

Miami-Dade County Public Schools

Brownsville Middle School



2017-18 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)	2016-17 Title I School	2016-17 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	2016-17	2015-16	2014-15	2013-14
Grade	D	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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	8
Public and Collaborative Teaching	12
Ambitious Instruction and Learning	13
8-Step Planning and Problem Solving Implementation	17
Goals Summary	17
Goals Detail	17
Action Plan for Improvement	19
Appendix 1: Implementation Timeline	28
Appendix 2: Professional Development and Technical Assistance Outlines	29
Professional Development Opportunities	29
Technical Assistance Items	0
Appendix 3: Budget to Support Goals	29

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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Brownsville Middle School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission 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 create a community of equality.

b. Provide the school's vision statement.

Our vision is for our students to grow to be independent and diverse citizens. We will instill a 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, and student classroom surveys. We also learn and appreciate students' cultures by promoting pro-social behavior through the "Values Matter" curriculum. We 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 teachers and students by ensuring that the learning environment is safe, respectful, and engaging. Students academic and behavioral successes are publicly celebrated. Additionally, a new school wide initiative, Staff As Mentors (SAM) will be implemented, which fosters a strong sense of shared accountability, student progress monitoring and tracking, as well as building positive teacher/student relationships.

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 by having consistent expectations that are continuously reinforced. We follow the District's Student Code of Conduct to support positive behavior. 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, and individual counseling. During school, students can join extracurricular clubs such as GIRL Power or the 5000 Role Models Academy. After school, students can participate in various athletic programs 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. Faculty and staff are informed of the school-wide process on how to address behavioral expectations. 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 create a community of equality.

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 services. Students are provided counseling and mentoring through multiple avenues including self report, parent referrals, teacher referrals, administrative referrals, and/or referrals 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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. The Student Success Coach is tasked with working with up to 100 high-need students identified within the EWS, and maintains a targeted list of support and services provided to ensure achievement towards set goals. Middle grades indicators are as follows: Attendance below 90 percent, regardless of whether absence is excused or a result of attendance at an assigned Student Success Center; 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	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	1	0	0	0	0	0	1
Course failure in ELA or Math	0	0	0	0	0	0	25	11	11	0	0	0	0	47
Level 1 on statewide assessment	0	0	0	0	0	0	87	87	67	0	0	0	0	241

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	85	83	72	0	0	0	0	240

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

Brownsville 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 Intensive 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 ALL Stars program.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

To build positive relationships with parents, Brownsville Middle School implements numerous incentives, activities, and programs that meet the needs of all parents. The Student Success Coach will host monthly parent meetings. During those meetings, instructional coaches are invited to present information on reading/math/science topics to increase parents' conceptual understanding of topics and to enable them to better assist their children with their home learning. The Parent Resource Center is open daily and provides a comfortable, non-threatening environment for parents. Parents are encouraged to become school volunteers in order to play a more active role in their child's school.

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.

To create a strong school-community connection, Brownsville Middle School's leadership team has developed partnerships with community organizations, businesses, and stakeholders. These partners provide resources that address barriers to learning, develop self-importance, and strengthen families and neighborhoods. One such partnership is with Hamilton, Miller and Birthisel Law Firm, which has made a commitment to enhance our Law Studies Program and build a courtroom at our school.

With the support and assistance of our PTSA, we will continue to seek additional partnerships with neighboring community-based organizations in an effort to further promote the academic, emotional, and social growth of our students.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Miller, Marcus	Principal
Parrimore, Keith	Assistant Principal
Garner, Zakia	Assistant Principal
Hope, Tarvaneisha	Other
Smith, Marsha	Instructional Coach
Burgess, Diane	Instructional Coach
Aubry, Eboni	Instructional Coach
Jones , Lisa	Other
Gadson, Cinnamon	Teacher, ESE

b. Duties

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

- Principal, Marcus Miller: As the schools instructional leader, Mr. Miller provides a mission and shapes a vision for academic success for all students. Data is utilized to drive decision-making, cultivate leadership in others, and provide the appropriate curriculum offerings. Mr. Miller establishes 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, Keith Parrimore and Zakia Garner: The Assistant Principals assist the principal in implementing the vision and mission for the school. They 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.
- Success Coach, Lisa Jones: The Success Coach supports the principles of positive reinforcement and instruction of appropriate social behaviors. The Success Coach utilizes a district provided curriculum based around citizenship and engagement. Behavior is analyzed and interventions are strategically implemented in order to improve school climate, overall student behavior, increase test scores, and reduce referrals and suspension rates.
- Transformation Coaches, Marsha Smith, Diane Burgess, and Eboni Aubry: The Transformation Coaches provide guidance and professional development for their respective areas. They identify systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for students who are considered "at risk;" assist in the design and implementation of progress monitoring, data collection, and data analysis. They 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 principal and assistant principal meet weekly to monitor instructional, non-instructional, and curricular needs then make 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.

