

Miami-Dade County Public Schools

Brownsville Middle School



2021-22 Schoolwide Improvement Plan

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Brownsville Middle School

4899 NW 24TH AVE, Miami, FL 33142

<http://brownsville.dadeschools.net/>

Demographics

Principal: Derrick Moore J

Start Date for this Principal: 7/16/2017

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners* Black/African American Students Hispanic Students* Economically Disadvantaged Students
School Grades History	2018-19: C (47%) 2017-18: D (40%) 2016-17: D (35%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The 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.

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School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	87%
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	2020-21	2019-20	2018-19	2017-18
Grade		C	C	D

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Our mission 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.

Provide the school's vision statement.

We, the staff and community of Brownsville Middle School, pledge to build a tradition of excellence through nurturing teachers who will challenge every student academically to be better today than they were yesterday, while building positive teacher/ student relationships that promote community, pride, and unity.

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Miller, Marcus	Principal	Instructional leader and principal who oversees all operations and decision making.
Gutierrez, Telio	Assistant Principal	Instructional leader and Assistant Principal who oversees English Language Arts and Science.
Crystal, Brandi	Assistant Principal	Instructional leader and Assistant Principal who oversees Mathematics, ESE and Social Studies.
Julien, Edlene	Behavior Specialist	School leader who serves as an Activities Director, supervises and coordinates SCSI coordinator and serves as the external partners liason.
Poole, Bernard	Dean	School leader who is the PBS coordinator who oversees the PBS plan, RJP circles and discipline.

Demographic Information

Principal start date

Sunday 7/16/2017, Derrick Moore J

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

5

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

15

Total number of teacher positions allocated to the school

30

Total number of students enrolled at the school

395

Identify the number of instructional staff who left the school during the 2020-21 school year.

10

Identify the number of instructional staff who joined the school during the 2021-22 school year.

3

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	267	138	104	0	0	0	0	509
Attendance below 90 percent	0	0	0	0	0	0	124	96	70	0	0	0	0	290
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	54	39	18	0	0	0	0	111
Course failure in Math	0	0	0	0	0	0	59	39	48	0	0	0	0	146
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	52	40	40	0	0	0	0	132
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	63	49	33	0	0	0	0	145
Number of students with a substantial reading deficiency	0	0	0	0	0	0	178	116	82	0	0	0	0	376

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	108	88	62	0	0	0	0	258

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	1	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	18	8	4	0	0	0	0	30

Date this data was collected or last updated

Friday 7/16/2021

2020-21 - As Reported**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		

The number of students with two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

2020-21 - Updated**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	
Number of students enrolled	0	0	0	0	0	0	172	125	111	0	0	0	0	408
Attendance below 90 percent	0	0	0	0	0	0	0	102	78	63	0	0	0	243
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	41	24	22	0	0	0	87
Course failure in Math	0	0	0	0	0	0	0	42	52	20	0	0	0	114
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	43	44	42	0	0	0	129
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	51	36	34	0	0	0	121

The number of students with two or more early warning indicators:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	94	71	55	0	0	0	0	220	

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	0	0	0	0	0	2	0	0	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	9	4	4	0	0	0	0	17

Part II: Needs Assessment/Analysis**School Data Review**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				28%	58%	54%	22%	56%	53%
ELA Learning Gains				41%	58%	54%	40%	56%	54%
ELA Lowest 25th Percentile				46%	52%	47%	38%	52%	47%
Math Achievement				38%	58%	58%	24%	56%	58%
Math Learning Gains				52%	56%	57%	49%	56%	57%
Math Lowest 25th Percentile				48%	54%	51%	60%	55%	51%
Science Achievement				35%	52%	51%	24%	52%	52%
Social Studies Achievement				52%	74%	72%	51%	73%	72%

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	19%	58%	-39%	54%	-35%
Cohort Comparison						
07	2021					
	2019	19%	56%	-37%	52%	-33%
Cohort Comparison		-19%				
08	2021					
	2019	21%	60%	-39%	56%	-35%
Cohort Comparison		-19%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	20%	58%	-38%	55%	-35%
Cohort Comparison						
07	2021					
	2019	29%	53%	-24%	54%	-25%
Cohort Comparison		-20%				
08	2021					
	2019	29%	40%	-11%	46%	-17%
Cohort Comparison		-29%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	28%	43%	-15%	48%	-20%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	45%	73%	-28%	71%	-26%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	88%	63%	25%	61%	27%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

