



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Brownsville Middle School
4899 NW 24TH AVE
Miami, FL 33142
305-633-1481
<http://brownsville.dadeschools.net/>

School Demographics

School Type
Middle School

Title I
Yes

Free and Reduced Lunch Rate
97%

Alternative/ESE Center
No

Charter School
No

Minority Rate
99%

School Grades History

2013-14
F

2012-13
D

2011-12
C

2010-11
D

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Focus Year 3 or more	5	Gayle Sitter

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Brownsville Middle School

Principal

Edward G. Robinson

School Advisory Council chair

Tanzanika Williams

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Dr. Edward G. Robinson	Principal
Harold Ford	Assistant Principal
Argantha J. Richards	Assistant Principal

District-Level Information

District

Dade

Superintendent

Mr. Alberto M. Carvalho

Date of school board approval of SIP

12/11/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Principal -1, UTD steward – 1, teachers – 5, parents – 5, educational support- 5, student – 1, BCR – 3

Involvement of the SAC in the development of the SIP

Activities of the SAC for the upcoming school year

Funding of planned activities and Improvement needs, Ongoing review of SIP document
Ongoing SIP Review, Update ongoing budget and funds for the school, Review and approve request for funding according to establish criteria, and Oversee school-wide activities

Projected use of school improvement funds, including the amount allocated to each project

FCAT Incentives for Students- \$9,000.00

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

N/A

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

3

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Edward G. Robinson

Principal

Years as Administrator: 13

Years at Current School: 2

Credentials

Music,
Educational
Leadership

Performance Record

2013 – School Grade
Rdg. Proficiency, 28%
Math Proficiency, 24%
Rdg. Lrg. Gains, 54 points
Math Lrg. Gains, 45 points
Rdg. Imp. of Lowest 25% -
59 points
Math Imp. of Lowest 25% -
56 points
Rdg. AMO – 28
Math AMO – 24
YEAR 12 11 10 09 08
School Grades TBA C D C F D
AYP N N N N N
High Standards – Reading 35 38 16 15
High Standards – Math 35 41 38 41
Lrng Gains – Reading 52 57 45 35
Lrng Gains - Math 52 66 64 71
Gains – R 25 69 62 71
Gains – M 25 52 72 67
AMO Targets 2012-2013
AMO:
2012-2013
Reading Mathematics Reading - Subgroup
AMO* Mathematics - Subgroup AMO*
Attendance
Goals 2012 Current Perf. 2013 Expected
Perf. Goals 2012 Current Perf. 2013
Expected Perf. Goals Making Satisfactory
Progress 2012 Current Perf. 2013 Expected
Perf. Goals Making Satisfactory Progress
2012 Current Perf. 2013 Expected Perf.
Goal 1 2012 Current Perf. 2013 Expected
Perf.
"1A:
FCAT 2.0
Level 3" "20%
(124)" "29%
(179)" "1A:
FCAT 2.0
Level 3" "18%
(109)" "25%
(155)" "5B:
WHITE" NA NA NA "5B:

WHITE" NA NA NA "Average Daily
Attendance Rate" "91.63%
(633)" "92.63%
(640)"
"1B:
FAA
Scores 4-6" "46%
(11)" "51%
(12)" "1B:
FAA
Scores 4-6" "38%
(9)" "43%
(10)" "5B:
BLACK" N 28% (125) 38% (170) "5B:
BLACK" N 26% (116) 36% (161) "# of
Students with Excessive Absences
(10 or more)" 324 308
"2A:
FCAT 2.0
Levels 4 and 5" "6%
(37)" "10%
(62)" "2A:
FCAT 2.0
Levels 4 and 5" "8%
(49)" "11%
(68)" "5B:
HISP." N 32% (52) 44% (72) "5B:
HISP." N 34% (56) 44% (73) "# of
Students with Excessive Tardies
(10 or more)" 121 115
"2B:
FAA
Scores 7-9" "33%
(8)" "36%
(9)" "2B:
FAA
Scores 7-9" "42%
(10)" "45%
(11)" "5B:
ASIAN" NA NA NA "5B:
ASIAN" NA NA NA Suspension
"***3A:
FCAT 2.0 Learning Gains" "58%
(326)" "68%
(382)" "***3A:
FCAT 2.0 Learning Gains" "59%

