based curriculum developed by our school district that aligns with the Florida Standards. The curriculum implementation is supported by walk-throughs, informal, and formal observation. Professional Development is provided to School Administrators and Transformational Coaches on the Florida Standards. Any weaknesses in the delivery of standards based instruction is targeted with direct feedback to the teacher and focused professional development.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

Student data is used appropriately to schedule students. Multiple data points are also used to schedule to schedule students into either an Intensive Reading or Math Course. Teachers utilize formal and informal data during the year to provide differential instruction and provide support to students data to inform decisions

The 2015-2016 FSA data for Brownsville Middle School shows a regression in proficiency in the area of English Language Arts. One of the root causes can be attributed to teachers' limited understanding of the Florida Standards. In an effort to continuously assist teachers with the Language Arts Florida Standards (LAFS), teachers will attend professional development and receive appropriate follow up support from the Transformation Coaches. Another cause of regression is the students' inability to read on grade level. The plan to address this is through daily reading interventions where students are grouped based on skill deficiencies. Select students will also receive pull-out interventions during their elective class which will enhance the reading skills learned during classroom instruction. An additional cause to reading regression is a lack of students' fluency and reading comprehension. Fluency and reading comprehension are addressed during whole group and differentiated small group instruction through repeated readings and reinforcing strategies such as marginal notes, underlining key words, and summarizing.

The 2015-2016 FSA data also shows a regression in proficiency in the area of Mathematics. Students' individual needs in mathematics are met by addressing the deficiencies in their prerequisite skills through differentiated instruction. Select students will also receive push-in instruction utilizing City-Year Corp Members to enhance individual mathematical skills. Teachers also use reflective practices and adjust their instruction accordingly. In order to address the students' needs, a variety of resources are utilized such as: i-Ready Toolbox activities, CPalms, and intervention and enrichment activities provided through the core materials and district pacing guides. Brownsville Middle School sets high expectations of all students thus data chats with students and teachers are conducted to set goals, track individual data, and make adjustments in interventions.

The 2015-2016 EOC data also shows a regression in proficiency in the area of Civics. The school offers a Legal Studies course that infuses Civics standards to raise proficiency for targeted students. Embedded within the program these students will participate in mock trials, meet guest speakers, and attend civic engagement events.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Weekend Program

Minutes added to school year: 4,860

On select weekends, additional instruction focusing on non-mastered standards is provided in Reading, Math, Science, and Civics.

Strategy Rationale

Our Saturday Academy provides additional reinforcement on select weekends throughout the school year. During each Saturday Academy session, highly qualified teachers provide small group instruction that reinforces the weakest standards that are identified by district, school-based, and state assessments by providing additional remediation and support.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Parrimore, Keith, kparrimore@dadeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Program Coordinators and their instructional teams provide pre and post assessment to students at the beginning and toward the end of the program to determine if their programmatic structure responded to the needs of the student's development in Reading, Math, Science, and Civics. Bi-weekly meetings are held to determine student participation and program effectiveness.

Strategy: Extended School Day

Minutes added to school year: 5,440

Before/Afterschool Tutoring is offered by City Year (Before School), and the ALL Stars Afterschool Program, and the Miami Children's Initiative (MCI (After School) Monday-Friday in Reading and Mathematics.

Strategy Rationale

Our Before/Afterschool program provide core academic instruction and enrichment to reinforce standards on the FSA. We believe that additional time of task learning standards will help students increase learning gains in Reading and Mathematics thereby providing additional opportunities for remediation and support.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Parrimore, Keith, kparrimore@dadeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

The Administrative Team will exam students achievement on classroom, and district test to determine effectiveness of strategy as well as review student work folders and grades in their Reading and Math.
Bi-weekly meetings are held to determine student participation and program effectiveness.

2. Student Transition and Readiness

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

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

At Brownsville Middle School, transition and articulation activities for incoming 6th grade students and outgoing 8th grade students begin during the third nine weeks. Incoming 6th graders and their parents are invited to school orientation during the summer. Once the school year begins, 6th graders are in designated areas of the building, separate from other grade levels. Sixth grade students are also enrolled in a 6th grade transitions course. Grade level orientations are also held at the beginning of each school year.