The progress monitoring tools used were I-Ready Data (6-8 grade), district provided topic/benchmark assessments for mathematics all grade levels, Civics for 7th grade, Science for 8th grade and Power BI platform displaying assessment data

Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	9.5	10.6	15.2
	Economically Disadvantaged	9.7	10.9	15.6
	Students With Disabilities	0	0	12.5
	English Language Learners	5.6	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	8.7	11.5	14.3
	Economically Disadvantaged	8.8	11.7	14.7
	Students With Disabilities	0	0	6.3
	English Language Learners	0	0	0

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	20.8	17.6	20.3
	Economically Disadvantaged	21.1	17.8	20.3
	Students With Disabilities	8.3	8.3	9.1
	English Language Learners	9.1	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	8.0	16.9	25.9
	Economically Disadvantaged	8.1	17.1	25.9
	Students With Disabilities	0	0	9.1
	English Language Learners	0	0	0
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	36.0	0
	Economically Disadvantaged	0	36.0	0
	Students With Disabilities	0	15.0	0
	English Language Learners	0	17.0	0

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	18.1	23.5	7.9
	Economically Disadvantaged	18.8	24.6	12.0
	Students With Disabilities	7.1	8.3	0
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	8.2	13.4	16.1
	Economically Disadvantaged	8.7	14.1	16.7
	Students With Disabilities	0	18.2	0
	English Language Learners	0	0	0
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	10	0
	Economically Disadvantaged	0	10	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	20	28	21	26	36	35	45	58			
ELL	13	24	18	6	17	42	8	35			
BLK	21	28	33	16	19	31	38	41	40		
HSP	17	26	16	12	20	41	22	33			
FRL	20	27	24	14	20	37	33	39	37		
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	44	56	43	48	69	50	50	43			
ELL	26	51	53	33	51	50	25	40			
BLK	27	34	40	38	48	40	35	52	79		
HSP	29	53	50	40	59	59	30	52			
FRL	29	40	43	39	52	48	37	52	81		

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	29	39	32	29	40	42	6	52			
ELL	23	30	29	28	60	69		26			
BLK	20	39	37	23	45	59	25	55	46		
HSP	26	42	44	27	58	63	19	37			
FRL	22	40	39	24	49	60	24	52	53		

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	27
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	20
Total Points Earned for the Federal Index	269
Total Components for the Federal Index	10
Percent Tested	82%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	34
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	20
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	30
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	23
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	27
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

In our Needs Assessment Analysis from the 2019 Florida State Assessment (FSA) data, Brownsville Middle School scored 33 percentage points lower than the district in the ELA Florida Standard Assessment. In Math, 6th grade students scored 38 percentage points lower than the district and 8th grade scored 11 percentage points lower than the district. Furthermore, analyzing the 2021 FSA data for each grade level, the 6th grade Math proficiency is at 3 percent and the 6th grade ELA proficiency is at 15 percent (both raw data) which both are 40 percentage points lower than the district average.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

According to the needs assessment analysis from the 2019 FSA data, ELA demonstrated the greatest need for improvement for all grade levels. The majority of our ELA Subgroup Learning Gains decreased by 14 percentage points. ELL student subgroup decreased by 30 percentage points, African American students decreased by 28 percentage points and Hispanic students decreased by 29 percentage points. Analyzing the 2021 FSA results, all subgroups decrease more than 10 percentage point when compared to the 2019 FSA results.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

The contributing factor for having ELA as our greatest need for improvement was the process of identifying the proper standards to provide corrective instruction for students. Also, the pandemic affected our communication and connection to engage with our students and hold them accountable to invest in their learning process. We have been focused on implementing instructional framework and improving student engagement in all classrooms. We will continue to support this while incorporating data-driven instruction to identify and support the needs of our L25 subgroup. We will make data driven decision when identifying standard interventions. To attempt to correct this disparity, strategies like implementing virtual (Nearpod) lessons, differentiated instruction groups, engagement question strategies, instructional framework.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

The components that showed the most improvement were 8th Grade ELA and Math proficiencies - increasing 8 percentage points and 7th Grade Math proficiency increasing 12 percentage points from 2018 to 2019 on the FSA.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Contributing factors to this improvement were implementing strategies like virtual (Nearpod) lessons, differentiated instruction groups, engaging questioning strategies, instructional framework. We created a collaborative planning schedule that allotted time to plan for DI. Administrators will now attend weekly collaborative planning sessions and contribute to conversations with individual departments to carefully align resources.

