

Miami-Dade County Public Schools

# Brownsville Middle School



## 2022-23 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: 7/15/2022

|  |  |
|--|--|
| <b>2019-20 Status</b><br>(per MSID File)   | Active   |
| <b>School Type and Grades Served</b><br>(per MSID File)  | Middle School<br>6-8   |
| <b>Primary Service Type</b><br>(per MSID File)   | K-12 General Education   |
| <b>2021-22 Title I School</b>  | Yes  |
| <b>2021-22 Economically Disadvantaged (FRL) Rate</b><br>(as reported on Survey 3)  | 100%   |
| <b>2021-22 ESSA Subgroups Represented</b><br>(subgroups with 10 or more students)<br>(subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities<br>English Language Learners*<br>Black/African American Students<br>Hispanic Students*<br>Economically Disadvantaged Students |
| <b>School Grades History</b>   | 2021-22: C (44%)<br>2018-19: C (47%)<br>2017-18: D (40%)   |
| <b>2019-20 School Improvement (SI) Information*</b>  |  |
| <b>SI Region</b>   | Southeast  |
| <b>Regional Executive Director</b>   | <a href="#">LaShawn Russ-Porterfield</a>   |
| <b>Turnaround Option/Cycle</b>   | N/A  |
| <b>Year</b>  |  |
| <b>Support Tier</b>  |  |
| <b>ESSA Status</b>   | ATSI   |
| * As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .   |  |

## 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](http://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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| <b>Title I Requirements</b>           | <b>0</b>  |
| <b>Budget to Support Goals</b>        | <b>0</b>  |

## Brownsville Middle School

4899 NW 24TH AVE, Miami, FL 33142

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

### School Demographics

| School Type and Grades Served<br>(per MSID File) | 2021-22 Title I School | 2021-22 Economically Disadvantaged (FRL) Rate<br>(as reported on Survey 3) |
|--|------------------------|--|
| Middle School<br>6-8                             | Yes                    | 100%   |
| Primary Service Type<br>(per MSID File)          | Charter School         | 2018-19 Minority Rate<br>(Reported as Non-white on Survey 2)               |
| K-12 General Education                           | No                     | 99%  |

### School Grades History

| Year  | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|-------|---------|---------|---------|---------|
| Grade | C       |         | C       | C       |

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The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

<https://www.floridacims.org>.

### 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.

## 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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

| Name             | Position Title      | Job Duties and Responsibilities  |
|------------------|---------------------|--|
| Moore, Derrick   | Principal           | Instructional Leader that maintains school site operations. Those tasks include but are not limited to communicating to faculty and staff the mission and vision of the school. The principal oversees all academic areas and ensures that student achievement remains the priority while consistently making sure the school culture continues to grow in a positive way. |
| Crystal, Brandi  | Assistant Principal | Instructional leader that oversees Mathematics, Social Sciences, Testing, and Exceptional Student Education.   |
| Julien, Edlene   | Math Coach          | An instructional leader that oversees the development of the math instructional team. Ms. Julien is responsible for leading collaborative planning, monitoring instructional practices, disaggregating data, and planning for differentiated instruction.  |
| Chambers, Giana  | School Counselor    | Student support department chair is responsible for overseeing all SEL activities, planning for mental health services for students, and monitoring school-wide attendance initiatives.  |
| Gutierrez, Telio | Assistant Principal | Instructional leader responsible for overseeing English Language Arts and Science.   |