Harold Ford

Asst Principal

Years as Administrator: 7

Years at Current School: 2

Credentials

Degrees:
 Bachelor of
 Science,
 Statistics
 Educational
 Specialist,
 Educational
 Leadership K-12
 Certifications:
 Exceptional
 Education
 Educational
 Leadership K-12

Performance Record

2013 – School Grade
 Rdg. Proficiency, 28__%
 Math Proficiency, _24_%
 Rdg. Lrg. Gains, __54 points
 Math Lrg. Gains, _45_points
 Rdg. Imp. of Lowest 25% -
 59 points
 Math Imp. of Lowest 25% -
 56 points
 Rdg. AMO – _28_
 Math AMO– _24_
 HOMESTEAD MIDDLE SCHOOL
 School Year '12'11 '10 '09 '08
 School Grade C C N/A
 AYP N
 High Standards Reading 47
 High Standards Math 44
 High Standards Writing 83
 Leadership K-12
 Certifications:
 Exceptional
 Education
 Educational
 Leadership K-12
 High Standards Science 24
 Learning Gains-Reading 56
 Learning Gains-Math 57
 AMO Targets 2012-2013
 AMO:
 2012-2013
 Reading Mathematics Reading - Subgroup
 AMO* Mathematics - Subgroup AMO*
 Attendance
 Goals 2012 Current Perf. 2013 Expected

Perf. Goals 2012 Current Perf. 2013
 Expected Perf. Goals Making Satisfactory
 Progress 2012 Current Perf. 2013 Expected
 Perf. Goals Making Satisfactory Progress
 2012 Current Perf. 2013 Expected Perf.
 Goal 1 2012 Current Perf. 2013 Expected
 Perf.

"1A:

FCAT 2.0

Level 3" "20%

(124)" "29%

(179)" "1A:

FCAT 2.0

Level 3" "18%

(109)" "25%

(155)" "5B:

WHITE" NA NA NA "5B:

WHITE" NA NA NA "Average Daily

Attendance Rate" "91.63%

(633)" "92.63%

(640)"

"1B:

FAA

Scores 4-6" "46%

(11)" "51%

(12)" "1B:

FAA

Scores 4-6" "38%

(9)" "43%

(10)" "5B:

BLACK" N 28% (125) 38% (170) "5B:

BLACK" N 26% (116) 36% (161) "# of

Students with Excessive Absences

(10 or more)" 324 308

"2A:

FCAT 2.0

Levels 4 and 5" "6%

(37)" "10%

(62)" "2A:

FCAT 2.0

Levels 4 and 5" "8%

(49)" "11%

(68)" "5B:

HISP." N 32% (52) 44% (72) "5B:

HISP." N 34% (56) 44% (73) "# of

Students with Excessive Tardies

(10 or more)" 121 115

"2B:

FAA

Scores 7-9" "33%

(8)" "36%

(9)" "2B:
FAA
Scores 7-9" "42%
(10)" "45%
(11)" "5B:
ASIAN" NA NA NA "5B:
ASIAN" NA NA NA Suspension
***3A:
FCAT 2.0 Learning Gains" "58%
(326)" "68%
(382)" ***3A:
FCAT 2.0 Learning Gains" "59%
Gains-Reading-25% 66
Gains-Math-25% 63
MANDARIN LAKES K-8
School Year '10 '09 '08 '07
School Grade C
N/A
AYP N
High Standards Reading 51
High Standards Math 60
High Standards Writing 81
High Standards Science 23
Learning Gains-Reading 60
Learning Gains-Math 66
Gains-Reading-25% 55
Gains-Math-25% 65
RICHMOND HEIGHTS MIDDLE SCHOOL
School Year '10 '09 '08 '07
School Grade N/A C A C N/A
AYP N N N
High Standards Reading 53 59 53
High Standards Math 49 58 54
High Standards Writing 90 89 88
High Standards Science 30 39 25
Learning Gains-Reading 62 67 55
Learning Gains-Math 65 73 69
Gains-Reading-25% 76 70 64
Gains-Math-25% 66 75 73