What strategies will need to be implemented in order to accelerate learning?

Checks for understanding, Technological Support, Professional Developments, Data-driven Instruction, Differentiated Instruction, Extended Learning Opportunities, Standards-Based

Collaborative Planning, Interventions- RTI, Gradual Release of Responsibilities (GRRM), Instructional Support and Coaching, Technology Integration.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

The instructional coaches/administrative team will continue to offer PDs within the school setting quarterly, small group PDs embedded in common planning and faculty meetings. The PLST will develop whole group sessions and job-embedded sessions on using student engaging strategies (August/21), Aligning resources to small group instruction (October/21), analyzing OPM data (November/December/21), making adjustments to groups as data becomes available (January/21) and continuous data chats with individualized feedback and next steps (ongoing). Coaching cycles will also be implemented individually with teachers to support specific needs (ongoing).

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

The additional services that will be implemented to ensure sustainability will be conducting weekly collaborative planning with a member of the administration team in attendance to ensure fidelity to the strategies being implemented school-wide and alignment with goals. Extended Learning Opportunities will be provided through recovery courses utilizing Edgenuity as well as interventions, tutoring sessions, Saturday Academy, Spring Break Academy, and special science and civics camps.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Student Engagement

Area of Focus Description and Rationale:	Based on our data review, the area of focus is student engagement. Brownsville Middle School scored 33 percentage points lower in proficiency than the district in the ELA department. In our FSA Math 2021 data, 6th-grade students scored 38 percentage points lower than the district and 8th grade scored 11 percentage points lower than the district. ELA demonstrates the greatest need for improvement for all grade levels. Also, analyzing our grade distribution for the 2021-2022 school year, Brownsville Middle School had 48 percent of the student population that failed at least one core class. The team concluded that student engagement is a key component needed to enhance the student learning experience and build enough endurance to perform well at the end of the year.
Measurable Outcome:	If student engagement strategies are successfully implemented, the percentage of students passing all core classes will increase by 15 percentage points in comparison to the 2020-2021 school year. Additionally, this will allot for students to feel part of their learning progress and the school should improve proficiency at the end of year's Florida State Assessment by 7 percentage points.
Monitoring:	Student engagement will be monitored through iReady testing, district mini-assessments and school-wide intervention tracking, classroom walkthroughs and implementation of specific instructional tools and strategies utilized by instructors. Specifically, we will analyze student action from teachers using specific instructional questioning strategies to build ratio.
Person responsible for monitoring outcome:	Telio Gutierrez (tmgutierrez@dadeschools.net)
Evidence-based Strategy:	The evidence-based strategy being implemented for this area is student engagement. Student Engagement will increase students' attention and focus, motivate them to practice higher-level critical thinking skills, and promote meaningful learning experiences. This should help improve our learning gains at the end of year assessments.
Rationale for Evidence-based Strategy:	Student engagement has been identified as a critical need based on our attendance data and the number of students who had to recover from one or more courses. This strategy will support our need in the classroom and give us the biggest return of investment to achieve student proficiency.

Action Steps to Implement

08/31 – 09/24 The Professional Learning Support Team (PLST) will conduct a professional development series that will focus on instructional strategies from the book Teach Like A Champion 2.0 that align with student engagement. Specifically, we will begin with the technique Positive Framework then transition into Check for Understanding – Cold Calls, Affirmative Checking and Excavate Error. The implementation of these strategies will increase student attention and focus, motivate them to practice higher-level critical thinking skills, and promote meaningful learning experiences. If successfully implemented, leadership walkthroughs will see a high percentage (>75%) of students engaged in the instruction/lesson which then will improve student academic performance. and will be monitored by classroom walkthroughs, meaningful feedback provided to teachers and professional developments.