Outgoing 8th graders are provided several opportunities throughout the year to visit feeder pattern schools. One such event is a Curriculum Fairchild at one of our feeder pattern schools Miami Northwestern . At the event students tour the high school, meet counselors and program leaders from academies, and complete subject selections.. Parents are invited to participate in course selection and academic and career planning at any point in the process. Online subject selections will be utilized during the 2016-2017 school year to streamline subject selection.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

We offer students elective courses in business, technology, career discovery, and law studies which focus on job skills in the respective areas. Student subject selection for these courses takes place in the Spring (March). We've also continued our a partnership with HAMILTON, MILLER & BIRTHISEL LAW FIRM to host the third annual "Law Day" at the school. Additionally, Brownsville Middle School has a Career Day event that strongly encourages students to be in attendance and meet professionals in different careers to learn what it takes to succeed in that particular career path.

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

Career and Technical Education courses are offered to all students who were proficient on the FSAA in grades 7-8 from the previous academic year. Program of studies include Business Keyboarding, Computer Applications in Business 1, Computer Business Application in Business 2, and Computer Applications in Business 3. These courses focus on the development of leadership and job-related skills. Furthermore, many of these courses provide ample opportunities for our students to receive Industry Certification in the area of MOS Office (MS Word, PowerPoint, and Excel).

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

Brownsville Middle School continuously strives to encourage its students to enroll in rigorous coursework throughout their middle school experience to advance their skills in preparation high school and the world of work. We offer career and technical education courses that lead to industry certification. Additionally, this year is the first year we've implemented a Law Studies program. Our goal is to expand the Law Studies program and become a Choice School and increase participation in the program.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

N/A

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

N/A

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"Â? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

N/A

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

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

[1] = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   If we decrease the number of students who miss 10 or more days from school by 50%, then there will be an increase in student achievement on statewide assessments.

G2.   CORE INSTRUCTION: If core instruction is improved in all areas, then there will be an increase in student achievement on statewide assessments.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. If we decrease the number of students who miss 10 or more days from school by 50%, then there will be an increase in student achievement on statewide assessments. `1a`

🔍 G088055

Targets Supported `1b`

Indicator	Annual Target
Attendance rate	92.0

Targeted Barriers to Achieving the Goal `3`

- Lack of parental awareness about the importance of school attendance, consequences of poor attendance, and the resources/supports available to students and families

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Truancy Officer

- School Counselor

- Community Involvement Specialist

- Success Coach

- Social Worker

- Truancy Meetings

- Attendance Review Committee (ARC)

- External Partners

Plan to Monitor Progress Toward G1. `8`

Weekly Monitoring of School and Individual Student Attendance Data

Person Responsible
Keith Parrimore

Schedule
Daily, from 8/22/2016 to 6/9/2017

Evidence of Completion
Average Daily Attendance

G2. CORE INSTRUCTION: If core instruction is improved in all areas, then there will be an increase in student achievement on statewide assessments. 1a

🔍 G088056

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	25.0
ELA/Reading Gains	45.0
ELA/Reading Lowest 25% Gains	42.0
FSA Mathematics Achievement	25.0
Math Gains	45.0
Math Lowest 25% Gains	45.0
Statewide Science Assessment Achievement	35.0
Civics EOC Pass	35.0
Middle School Acceleration	80.0

Targeted Barriers to Achieving the Goal 3

- Lack of Rigorous Instruction

Resources Available to Help Reduce or Eliminate the Barriers 2

- Transformation Coaches

- Data chats with students, teachers, and administrators

- iReady (Diagnostic Program)

- Achieve 3000 (ESOL)

- Collections Series

- News ELA

- Penda

- Ambitious Science Teaching

- Lesson Study

- Professional Development

- Professional Learning Community (PLC)

Plan to Monitor Progress Toward G2. 8

The disaggregation of FAIR Data, Baseline Assessments, Mid-Year Assessments, Unit Assessments, Topic Tests, Florida Standards Assessments, and FCAT 2.0 will be conducted after assessments have been given and results are made available.