Title I, Part D

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 Mentoring and Induction for New Teachers (MINT).
- 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.

Title X- Homeless

Miami-Dade County Public Schools' School Board Policy 5111.01 ensures homeless students receive all the services they are entitled to which include:

- The Homeless Assistance Program: Seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- Project Upstart, Homeless Children & Youth Program: Assists schools with the identification, enrollment, attendance, and transportation of homeless students.
- Homeless Liaison: Provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act.
- Project Upstart: Provides a homeless sensitivity, awareness campaign to all the schools and provides tutoring and counseling to twelve homeless shelters in the community.
- The District Homeless Student Liaison: Participates in community organization meetings and task forces as it relates to homeless children and youth.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Marcus Miller	Principal
Brandy Crystal	Teacher
Richard Smith	Teacher
Darryl Clark	Teacher
Nakia Burton	Teacher
Joseph Harris	Parent
Tamika Washington	Parent
Regina Sturup-Davis	Parent
Marlon Hill	Business/Community
Emily Santana	Business/Community
Angelique Clarke	Teacher
Michael Hill	Student
Chantrel Harris	Student

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

The SAC committee reviewed and analyzed last school year's School Improvement Plan and evaluated whether the 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 and providing recommendations that address the needs of all students.

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 SAC heard request for funds from all stakeholders. The SAC funds totaling \$3,547.00 were allocated as follows:

- Saturday school
- Testing materials
- Student incentives
- Science incentives
- End-of-year awards
- PBS prizes

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
Moore, Derrick	Principal
Parrimore, Keith	Assistant Principal
Garner, Zakia	Assistant Principal
Aubry, Eboni	Instructional Coach
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 school-wide literacy rich environment that supports grade level reading proficiency geared towards helping students become ravenous readers and to 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 responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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 affords teachers an opportunity to share best practices as well as provide job embedded professional development. As data is collected, instructional teams will modify instructional lessons addressing students' current academic needs. Transformation Coaches, in conjunction with curriculum support specialists will lead common planning sessions in order to develop teacher capacity in understanding the depth of the Florida Standards and planning for effective instruction. Additionally, during the summer, all core content area, ELL, and ESE teachers participated in "StartSharp", a four-day professional development workshop offered by the Office of Academic Support that supports lesson delivery and best practices 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 earning 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 3 years), 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 paired with veteran teachers within the same certification. Assigned mentors conduct information observations, provide feedback, and assist with lesson planning. Our Transformation Coaches also serve as mentors to teachers that need support to enhance the teacher's planning and execution.

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. Curriculum implementation is supported by walk-throughs, formal, and informal observations. Professional development is provided to Administrators and Transformation 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, and instructional support provided by Transformation Coaches.

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 students into Intensive Reading or Intensive Math Course. Teachers utilize formal and informal data during the year to provide differentiated instruction and provide support to students.

The 2016-17 FSA data for Brownsville Middle School shows a regression in learning gains (Lowest 25%) in the area of English Language Arts. One of the root causes can be attributed to teachers' limited understanding of differentiated instruction. 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, within

the lowest 25 subgroup 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 classes which will enhance the reading skills learned during classroom instruction. An additional cause to reading regression, within the lowest 25 subgroup, 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 2016- 2017 FSA data also shows a regression in learning gains (Lowest 25%) 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.

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: 2,700

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

Moore, Derrick, pr6031@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), the ALL Stars Afterschool Program, and GIRL Power (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

Moore, Derrick, pr6031@dadeschools.net

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

The Administrative Team will review students' achievement on classroom, and district assessments to determine the 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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 Fair 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. Additionally, 8th grade students will be afforded the opportunity to participate in an in-house Magnet Fair, where they will gather information as well as meet with Magnet Lead teachers from 10-12 high school magnet programs.