Person Responsible Brandi Crystal (bcrystal@dadeschools.net)

08/31 - 09/02 The school will exhibit student engagement activities in their classroom during the students' first two weeks of school to start building a positive learning environment designed to build relationships with students and cultivate the culture of error in the classroom. If successfully implemented students will

feel more confident in answering questions, participating in student conceptual dialogue, cold call strategies being implemented, routines and procedures evident in the classroom. This should be a focus during the first two weeks of school and continue to progress consistently throughout the school year. We will build a calendar and provide teachers with the resources for the activities.

Person Responsible Telio Gutierrez (tmgutierrez@dadeschools.net)

08/31 – 10/15 The PLST will provide development and mini workshops for teachers on technology tools that will assist with producing student engaging lessons, reviews, and/or interventions. This will be evident through specific tools implemented throughout the instructional lesson. This will be monitored through the professional development that is being provided, classroom walkthroughs and collaborative planning.

Person Responsible Brandi Crystal (bcrystal@dadeschools.net)

08/31 – 10/15 All departments will utilize collaborative planning to create lessons that will include student engagement strategies and online technology tools that will enhance their instructional delivery. Teachers will need to collaborate to generate lessons that will include these tools to focus on a high level of student engagement. This will be evident through teachers' lesson plans and instructional delivery.

Person Responsible Marcus Miller (mamiller@dadeschools.net)

#2. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale: Based on our data review, our school's area of focus for instruction will be to provide students with Differentiated Instruction that includes the student in their learning process and make them advocates of their academic needs. We selected this area of focus based on our findings that demonstrated less than 12% proficiency in Mathematics and Language Arts in the 2021 Florida State Assessments (FSA).

Measurable Outcome: If we successfully implement Data-Driven Instruction, then our topic assessments and benchmark assessment will display a consistent increase throughout the school year. In addition, we will see at least 50% of our student population including student in our subgroups earning a learning gain in the 2022 FSA.

Monitoring: This area of focus will be monitored through iReady progress, district mini-assessments, school-wide intervention trackers and mid-year assessments. The leadership team will conduct quarterly data chats displaying student performance in district assessments in all curricula to analyze possible patterns in student and teacher performances. Also, after each assessment a data chat will be conducted by each individual department pertaining to that assessment topic.

Person responsible for monitoring outcome: Brandi Crystal (bcrystal@dadeschools.net)

Evidence-based Strategy: Within the differentiated instruction umbrella, our school will focus on the evidenced based strategy: Data-Driven Instruction. Through the use of Data-Driven instruction the school should see a steady increase in student academic performance in district assessments and classroom assessments performance. This will also assist the student to invest in their learning process as this systematic approach to learning will involve the student as well.

Rationale for Evidence-based Strategy: Data-Driven Instruction will provide a path for all stakeholders to take part in the students' learning process. This will ensure that teachers are using relevant, recent and aligned data to plan lessons that are customized to student needs. Teachers will continually make adjustments to their instruction, plans, and instructional delivery as new data becomes available.

Action Steps to Implement

08/31-09/09 Provide teachers with a student data spreadsheet that provides an overview of the students' present academic performance. As a result, teachers will be able to identify students abilities to homogeneously group them according to their academic needs.

Person Responsible: Telio Gutierrez (tmgutierrez@dadeschools.net)

08/31-09/24 Each department will produce a data tracker and identify which assessment(s) will be monitored to assist teachers in providing Data-Driven Instruction. Teachers will use data trackers to monitor student progress, adjust as necessary and drive their decision making process.

Person Responsible: Marcus Miller (mamiller@dadeschools.net)

08/31-10/15 Teachers will develop lesson plans that differentiates instructions based on students' academic need and will also provide students with aligned resources in order to ensure students academic success. As a result, teachers will have lesson plans that provides students with aligned resources and lesson plans identifies the differentiated instruction.

Person Responsible: Marcus Miller (mamiller@dadeschools.net)

08/31-10/15 Data-Driven Instruction will be one of the conceptual drives of each departments' collaborative planning in order to provide teachers opportunities to work together and identify the most effective strategies. During collaborative planning teachers will share best practices and conduct data chats on students progress.