Argentha Richards

Asst Principal

Years as Administrator: 3

Years at Current School: 1

Credentials

Bachelor of Arts
 – English, Florida
 A&M University;
 Master of
 Science –
 Education
 (Reading),
 University of
 Miami;
 Educational
 Specialist – Nova
 Southeastern
 University;
 Middle Grades
 English (5-9),
 Reading
 Certification
 K-12– State of Florida

Performance Record

2013 – School Grade
 Rdg. Proficiency, 28%
 Math Proficiency, 31%
 Rdg. Lrg. Gains, 64 points
 Math Lrg. Gains, 62 points
 Rdg. Imp. of Lowest 25% -
70 points
 Math Imp. of Lowest 25% -
68 points
 Rdg. AMO – 28
 Math AMO – 31
 Year: '12 '11 '10 '09 '08 '07
 School Grade: C D D D C F
 A&M University;
 Master of Science
 –Education
 (Reading),
 University of
 Miami;
 Educational
 Specialist – Nova
 Southeastern
 University;
 Middle Grades
 English (5-9),
 Reading
 Certification K-12
 – State of Florida
 AYP: na N N N N N

High Stan. Rdg. 24 36 35 35 35 32
 High Stan. Math: 34 32 35 36 25 24
 Lrng Gains-Rdg. 60 56 51 57 54 54
 Lrng Gains-Math: 71 52 61 59 65 50
 Gains-Rdg-25%: 71 76 58 69 61 67
 Gains-Math-25%: 73 64 60 65 69

Instructional Coaches

of instructional coaches

4

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Latosha Sutton

Full-time / School-based

Years as Coach: 6

Years at Current School: 18

Areas

Reading/Literacy

Credentials

Degrees:
 Bachelor-English
 6-12
 Master-English
 Specialist-
 Curriculum &
 Instruction
 Certifications/
 Endorsements:
 English, Reading,
 Gifted

Performance Record

YEAR 13 12 11 10 09
 School Grades D C D C C
 AYP N N N N N N
 High Standards – Reading 28 29 35 38 16
 High Standards – Math 24 28 35 41 38
 Lrng Gains – Reading 54 58 52 57 45
 Lrng Gains – Math 45 59 52 66 64
 Gains – R 59 72 25 69 62
 Gains – M 56 70 25 52 72

Gail Grant		
Full-time / School-based	Years as Coach: 6	Years at Current School: 12
Areas	Science	
Credentials	Degrees: Bachelor-MG General Science Master- Microbiology Specialist- Microbiology Certifications/ Endorsements: MG General Science	
Performance Record	YEAR 13 12 11 10 09 School Grades D C D C C AYP N N N N N N High Standards – Reading 28 29 35 38 16 High Standards – Math 24 28 35 41 38 Lrng Gains – Reading 54 58 52 57 45 Lrng Gains – Math 45 59 52 66 64 Gains – R 59 72 25 69 62 Gains – M 56 70 25 52 72	

Angelique Clark		
Full-time / School-based	Years as Coach: 7	Years at Current School: 2
Areas	Mathematics	
Credentials	MG Mathematics	
Performance Record	YEAR 13 12 11 10 09 School Grades DTBA D C F AYP N N N N N High Standards – Reading 28 35 38 16 15 High Standards – Math 24 35 41 38 41 Lrng Gains – Reading 54 52 57 45 35 Lrng Gains – Math 45 52 66 64 71 Gains – R 59 25 69 62 71 Gains – M 56 25 52 72 67	

Latisha Fuller		
Full-time / School-based	Years as Coach: 1	Years at Current School: 1
Areas	Reading/Literacy	
Credentials	Degrees: Bachelor-English 6-12	
Performance Record	YEAR 13 12 11 10 09 School Grades D C D C C AYP N N N N N N High Standards – Reading 28 29 35 38 16 High Standards – Math 24 28 35 41 38 Lrng Gains – Reading 54 58 52 57 45 Lrng Gains – Math 45 59 52 66 64 Gains – R 59 72 25 69 62 Gains – M 56 70 25 52 72	