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 focuses 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 fourth 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 FSA in grades 7-8 from the previous academic year. Programs of study 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 for high school and the world of work. We offer career and technical education courses that lead to industry certification. Additionally, this year is the second year we've implemented a Law Studies program. Our goal is to expand the Law Studies program by increasing participation in the program and becoming a Choice School.

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

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 core instruction is improved in all content areas, then student achievement will increase.

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 core instruction is improved in all content areas, then student achievement will increase. 1a

G096669

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

- There is a need to improve the consistency in which data is disaggregated and used to inform school-wide 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
- Lesson Study
- Professional Development
- Professional Learning Community (PLC)

Plan to Monitor Progress Toward G1. 8

Monitor for fidelity implementation of the action plan cycles and student data to ensure students are making progress towards the goal.

Person Responsible

Derrick Moore

Schedule

Biweekly, from 8/29/2017 to 6/7/2018

Evidence of Completion

Classroom walkthrough logs, iReady data, topic assessments, weekly assessment data

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 core instruction is improved in all content areas, then student achievement will increase. 1

G096669

G1.B2 There is a need to improve the consistency in which data is disaggregated and used to inform school-wide instruction. 2

B260012

G1.B2.S1 Data will be disaggregated and differentiated instruction will be implemented school-wide, addressing the academic needs of all students. 4

S275443

Strategy Rationale

To strategically address the individual academic needs of students in which gains were not evident.

Action Step 1 5

Administrators will participate in monthly iCADS to support content area instruction.

Person Responsible

Marcus Miller

Schedule

Monthly, from 9/1/2017 to 5/25/2018

Evidence of Completion

Action Plan, iCAD schedule, agenda

Action Step 2 5

Transformation Coaches will participate in monthly Transformation Coach Cohort meetings (TCCs) to support content area instruction.

Person Responsible

Marcus Miller

Schedule

Monthly, from 9/1/2017 to 5/25/2018

Evidence of Completion

Action Plan, TCC schedule, Transformation Coaches' logs

Action Step 3 5

Conduct the Instructional Review process and identify action steps required to eliminate the priority barrier.

Person Responsible

Marcus Miller

Schedule

Triannually, from 9/6/2017 to 5/25/2018

Evidence of Completion

Action Plan, IR schedule, assessment data

Action Step 4 5

Leadership team will collaboratively participate in strategic planning meetings to make informed and strategic decisions to enhance student performance based on the school's quantitative and qualitative data.

Person Responsible

Marcus Miller

Schedule

Triannually, from 7/18/2017 to 5/25/2018

Evidence of Completion

Strategic Planning schedule, assessment data

Action Step 5 5

Principal will collaboratively participate in Data Assessment and Technical Assistance Coordination of Management (DATA/COM) to gain a deeper understanding of the progress in the school in order to make informed and strategic decisions that will improve student outcomes on District and State assessments.

Person Responsible

Marcus Miller

Schedule

Triannually, from 8/14/2017 to 5/25/2018

Evidence of Completion

DATA/COM schedule, presentation, sign-in sheet, follow-up notes

Action Step 6 5

Content area teams will meet weekly to conduct common planning.

Person Responsible

Marcus Miller

Schedule

Weekly, from 8/21/2017 to 5/25/2018

Evidence of Completion

Sign-in sheet, support logs, agenda, lesson plans

Action Step 7 5

Provide meaningful professional development during faculty meetings.

Person Responsible

Marcus Miller

Schedule

Monthly, from 8/17/2017 to 5/25/2018

Evidence of Completion

Agenda, sign-in sheet, Professional Development presentations (PowerPoint, Prezi etc.)

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Leadership team will conduct classroom walkthroughs to monitor the implementation of the action plan cycles.

Person Responsible

Marcus Miller

Schedule

Weekly, from 9/25/2017 to 6/7/2018

Evidence of Completion

Administrator walk-throughs logs, lesson plans, student journals, student work folders

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Leadership team will meet weekly to monitor the implementation of differentiated instruction.

Person Responsible

Marcus Miller

Schedule

Weekly, from 9/25/2017 to 6/7/2018

Evidence of Completion

Differentiated instruction schedules, intervention data

G1.B2.S2 Hire additional instructional and support personnel. 4

S275444

Strategy Rationale

By hiring an instructor/ interventionists, we will ensure appropriate teacher-student ratio requirements are met and strategically address the academic needs of students within specific data ranges (lowest 25%, Level 2-low Level 3, and Proficient).