Person Responsible Marcus Miller (mamiller@dadeschools.net)

#3. Leadership specifically relating to Leadership Development**Area of Focus Description and Rationale:**

Based on the qualitative data from the School Climate Survey, the SIP survey and the review Core Leadership Competencies, we want to focus on the targeted element of Leadership Development. We had 21% of respondents that felt as they were not part of the school improvement process and 40% of our leadership team made a change in their career path and are not a part of our team anymore. We want to develop teacher leaders to feel invested in our decision making process and include our grade level teams in additional lead teams for school initiatives as it gives a voice to more stakeholders in order to ensure everyone is heard and school performance increase.

Measurable Outcome:

Measurable outcomes of having shared leadership include higher teacher attendance and more involvement from the faculty and staff. There will be a significant decrease in the percentage of teachers with 5+ absences by 12 percentage points. Our school will also experience an increase in leadership participants with new roles by 10%.

Monitoring:

This area of focus will be measured through faculty attendance, interest in sponsoring clubs and sports as well as climate surveys. The leadership team will identify specific staff members that have shown interest in a leadership role, considered an area expert and provide the individuals the opportunity to take a part in the school improvement process.

Person responsible for monitoring outcome:

Marcus Miller (mamiller@dadeschools.net)

Evidence-based Strategy:

Within the area of focus element of Leader Development, we will concentrate on: Shared Leadership. We will continue to implement our "TAG" (Technology Assistant Guru) team, assign clear roles for leadership roles and use our grade level teams to be part of the execution of certain programs, we hope to create an environment of shared leadership and create a team receptive to having their work be public.

Rationale for Evidence-based Strategy:

Creating the sense of a team will allow teachers to collaborate and experts will be given the opportunity to develop others and gain experience in being a leader. The team will work towards fulfilling the school's vision and mission. The administration will serve as the drive and liaison to bring the leaders together to create the proper culture.

Action Steps to Implement

08/31-09/02 Survey faculty and staff to identify interested candidates in leadership roles for the 2021-2022 school year. As a result, all stakeholders will be given the opportunity to be part of the process to apply for a leadership role. The administration team will be able to interview and assign roles to interested candidates

Person Responsible

Marcus Miller (mamiller@dadeschools.net)

08/31-10/15 Conduct biweekly leadership team (LT) meetings to provide leaders with the opportunity to share ideas, best practices and action steps aligned to the school goals. As a result, the LT will build a plan of action to achieve set school goals and be on one accord.

Person Responsible

Telio Gutierrez (tmgutierrez@dadeschools.net)

08/31 Establish specific leadership roles and expectations for each position to share with all stakeholders and individuals interested in a leadership position. This will create a clear understanding of what is expected from each individual leader and the team.

Person Responsible Marcus Miller (mamiller@dadeschools.net)

10/12 Provide the leadership team with a workshop on organization systems and communication protocols. The LT will be able to share best practices, understand the benefits of physical and digital organization along with email etiquette.

Person Responsible Telio Gutierrez (tmgutierrez@dadeschools.net)

#4. Culture & Environment specifically relating to Positive Behavior Intervention and Supports

Area of Focus Description and Rationale:	Based on the data review, our school will implement the targeted element of Positive Behavior Intervention and Supports (PBIS). Through our data review, we noticed that 95% of the students who are flagged with early warning indicators are struggling academically to stay within their cohort grade and state assessments. In addition majority of our L25 students and ELL students are in need of the support to assist them in redirecting their failing path,
Measurable Outcome:	If we successfully implement the targeted element of PBIS, our students will create a learning environment that serves as a pathway to a better education and provides students the proper culture needed to become academically and socially successful.
Monitoring:	The leadership team will work closely with our PBS coach to adopt a plan of action that will serve as a manual on how to assist students and provide them with the corrective behavior they should carry out. The leadership team will plan incentives, create spaces, implement strategies in the classroom and train teachers on the approach to take with students. This plan will assist the whole staff to be in one accord and create a system that will build the structure our students need to be successful.
Person responsible for monitoring outcome:	Bernard Poole (bpoole@dadeschools.net)
Evidence-based Strategy:	The evidence based strategy that we will focus on is Positive Behavior Support (PBS). PBS will assist the school in taking one approach when providing students with the support that includes proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments. Student infractions and student positive behavior and engagement will be tracked through the platform Class Dojo.
Rationale for Evidence-based Strategy:	Positive Behavior Support will assist us in the building the behaviorally-based system approach to enhance the capacity of our school, families, and community to design the effective environment that will improve the environments in which teaching and learning occurs.