Person Responsible
Keith Parrimore

Schedule
Biweekly, from 9/12/2016 to 5/31/2017

Evidence of Completion
Student Data Results

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. If we decrease the number of students who miss 10 or more days from school by 50%, then there will be an increase in student achievement on statewide assessments. `1`

🔑 G088055

G1.B1 Lack of parental awareness about the importance of school attendance, consequences of poor attendance, and the resources/supports available to students and families `2`

🔑 B234107

G1.B1.S1 Conduct Truancy Child Study Team meetings with parents when their students begin missing school to review student attendance, conduct interviews, and conduct home visits to identify barriers to regular school attendance. `4`

🔑 S246901

Strategy Rationale

School attendance is a predictor of student academic success.

Action Step 1 `5`

Truancy Meetings

Person Responsible

Keith Parrimore

Schedule

Quarterly, from 10/3/2016 to 6/2/2017

Evidence of Completion

Sign In Sheets and Truancy Packets

Action Step 2 `5`

Conduct Home Visits

Person Responsible

Keith Parrimore

Schedule

Weekly, from 8/29/2016 to 6/2/2017

Evidence of Completion

Home Visit Documents

Plan to Monitor Fidelity of Implementation of G1.B1.S1 `6`

The Administrative Team will monitor and observe evidence of implementation of school wide attendance initiatives and provide support as needed.

Person Responsible

Keith Parrimore

Schedule

On 9/2/2016

Evidence of Completion

Sign-in sheets, truancy packets, and home visit documentation,

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 `7`

The Administrative Team will review school-wide, and individual student data.

Person Responsible

Keith Parrimore

Schedule

Weekly, from 8/29/2016 to 6/9/2017

Evidence of Completion

Yearly Attendance Rate, Individual Student Data

G2. CORE INSTRUCTION: If core instruction is improved in all areas, then there will be an increase in student achievement on statewide assessments. [1]

🔑 G088056

G2.B1 Lack of Rigorous Instruction [2]

🔑 B234108

G2.B1.S1 Plan for and deliver instruction that aligns with the Florida Standards and/or specific content standards. [4]

🔑 S246902

Strategy Rationale

Teachers will be able to teach rigorous, purposeful, and engaging instructional activities to students that will enable them to master standards identified on the Florida Standards if they are provided high-quality professional development.

Action Step 1 [5]

School-based professional development will focus on school-wide initiatives such as collaboration among and between subject teams, academic vocabulary, text analysis, data-driven instruction, technology enhanced learning, and higher order thinking that target rigor within the Florida Standards.

Person Responsible

Keith Parrimore

Schedule

Weekly, from 8/30/2016 to 6/9/2017

Evidence of Completion

Sign-In Sheets, Meeting Agendas, Professional Development Calendar, Deliverables

Action Step 2 5

Departments will collaboratively utilize focus calendars and pacing guides to facilitate effective planning and instructional deliver. Collaborative lesson planning and the development and sharing of supplemental materials will assist teachers with textbooks that are not aligned to the Florida Standards.

Person Responsible

Keith Parrimore

Schedule

Weekly, from 8/18/2016 to 6/9/2017

Evidence of Completion

Sign-in sheets, Focus Calendars, Lesson Plan, Common Planning Agenda, Student Work Samples.

Action Step 3 5

Departments will participate in Lesson Studies to share implementation of best practices in all subject areas. Department members will provide collegial support to assist new teachers in delivering the strategies as needed.

Person Responsible

Keith Parrimore

Schedule

Quarterly, from 8/30/2016 to 5/26/2017

Evidence of Completion

Lesson Plan, Sign-In Sheets, Planning Session Agenda, Teacher Reflection Log of Lesson Study

Action Step 4 `5`

Departments will review the data from district Mid-year Assessments and alter the focus of professional development meetings to reflect the needs of students, as necessary.

Person Responsible

Keith Parrimore

Schedule

Semiannually, from 12/5/2016 to 6/9/2017

Evidence of Completion

Minutes Department Meetings, Sign In Sheets, Revised PD Calendar

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

Administrative Team will monitor and observe evidence of implementation of school-wide initiatives through English/Language Arts as well as provide support as needed.

Person Responsible

Keith Parrimore

Schedule

Weekly, from 8/18/2016 to 6/9/2017

Evidence of Completion

Professional Development documentation submitted to the Office of Professional Development and Evaluation, lesson plans, student work, direct observation from classroom walk-throughs, and debriefing of teachers.

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

Administrative Team will monitor and observe evidence of implementation of school-wide initiatives through Mathematics as well as provide support as needed.