Classroom Teachers

# of classroom teachers	50
# receiving effective rating or higher	50, 100%
# Highly Qualified Teachers	42%
# certified in-field	27, 54%
# ESOL endorsed	7, 14%
# reading endorsed	7, 14%
# with advanced degrees	17, 34%
# National Board Certified	0, 0%
# first-year teachers	9, 18%
# with 1-5 years of experience	11, 22%
# with 6-14 years of experience	17, 34%

with 15 or more years of experience

9, 18%

Education Paraprofessionals**# of paraprofessionals**

5

Highly Qualified

5, 100%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

5

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

Meetings every 3rd Friday at 8:30 am with new teachers and Assistant Principal, Partnering new teachers with Veteran Teachers (MINT), Soliciting referral from employment from current employees Principal, Assistant Principal

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

MINT Strategies with MINT trained teachers

Pairings are within the same curriculum focus area to help build skill development; activities include professional development within content area and lesson observations.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (Rtl)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

We review discipline data monthly, use data to inform the 4 step problem solving process and identify problems, develop interventions and evaluate outcomes, review process outcome data through walkthroughs, and review our data with the entire staff at least quarterly

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Principal: Provides a mission and objectives that reflect the four steps of the Rtl model to meet the needs of students who are not mastering benchmarks. Governs and evaluates the efficiency of the Rtl

Leadership

Team.

- Assistant Principals: Ensure the fidelity of the Rtl model by monitoring and evaluating the following: instructional staff's implementation of tiered instruction, process of administering assessments, and the alignment of professional development with faculty needs.

PBS Coach: Monitors Referral, Indoor/outdoor Suspensions as well as Attendance in order to tier and track student behavior and academic outcomes.

- Core Teachers: Provide tiered instruction to students needing additional support with mastering benchmarks. Consistently disaggregates data to align lesson plans, resources, instructional delivery, assessments and interventions to address individual needs.
- SWD Teachers: Provide information about instructional and behavioral accommodations for Tier 3 interventions. Collaborate with core teachers in utilizing SWD strategies and materials.
- Curriculum Coaches: Assist instructional staff in data collection and analysis; support least proficient teachers through modeling and/or co-teaching; facilitate or orchestrate professional development on differentiating instruction and incorporating intervention activities across the curriculum.
- School Psychologist: Assists in providing psychological evaluations and consultation services for students and parents who are required to receive Tier 1, Tier 2 and Tier 3 instruction.
- Data Chairperson: Generates, maintains and disseminates data reports to include all District/School-wide summative, formative and progress monitoring assessments; as well as information regarding attendance, suspensions/expulsions trends.
- Student Services Personnel: Provide emotional, behavior, and academic strategies for teachers to implement with students serviced by the Rtl model. Counsel students on organization and/or opportunities available to them to increase success in school. Provide parents with support and information to assist students.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The Rtl Leadership Team at Brownsville Middle School, provided information regarding school-wide initiative to promote student achievement. Data was reviewed to determine effectiveness of intervention strategies utilized previous year and create additional interventions to address weaknesses. As The Rtl Leadership Team includes several representatives from the EESAC, this facilitated efforts to communicate with the EESAC as the School Improvement Plan was developed.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

The following will be used to collect data:

Academic Data:

Baseline Data: 2014 Spring Administration of the Oral Reading Fluency (ORF), Florida Assessment for Instruction in Reading (FAIR), 2013 FCAT results, District Baseline Assessments, Language! Placement Test results

Progress Monitoring Data: FAIR, Monthly Benchmark Assessments, Learning Express results, Achieve 3000 results

Midyear Data: FAIR, District Interim Assessments

End of Year Data: FAIR, 2014 FCAT results, District Interim Assessments

Frequency of Data Review: Weekly review of the COGNOS data by the Rtl Team to address behavior.