Action Step 1 5

Hire hourly personnel within each accountability area to provide intervention and enrichment opportunities through extended day services (morning and after- school tutorials) and Saturday/ Spring Break Academies.

Person Responsible

Derrick Moore

Schedule

Weekly, from 9/18/2017 to 4/14/2018

Evidence of Completion

Utilizing district- approved hiring platform (Teacher Match) to identify and select qualified candidates.

Action Step 2 5

Hire an additional classroom instructor.

Person Responsible

Derrick Moore

Schedule

On 6/8/2018

Evidence of Completion

Utilizing district- approved hiring platform (Teach For America) to identify and select qualified candidates.

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Administration will follow the district hiring process through Teacher Match to identify, interview, and hire appropriate personnel.

Person Responsible

Derrick Moore

Schedule

On 6/8/2018

Evidence of Completion

New personnel offer acceptance, personnel hourly schedule

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

Administration will consistently monitoring the effectiveness of intervention and enrichment activities to ensure appropriate services are being rendered by the additional support staff that has been hired.

Person Responsible

Derrick Moore

Schedule

Daily, from 8/21/2017 to 6/8/2018

Evidence of Completion

Weekly assessment data (intervention work samples), iReady data, topic assessments, and daily walk-through observations

G1.B2.S3 Provide additional classroom supplies and materials to enhance the quality of extended learning opportunities for students. 4

 S275445

Strategy Rationale

Additional classroom supplies and materials are necessary to create effective extended learning opportunities.

Action Step 1 5

Purchase additional materials and supplies to ensure the effectiveness of instruction.

Person Responsible

Derrick Moore

Schedule

On 5/31/2018

Evidence of Completion

purchase orders, walkthroughs

Plan to Monitor Fidelity of Implementation of G1.B2.S3 6

The fidelity of providing additional materials will be monitored through the use of the district's purchasing manual.

Person Responsible

Derrick Moore

Schedule

On 5/31/2018

Evidence of Completion

purchase orders

Plan to Monitor Effectiveness of Implementation of G1.B2.S3 7

Administrators will evaluate student readiness and on-task behaviors.

Person Responsible

Derrick Moore

Schedule

On 5/31/2018

Evidence of Completion

walkthrough logs

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.B2.S2.A1 A369766	Hire hourly personnel within each accountability area to provide intervention and enrichment...	Moore, Derrick	9/18/2017	Utilizing district- approved hiring platform (Teacher Match) to identify and select qualified candidates.	4/14/2018 weekly
G1.B2.S1.A1 A369759	Administrators will participate in monthly iCADS to support content area instruction.	Miller, Marcus	9/1/2017	Action Plan, iCAD schedule, agenda	5/25/2018 monthly
G1.B2.S1.A2 A369760	Transformation Coaches will participate in monthly Transformation Coach Cohort meetings (TCCs) to...	Miller, Marcus	9/1/2017	Action Plan, TCC schedule, Transformation Coaches' logs	5/25/2018 monthly
G1.B2.S1.A3 A369761	Conduct the Instructional Review process and identify action steps required to eliminate the...	Miller, Marcus	9/6/2017	Action Plan, IR schedule, assessment data	5/25/2018 triannually
G1.B2.S1.A4 A369762	Leadership team will collaboratively participate in strategic planning meetings to make informed...	Miller, Marcus	7/18/2017	Strategic Planning schedule, assessment data	5/25/2018 triannually
G1.B2.S1.A5 A369763	Principal will collaboratively participate in Data Assessment and Technical Assistance Coordination...	Miller, Marcus	8/14/2017	DATA/COM schedule, presentation, sign-in sheet, follow-up notes	5/25/2018 triannually
G1.B2.S1.A6 A369764	Content area teams will meet weekly to conduct common planning.	Miller, Marcus	8/21/2017	Sign-in sheet, support logs, agenda, lesson plans	5/25/2018 weekly
G1.B2.S1.A7 A369765	Provide meaningful professional development during faculty meetings.	Miller, Marcus	8/17/2017	Agenda, sign-in sheet, Professional Development presentations (PowerPoint, Prezi etc.)	5/25/2018 monthly
G1.B2.S3.MA1 M398226	Administrators will evaluate student readiness and on-task behaviors.	Moore, Derrick	11/1/2017	walkthrough logs	5/31/2018 one-time
G1.B2.S3.MA1 M398227	The fidelity of providing additional materials will be monitored through the use of the district's...	Moore, Derrick	11/1/2017	purchase orders	5/31/2018 one-time
G1.B2.S3.A1 A369768	Purchase additional materials and supplies to ensure the effectiveness of instruction.	Moore, Derrick	11/1/2017	purchase orders, walkthroughs	5/31/2018 one-time
G1.MA1 M398228	Monitor for fidelity implementation of the action plan cycles and student data to ensure students...	Moore, Derrick	8/29/2017	Classroom walkthrough logs, iReady data, topic assessments, weekly assessment data	6/7/2018 biweekly
G1.B2.S1.MA1 M398222	Leadership team will meet weekly to monitor the implementation of differentiated instruction.	Miller, Marcus	9/25/2017	Differentiated instruction schedules, intervention data	6/7/2018 weekly
G1.B2.S1.MA1 M398223	Leadership team will conduct classroom walkthroughs to monitor the implementation of the action...	Miller, Marcus	9/25/2017	Administrator walk-throughs logs, lesson plans, student journals, student work folders	6/7/2018 weekly
G1.B2.S2.MA1 M398224	Administration will consistently monitoring the effectiveness of intervention and enrichment...	Moore, Derrick	8/21/2017	Weekly assessment data (intervention work samples), iReady data, topic assessments, and daily walk-through observations	6/8/2018 daily
G1.B2.S2.MA1 M398225	Administration will follow the district hiring process through Teacher Match to identify,...	Moore, Derrick	8/21/2017	New personnel offer acceptance, personnel hourly schedule	6/8/2018 one-time
G1.B2.S2.A2 A369767	Hire an additional classroom instructor.	Moore, Derrick	8/21/2017	Utilizing district- approved hiring platform (Teach For America) to identify and select qualified candidates.	6/8/2018 one-time