Person Responsible

Kelvin Smith

Schedule

Weekly, from 8/18/2016 to 6/9/2017

Evidence of Completion

Professional Development documentation submitted to the Office of Professional Development and Evaluation, lesson plans, student work, direct observation from classroom walk-throughs, and debriefing of teachers.

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

Administrative Team will monitor and observe evidence of implementation of school-wide initiatives through Civics as well as provide support as needed.

Person Responsible

Keith Parrimore

Schedule

Weekly, from 8/18/2016 to 6/9/2017

Evidence of Completion

Professional Development documentation submitted to the Office of Professional Development and Evaluation, lesson plans, student work, direct observation from classroom walk-throughs, and debriefing of teachers.

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

Administrative Team will monitor and observe evidence of implementation of school-wide initiatives through Science as well as provide support as needed.

Person Responsible

Keith Parrimore

Schedule

Weekly, from 8/18/2016 to 6/2/2017

Evidence of Completion

Professional Development documentation submitted to the Office of Professional Development and Evaluation, lesson plans, student work, direct observation from classroom walk-throughs, and debriefing of teachers.

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

The Administrative Team will review samples of student work in English/Language Arts located in student folders, monitor team meetings where best practices and student samples are shared, and review scores on Mid-Year Assessment and FSA to determine effectiveness of program delivery.

Person Responsible

Keith Parrimore

Schedule

Biweekly, from 9/5/2016 to 5/31/2017

Evidence of Completion

FSA, District, and School Site Assessment Results, Student Work Samples

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

The Administrative Team will review samples of student work in Mathematics located in student folders, monitor team meetings where best practices and student samples are shared, and review scores on Mid-Year Assessment and FSA to determine effectiveness of program delivery

Person Responsible

Kelvin Smith

Schedule

Biweekly, from 9/5/2016 to 5/31/2017

Evidence of Completion

FSA, District, and School Site Assessment Results, Student Work Samples

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

The Administrative Team will review samples of student work in Civics located in student folders, monitor team meetings where best practices and student samples are shared, and review scores on Mid-Year Assessment and the Civics End of Course Exam (EOC) to determine effectiveness of program delivery.

Person Responsible

Keith Parrimore

Schedule

Biweekly, from 9/5/2016 to 5/31/2017

Evidence of Completion

Civics EOC, District, and School Site Assessment Results, Student Work Samples

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

The Administrative Team will review samples of student work in Science located in student folders, monitor team meetings where best practices and student samples are shared, and review scores on Mid-Year Assessment and the results from the Science FCAT 2.0 assessment to determine effectiveness of program delivery.

Person Responsible

Keith Parrimore

Schedule

Biweekly, from 9/5/2016 to 5/31/2017

Evidence of Completion

Science FCAT 2.0, District, and School Site Assessment Results, Student Work Samples