Behavioral Data:

Student Case Management System

Detentions

Suspensions

Attendance

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

The District provided professional development on the RtI process to the principal in July 2013. The State has provided numerous resources which provide information on the RtI model on <http://www.florida-rti.org/>. Articles and other research-based materials will be distributed, discussed and presented by various faculty members to strengthen knowledge and efforts of implementing the RtI model. The principal and assistant principals will participate in weekly PLC meetings which will focus on student data collected from assessments and observations. PLC members will identify weaknesses and utilize the RtI model to provide solutions.

The RtI Team will conduct data chats with teachers using a checklist to document teacher/student data chats.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 1,080

Utilizing “Sparks” in the morning to help engage students in conversations about reading and “staying in school” builds on our after school program Allstars that too uses sports and tutorial strategies to increase student achievement

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education
- Teacher collaboration, planning and professional development

How is data collected and analyzed to determine the effectiveness of this 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 both reading and math. Bi weekly snapshots and collaborative (teacher generated) show how students are progressing for immediate intervention

Who is responsible for monitoring implementation of this strategy?

Program Coordinators and their instructional teams

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Dr. Edward G. Robinson-Principal Harold Ford-Assistant Principal Argentha Richards-Assistant Principal Rene Quick-Media Specialist Latosha Sutton – Reading Coach/Language Arts Angelique Clark – Mathematics Department Chairperson Gail Grant – Science Coach Latisha Fuller- Literacy Coach Nicholas Arencibia – Social Studies Department Chair Rita Sparks - Electives Tanzanika Williams - SPED Miriam Anez – ELL Sonya Durden – Student Services Chair	Dr. Edward G. Robinson-Principal Harold Ford-Assistant Principal Argentha Richards-Assistant Principal Rene Quick-Media Specialist Latosha Sutton – Reading Coach/Language Arts Angelique Clark – Mathematics Department Chairperson Gail Grant – Science Coach Latisha Fuller- Literacy Coach Nicholas Arencibia – Social Studies Department Chair Rita Sparks - Electives Tanzanika Williams - SPED Miriam Anez – ELL Sonya Durden – Student Services Chair
Dr. Edward G. Robinson-Principal	Dr. Edward G. Robinson-Principal
Harold Ford-Assistant Principal	Harold Ford-Assistant Principal
Argentha Richards-Assistant Principal	Argentha Richards-Assistant Principal
Rene Quick-Media Specialist	Rene Quick-Media Specialist
Latosha Sutton – Reading Coach/Language Arts	Latosha Sutton – Reading Coach/Language Arts
Angelique Clark – Mathematics Department Chairperson	Angelique Clark – Mathematics Department Chairperson
Gail Grant – Science Coach	Gail Grant – Science Coach
Latisha Fuller- Literacy Coach	Latisha Fuller- Literacy Coach
Nicholas Arencibia – Social Studies Department Chair	Nicholas Arencibia – Social Studies Department Chair
Rita Sparks - Electives	Rita Sparks - Electives
Tanzanika Williams - SPED	Tanzanika Williams - SPED
Miriam Anez – ELL	Miriam Anez – ELL

How the school-based LLT functions

The principal will play a key role monitor the implementation of data chats and best teaching practices.

- The Administrative team will ensure the effective implementation of exemplary teaching practices and ongoing monitoring of student progress, including academic and behavior systems, and follow-up with individual teachers/students, as needed to achieve excellence for all students.
- Teachers will develop a system for engaging all students academically and meeting all behavioral challenges.
- Coaches will assist teachers in the analyzing of data, redirection of rigorous instruction; and interventions based on student data. Coaches and teachers will develop and share best teaching practices based on research. Ongoing monitoring of student progress/mastery will be conducted by teachers and coaches.

Meetings are regularly scheduled to address current data, analyze student areas of needs according to the benchmarks, Next Generation Sunshine Standards, Common Core Standards institute best teaching practices and share the effective implementation of such practices.

Enrichment will be provided to ensure stability of Level 3, 4, and 5 students.