V. Professional Development Opportunities

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

G1. If core instruction is improved in all content areas, then student achievement will increase.

G1.B2 There is a need to improve the consistency in which data is disaggregated and used to inform school-wide instruction.

G1.B2.S1 Data will be disaggregated and differentiated instruction will be implemented school-wide, addressing the academic needs of all students.

PD Opportunity 1

Provide meaningful professional development during faculty meetings.

Facilitator

Transformation Coaches

Participants

All Teachers

Schedule

Monthly, from 8/17/2017 to 5/25/2018

VII. Budget

1	G1.B2.S1.A1	Administrators will participate in monthly iCADS to support content area instruction.	\$0.00
2	G1.B2.S1.A2	Transformation Coaches will participate in monthly Transformation Coach Cohort meetings (TCCs) to support content area instruction.	\$0.00
3	G1.B2.S1.A3	Conduct the Instructional Review process and identify action steps required to eliminate the priority barrier.	\$0.00
4	G1.B2.S1.A4	Leadership team will collaboratively participate in strategic planning meetings to make informed and strategic decisions to enhance student performance based on the school's quantitative and qualitative data.	\$0.00
5	G1.B2.S1.A5	Principal will collaboratively participate in Data Assessment and Technical Assistance Coordination of Management (DATA/COM) to gain a deeper understanding of the progress in the school in order to make informed and strategic decisions that will improve student outcomes on District and State assessments.	\$0.00
6	G1.B2.S1.A6	Content area teams will meet weekly to conduct common planning.	\$0.00
7	G1.B2.S1.A7	Provide meaningful professional development during faculty meetings.	\$0.00
8	G1.B2.S2.A1	Hire hourly personnel within each accountability area to provide intervention and enrichment opportunities through extended day services (morning and after- school tutorials) and Saturday/Spring Break Academies.	\$108,700.00

Dade - 6031 - Brownsville Middle School - 2017-18 SIP
Brownsville Middle School

	Function	Object	Budget Focus	Funding Source	FTE	2017-18	
	5100	239-Other	6031 - Brownsville Middle School	UniSIG		\$108,700.00	
<i>Notes: Hire accountability area interventionists.</i>							
9	G1.B2.S2.A2	Hire an additional classroom instructor.					\$76,454.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18	
	5100	120-Classroom Teachers	6031 - Brownsville Middle School	UniSIG		\$76,454.00	
<i>Notes: Notes</i>							
10	G1.B2.S3.A1	Purchase additional materials and supplies to ensure the effectiveness of instruction.					\$3,326.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18	
			6031 - Brownsville Middle School	UniSIG		\$3,326.00	
<i>Notes: Headphones, paper, and Spring Break Camp</i>							
Total:						\$188,480.00	