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B1.S1.MA1 M334148	The Administrative Team will monitor and observe evidence of implementation of school wide...	Parrimore, Keith	8/29/2016	Sign-in sheets, truancy packets, and home visit documentation,	9/2/2016 one-time
G2.B1.S1.A3 A320928	Departments will participate in Lesson Studies to share implementation of best practices in all...	Parrimore, Keith	8/30/2016	Lesson Plan, Sign-In Sheets, Planning Session Agenda, Teacher Reflection Log of Lesson Study	5/26/2017 quarterly
G2.MA1 M334158	The disaggregation of FAIR Data, Baseline Assessments, Mid-Year Assessments, Unit Assessments,...	Parrimore, Keith	9/12/2016	Student Data Results	5/31/2017 biweekly
G2.B1.S1.MA1 M334150	The Administrative Team will review samples of student work in English/ Language Arts located in...	Parrimore, Keith	9/5/2016	FSA, District, and School Site Assessment Results, Student Work Samples	5/31/2017 biweekly
G2.B1.S1.MA6 M334151	The Administrative Team will review samples of student work in Mathematics located in student...	Smith, Kelvin	9/5/2016	FSA, District, and School Site Assessment Results, Student Work Samples	5/31/2017 biweekly
G2.B1.S1.MA7 M334152	The Administrative Team will review samples of student work in Civics located in student folders,...	Parrimore, Keith	9/5/2016	Civics EOC, District, and School Site Assessment Results, Student Work Samples	5/31/2017 biweekly
G2.B1.S1.MA8 M334153	The Administrative Team will review samples of student work in Science located in student folders,...	Parrimore, Keith	9/5/2016	Science FCAT 2.0, District, and School Site Assessment Results, Student Work Samples	5/31/2017 biweekly
G1.B1.S1.A1 A320924	Truancy Meetings	Parrimore, Keith	10/3/2016	Sign In Sheets and Truancy Packets	6/2/2017 quarterly
G1.B1.S1.A2 A320925	Conduct Home Visits	Parrimore, Keith	8/29/2016	Home Visit Documents	6/2/2017 weekly
G2.B1.S1.MA5 M334157	Administrative Team will monitor and observe evidence of implementation of school-wide initiatives...	Parrimore, Keith	8/18/2016	Professional Development documentation submitted to the Office of Professional Development and Evaluation, lesson plans, student work, direct observation from classroom walk-throughs, and debriefing of teachers.	6/2/2017 weekly
G1.MA1 M334149	Weekly Monitoring of School and Individual Student Attendance Data	Parrimore, Keith	8/22/2016	Average Daily Attendance	6/9/2017 daily
G1.B1.S1.MA1 M334147	The Administrative Team will review school-wide, and individual student data.	Parrimore, Keith	8/29/2016	Yearly Attendance Rate, Individual Student Data	6/9/2017 weekly
G2.B1.S1.MA1 M334154	Administrative Team will monitor and observe evidence of implementation of school-wide initiatives...	Parrimore, Keith	8/18/2016	Professional Development documentation submitted to the Office of Professional Development and Evaluation, lesson plans, student work, direct observation from classroom walk-throughs, and debriefing of teachers.	6/9/2017 weekly
G2.B1.S1.MA3 M334155	Administrative Team will monitor and observe evidence of implementation of school-wide initiatives...	Smith, Kelvin	8/18/2016	Professional Development documentation submitted to the Office of Professional Development and Evaluation, lesson plans, student work, direct observation from classroom walk-throughs, and debriefing of teachers.	6/9/2017 weekly
G2.B1.S1.MA4 M334156	Administrative Team will monitor and observe evidence of implementation of school-wide initiatives...	Parrimore, Keith	8/18/2016	Professional Development documentation submitted to the Office of Professional Development and Evaluation, lesson plans, student work, direct observation from classroom walk-throughs, and debriefing of teachers.	6/9/2017 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A1 🔍 A320926	School-based professional development will focus on school-wide initiatives such as collaboration...	Parrimore, Keith	8/30/2016	Sign-In Sheets, Meeting Agendas, Professional Development Calendar, Deliverables	6/9/2017 weekly
G2.B1.S1.A2 🔍 A320927	Departments will collaboratively utilize focus calendars and pacing guides to facilitate effective...	Parrimore, Keith	8/18/2016	Sign-in sheets, Focus Calendars, Lesson Plan, Common Planning Agenda, Student Work Samples.	6/9/2017 weekly
G2.B1.S1.A4 🔍 A320929	Departments will review the data from district Mid-year Assessments and alter the focus of...	Parrimore, Keith	12/5/2016	Minutes Department Meetings, Sign In Sheets, Revised PD Calendar	6/9/2017 semiannually

V. Professional Development Opportunities

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

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Truancy Meetings	$0.00
2	G1.B1.S1.A2	Conduct Home Visits	$0.00
3	G2.B1.S1.A1	School-based professional development will focus on school-wide initiatives such as collaboration among and between subject teams, academic vocabulary, text analysis, data-driven instruction, technology enhanced learning, and higher order thinking that target rigor within the Florida Standards.	$0.00
4	G2.B1.S1.A2	Departments will collaboratively utilize focus calendars and pacing guides to facilitate effective planning and instructional deliver. Collaborative lesson planning and the development and sharing of supplemental materials will assist teachers with textbooks that are not aligned to the Florida Standards.	$0.00
5	G2.B1.S1.A3	Departments will participate in Lesson Studies to share implementation of best practices in all subject areas. Department members will provide collegial support to assist new teachers in delivering the strategies as needed.	$0.00
6	G2.B1.S1.A4	Departments will review the data from district Mid-year Assessments and alter the focus of professional development meetings to reflect the needs of students, as necessary.	$0.00
		Total:	$0.00