Major initiatives of the LLT

The team meets weekly on Thursdays to improve student proficiency in literacy skills, to improve the circulation of books in the media center, to develop, implement, and monitor the school-wide use of designated CRISS strategies to reinforce reading and writing across the curriculum.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

School-wide reading initiative where reading activities are embedded within every lesson plan throughout every subject area. Lesson plans are monitored weekly to ensure effectiveness.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

N/A

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

At Brownsville Middle School, transition activities for incoming grade 6 students and outgoing grade students begin during the third nine weeks. A schedule of articulation activities is developed with the feeder elementary schools and our feeder high school. Curriculum Fairs and one-to-one sessions with guidance counselors are conducted to discuss options and select courses. Parents are invited to participate in course selection and academic and career planning at any point in the process. Expanded use of capabilities of our student and parent portals to provide information will be emphasized in 2013-2014 school year.

Brownsville Middle is implementing a CAPE Academy for Instructional Technology that will provide students with career and technical courses and offer certification in those areas.

Strategies for improving student readiness for the public postsecondary level

N/A

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	40%	28%	No	46%
American Indian				
Asian				
Black/African American	38%	27%	No	45%
Hispanic	44%	32%	No	50%
White				
English language learners	31%	14%	No	38%
Students with disabilities	31%	26%	No	38%
Economically disadvantaged	40%	28%	No	46%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	141	19%	34%
Students scoring at or above Achievement Level 4	48	6%	12%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	10	42%	43%
Students scoring at or above Level 7	11	46%	46%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		54%	59%
Students in lowest 25% making learning gains (FCAT 2.0)		59%	63%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	21	50%	55%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		23%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		24%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	<i>[data excluded for privacy reasons]</i>		0%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	102	47%	52%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	10	100%	100%

Area 3: Mathematics**Elementary and Middle School Mathematics**

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	38%	24%	No	45%
American Indian				
Asian				
Black/African American	36%	24%	Yes	42%
Hispanic	44%	24%	No	50%
White				
English language learners	45%	7%	No	51%
Students with disabilities	32%	27%	No	39%
Economically disadvantaged	37%	23%	No	43%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	127	17%	35%
Students scoring at or above Achievement Level 4	22	3%	11%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		<i>[data excluded for privacy reasons]</i>	34%
Students scoring at or above Level 7	14	58%	59%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		45%	51%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		56%	60%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications		98%	98%
Middle school performance on high school EOC and industry certifications		68%	71%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	36	57%	59%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		12%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		0%

Area 4: Science**Middle School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	23	11%	17%
Students scoring at or above Achievement Level 4	21	10%	12%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		40%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		60%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)			
Participation in STEM-related experiences provided for students			

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses			
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses			
Students taking one or more advanced placement exams for STEM-related courses			
CTE-STEM program concentrators			
Students taking CTE-STEM industry certification exams			
Passing rate (%) for students who take CTE-STEM industry certification exams			

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses			
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses			
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses			
Students taking CTE industry certification exams			
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators			
CTE teachers holding appropriate industry certifications			

Area 7: Social Studies

U.S. History End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Civics End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Area 8: Early Warning Systems

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	236	28%	27%
Students who fail a mathematics course	131	16%	15%
Students who fail an English Language Arts course	84	10%	9%
Students who fail two or more courses in any subject	140	17%	16%
Students who receive two or more behavior referrals	199	24%	23%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	281	33%	32%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
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Area 10: Additional Targets**Additional targets for the school****Specific Additional Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
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Goals Summary

- G1.** In an effort to increase student engagement and achievement, active learning/reading strategies will be implemented across the content areas.
- G2.** In an effort to increase teacher capacity, we will modify the common planning process to meet student needs by using instructional frameworks and aligning resources effectively across the content areas.
- G3.** In an effort to increase systematic, explicit instruction, the Gradual Release Model will be implemented across the content areas.

Goals Detail

G1. In an effort to increase student engagement and achievement, active learning/reading strategies will be implemented across the content areas.

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal

- Graphic Organizers, Instructional Coaches, Curriculum Support Specialist, Core Text, Professional Learning Community, Lesson Study

Targeted Barriers to Achieving the Goal

- More than 80% of students are non-proficient in reading, math, and science.