Action Steps to Implement

08/31 Create a Positive Behavior Support (PBS) Plan that details all components involving the process to understand and resolve the problem behavior of students that is based on values and research. It offers an approach to develop an understanding why the students engage in problem behavior and strategies to prevent the occurrence of problem behavior while teaching the child new skills. As a result, all stakeholders will have a manual to follow and create a process for all to reference.

Person Responsible Bernard Poole (bpoole@dadeschools.net)

09/02 Share the Positive Behavior Support plan with all stakeholders to ensure all have an understanding of the approach and procedures that will be followed to address student behavior. As a result, all stakeholders will have the opportunity to share any concerns, learn the process and understand the approach that will be implemented.

Person Responsible Bernard Poole (bpoole@dadeschools.net)

09/10 Establish and present reward system, classroom criteria and procedures to utilize Class Dojo as an award system platform to reward positive behavior and engage students. As a result, all teachers will have a system that will be implemented to engage students in displaying positive behavior.

Person Responsible Edlene Julien (edlenej@dadeschools.net)

10/15 Reward the top thirty students from the Class Dojo point system by utilizing the game room. Establish and track a list of students that have shown early warning indicators in order to realign PBS expectation. As a result, students will experience the benefits from PBS and be motivated to manifest expectations.

Person Responsible Bernard Poole (bpoole@dadeschools.net)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Analyzing the discipline data by the SafeSchoolsforAlex.org website, Brownsville Middle School ranked very high in Violent Incidents number 524 and high in Public Order number 414 out of 553 in the state of Florida during the 2019-2020 school year. This trend seemed to stay consistent during the 2020-2021 school year as we had 42 percent of our 7th grade students and 33 percent of our all physical student population with two or more referral incidents. Our primary area of concern is with the discipline of our 7th grade students and serious fights that occur at our school. The past 3 years the seventh grade level student population has been the highest with referral incidents. We will monitor the school culture and environment through our PBS plan, point reward system, student involvement with extra curriculum activities, grade level team meetings and data chats. We will use the MTSS dashboard on Power Bi to track student behavior progress and analyze student needs through initiatives as the student speak out box, student orientations, mentorship programs, engaging with our external partners for wrap around services and being accessible to students. They will be taught to problem solve and deal with confrontations through RJP circles and special student orientations.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Our Strengths within School Culture are in Rewards/Incentives, Consistent Protocols to Maintain a Clean and Welcoming School Environment and Leadership Visibility and Accessibility. Our school ensures that the campus is always clean and welcoming to all visitors and students. We provide students opportunities to be part of our citizen engagement group that invests in our school by enhancing common spaces/areas. Students are continuously offered incentives to show academic progress through their assessments and attendance. We offer programs like the Green Party (iReady performance, Game room time for district assessments, outdoor adventures on campus (citizenship) and more. We provide opportunities for both staff and students to provide ongoing feedback and suggestions to school leaders through the speak out box and surveys. School leaders build organic relationships with our students by building trust and communication outside of the classroom. We are constantly seeking ways to enrich the student experience at Brownsville Middle.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

The stakeholders involved in building a positive school culture and environment are the Principal, Assistant Principals, Instructional Coaches, Grade Level Team Leaders, Counselors and all that make up our leadership team. The Principal's role is to monitor and oversee all the school's initiatives and respond to concerns with morale by being visible and accessible to all. The Assistant Principals will monitor the incentive programs, positive behavior plan and assist in ensuring all information is shared with stakeholders in a timely manner. Instructional coaches, counselors and grade level team leaders take part in disseminating the plans to both teachers and staff while analyzing ways to improve initiatives. All stakeholders are responsible for making specific efforts to connect and build relationships with students, parents, and families.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: Student Engagement	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Differentiation	\$0.00
3	III.A.	Areas of Focus: Leadership: Leadership Development	\$0.00
4	III.A.	Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports	\$0.00
Total:			\$0.00