Plan to Monitor Progress Toward the Goal

Research-Based Active Reading/Learning Strategies, Classroom Walk-Through Documentation Logs

Person or Persons Responsible

Administrative Team, Instructional Coaches, Curriculum Support

Target Dates or Schedule:

September 18, 2013; On-going

Evidence of Completion:

Professional Development Sign-in Sheets/Agendas, Classroom Walk-Throughs, Coaching Logs, Curriculum Support Logs

G2. In an effort to increase teacher capacity, we will modify the common planning process to meet student needs by using instructional frameworks and aligning resources effectively across the content areas.

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal

- Pacing Guides, Instructional Frameworks, Instructional Focus Calendars, Core Text, District Assessments, Florida Assessment for Instruction in Reading, Florida Focus Achieves

Targeted Barriers to Achieving the Goal

- Beginning teachers with limited content knowledge.

Plan to Monitor Progress Toward the Goal

Modified Framework, Detailed Lesson Plans, Final Products in Student Folder, Walk-Through Documentation

Person or Persons Responsible

Administrative Team, Instructional Coaches, Curriculum Support

Target Dates or Schedule:

October 17, 2013; On-going

Evidence of Completion:

Agenda, Sign-in Log, Coaching Log, CSS Log, Walk-Through Documentation, Administrative Feedback and Reflection on Coaching Log

G3. In an effort to increase systematic, explicit instruction, the Gradual Release Model will be implemented across the content areas.

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal

- Administrative Team, Instructional Coaches, Common Planning, Professional Development, Professional Learning Community, Lesson Study, Peer Review, Model Classroom

Targeted Barriers to Achieving the Goal

- Limited Evidence of systematic, explicit instruction.

Plan to Monitor Progress Toward the Goal

Conduct Walkthroughs to ensure that explicit instruction will take place in all classrooms.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule:

10/17/2013 - Ongoing

Evidence of Completion:

Classroom Walkthroughs Documentation, Feedback, and Reflection

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. In an effort to increase student engagement and achievement, active learning/reading strategies will be implemented across the content areas.

G1.B1 More than 80% of students are non-proficient in reading, math, and science.

G1.B1.S1 Conduct a professional development on active learning/active reading strategies; such as, stop and jot, think-pair-share, WIN/GIST, Student Accountable Talk, data-driven student groups.

Action Step 1

Research-Based Active Reading/Learning Strategies, Professional Development Materials (hand-outs, power-points), Classroom Walk-Throughs

Person or Persons Responsible

Administrative Team, Instructional Coaches, Curriculum Support Specialist

Target Dates or Schedule

September 18, 2013; On-going

Evidence of Completion

Agendas, Common Planning Sign-in Sheets, Professional Development Materials, Coaching Logs, Walk-Through Documentation

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

Monitor the effective use of active learning/active reading strategies.

Person or Persons Responsible

Administrative Team, District Support

Target Dates or Schedule

October 17, 2013; Ongoing

Evidence of Completion

Classroom Walk-through Documentation, Feed and Reflection on Coaching Logs

Plan to Monitor Effectiveness of G1.B1.S1

Monitor the effective use of active learning/active reading strategies.

Person or Persons Responsible

Administrative Team, Instructional Coaches, Curriculum Support Specialists

Target Dates or Schedule

October 17, 2013 - Ongoing

Evidence of Completion

Classroom Walk-through Documentation, Feedback and Reflection on Coaching Logs

G2. In an effort to increase teacher capacity, we will modify the common planning process to meet student needs by using instructional frameworks and aligning resources effectively across the content areas.

G2.B1 Beginning teachers with limited content knowledge.

G2.B1.S1 Develop a modified framework for common planning based on suggested framework provided by ETO.

Action Step 1

Develop a modified framework for Common Planning.

Person or Persons Responsible

Administrative Team, Instructional Coaches, Curriculum Support Specialist

Target Dates or Schedule

September 18, 2013

Evidence of Completion

Common Planning Agendas and Sign-In Sheets, Modified Framework

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

Final Products in Student Folders

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

9/19/13, On-going

Evidence of Completion

Detailed Lesson Plans, Walk-through Documentation

Plan to Monitor Effectiveness of G2.B1.S1

Monitor the implementation of common planning framework.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

9/18/2013, On-going

Evidence of Completion

Classroom Walk-through Documentation, Final Products in student folders

Plan to Monitor Fidelity of Implementation of G2.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G2.B1.S2

Monitor and track the progress of student achievement through formal and informal assessment.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Monthly

Evidence of Completion

Professional Development, Classroom Walk-Through Documentation

G3. In an effort to increase systematic, explicit instruction, the Gradual Release Model will be implemented across the content areas.

G3.B1 Limited Evidence of systematic, explicit instruction.

G3.B1.S1 Implement and monitor the effective use of bell to bell instructional routines that follow the model of explicit instruction (Gradual Release Model).

Action Step 1

Develop a modified framework for common planning.

Person or Persons Responsible

Assistant Principal, Instructional Coaches

Target Dates or Schedule

9/18/2013

Evidence of Completion

Modified Framework, Agenda and Sign-in-Log, Coaching Log

Action Step 2

Conduct a Professional Development during common planning to model the process of effectively unwrapping the benchmark, lesson planning, and alignment of resources.

Person or Persons Responsible

Instructional Coaches

Target Dates or Schedule

10/04/2013

Evidence of Completion

Professional Development Roster and Sign-In-Sheets, Professional Development Agenda, Power Point, and Handouts

Facilitator:

Instructional Coaches

Participants:

Content Area Teachers

Action Step 3

Conduct walkthroughs to ensure that teachers are utilizing lessons that aligned and that they are following implementation of the modified framework.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

10/17/2013 - Ongoing

Evidence of Completion

Final Products in student folders, Walkthrough documentation, Administrative feedback and reflection on coaching logs, District feedback and reflection on support document

Plan to Monitor Fidelity of Implementation of G3.B1.S1

Monitor the effective use of instructional routines that follow the model of explicit instruction

Person or Persons Responsible

Administrative Team, District Support

Target Dates or Schedule

10/17/2013 - Ongoing

Evidence of Completion

Lesson Plans, Classroom Walkthroughs, Documentation, Administrative feedback and reflections,

Plan to Monitor Effectiveness of G3.B1.S1

Monitor and track the progress of student achievement through formal and informal assessments.

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Monthly

Evidence of Completion

Topic Assessments, Unit Assessments, Edusoft, Florida Assessments for Instruction in Reading (AP1, AP2, AP3)

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

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). The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to students. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to

be considered “at risk;” assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school-wide program include an extensive Parental Program; Title CHES; Supplemental Educational Services; and special support services to special needs populations such as homeless, neglected and delinquent students.

Title I, Part C- Migrant

N/A

Title I, Part D

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

Title II

At Brownsville Middle, the District uses supplemental funds for improving basic education as follows:

- training to certify qualified mentors for the New Teacher (MINT) Program
- training for add-on endorsement programs, such as Reading, Gifted, ESOL training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols

Title III

At Brownsville Middle School, Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) students by providing funds to implement and/or provide:

- tutorial programs (K-12)
- parent outreach activities (K-12)
- professional development on best practices for ESOL and content area teachers
- coaching and mentoring for ESOL and content area teachers(K-12)
- reading and supplementary instructional materials(K-12)
- hardware and software for the development of language and literacy skills in reading, mathematics and science to be used by ELL students

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G3. In an effort to increase systematic, explicit instruction, the Gradual Release Model will be implemented across the content areas.

G3.B1 Limited Evidence of systematic, explicit instruction.

G3.B1.S1 Implement and monitor the effective use of bell to bell instructional routines that follow the model of explicit instruction (Gradual Release Model).

PD Opportunity 1

Conduct a Professional Development during common planning to model the process of effectively unwrapping the benchmark, lesson planning, and alignment of resources.

Facilitator

Instructional Coaches

Participants

Content Area Teachers

Target Dates or Schedule

10/04/2013

Evidence of Completion

Professional Development Roster and Sign-In-Sheets, Professional Development Agenda, Power Point, and Handouts

Appendix 2: Budget to Support School Improvement Goals