## Demographic Information

### Principal start date

Friday 7/15/2022, Derrick Moore J

**Number of teachers with a 2022 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.*

0

**Number of teachers with a 2022 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**

22

**Total number of students enrolled at the school**

475

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

6

**Identify the number of instructional staff who joined the school during the 2022-23 school year.**

5

### Demographic Data

## Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

| Indicator  | Grade Level |   |   |   |   |   |     |     |     |   |    |    |    | Total |
|--|-------------|---|---|---|---|---|-----|-----|-----|---|----|----|----|-------|
|  | K           | 1 | 2 | 3 | 4 | 5 | 6   | 7   | 8   | 9 | 10 | 11 | 12 |       |
| Number of students enrolled                              | 0           | 0 | 0 | 0 | 0 | 0 | 163 | 162 | 150 | 0 | 0  | 0  | 0  | 475   |
| Attendance below 90 percent                              | 0           | 0 | 0 | 0 | 0 | 0 | 73  | 63  | 61  | 0 | 0  | 0  | 0  | 197   |
| One or more suspensions                                  | 0           | 0 | 0 | 0 | 0 | 0 | 0   | 2   | 2   | 0 | 0  | 0  | 0  | 4     |
| Course failure in ELA                                    | 0           | 0 | 0 | 0 | 0 | 0 | 50  | 12  | 8   | 0 | 0  | 0  | 0  | 70    |
| Course failure in Math                                   | 0           | 0 | 0 | 0 | 0 | 0 | 49  | 42  | 29  | 0 | 0  | 0  | 0  | 120   |
| Level 1 on 2022 statewide FSA ELA assessment             | 0           | 0 | 0 | 0 | 0 | 0 | 88  | 83  | 80  | 0 | 0  | 0  | 0  | 251   |
| Level 1 on 2022 statewide FSA Math assessment            | 0           | 0 | 0 | 0 | 0 | 0 | 92  | 86  | 68  | 0 | 0  | 0  | 0  | 246   |
| Number of students with a substantial reading deficiency | 0           | 0 | 0 | 0 | 0 | 0 | 78  | 119 | 97  | 0 | 0  | 0  | 0  | 294   |
| Retained two or more times                               | 0           | 0 | 0 | 0 | 0 | 0 | 16  | 46  | 6   | 0 | 0  | 0  | 0  | 68    |
| Retained students (current)                              | 0           | 0 | 0 | 0 | 0 | 0 | 6   | 5   | 4   | 0 | 0  | 0  | 0  | 15    |

Using the table above, complete the table below with the number of students by current grade level who have 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 | 102 | 96 | 79 | 0 | 0  | 0  | 0  | 277   |

Using current year data, complete the table below with the number of students identified as being "retained.":

| 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 | 0 | 0  | 0 | 0 | 0  | 0  | 0  |       |
| Students retained two or more times | 0           | 0 | 0 | 0 | 0 | 0 | 9 | 14 | 3 | 0 | 0  | 0  | 0  | 26    |

Date this data was collected or last updated

Friday 7/15/2022

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 | 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    |

**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 | 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    |

**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      | 2022   |          |       | 2021   |          |       | 2019   |          |       |
|-----------------------------|--------|----------|-------|--------|----------|-------|--------|----------|-------|
|                             | School | District | State | School | District | State | School | District | State |
| ELA Achievement             | 22%    | 55%      | 50%   |        |          |       | 28%    | 58%      | 54%   |
| ELA Learning Gains          | 45%    |          |       |        |          |       | 41%    | 58%      | 54%   |
| ELA Lowest 25th Percentile  | 44%    |          |       |        |          |       | 46%    | 52%      | 47%   |
| Math Achievement            | 25%    | 43%      | 36%   |        |          |       | 38%    | 58%      | 58%   |
| Math Learning Gains         | 56%    |          |       |        |          |       | 52%    | 56%      | 57%   |
| Math Lowest 25th Percentile | 62%    |          |       |        |          |       | 48%    | 54%      | 51%   |
| Science Achievement         | 23%    | 54%      | 53%   |        |          |       | 35%    | 52%      | 51%   |
| Social Studies Achievement  | 59%    | 64%      | 58%   |        |          |       | 52%    | 74%      | 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                | 2022 |        |          |                            |       |                         |
|                   | 2019 | 19%    | 58%      | -39%                       | 54%   | -35%                    |
| Cohort Comparison |      |        |          |                            |       |                         |
| 07                | 2022 |        |          |                            |       |                         |
|                   | 2019 | 19%    | 56%      | -37%                       | 52%   | -33%                    |
| Cohort Comparison |      | -19%   |          |                            |       |                         |
| 08                | 2022 |        |          |                            |       |                         |
|                   | 2019 | 21%    | 60%      | -39%                       | 56%   | -35%                    |
| Cohort Comparison |      | -19%   |          |                            |       |                         |

| MATH              |      |        |          |                            |       |                         |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade             | Year | School | District | School-District Comparison | State | School-State Comparison |
| 06                | 2022 |        |          |                            |       |                         |
|                   | 2019 | 20%    | 58%      | -38%                       | 55%   | -35%                    |
| Cohort Comparison |      |        |          |                            |       |                         |
| 07                | 2022 |        |          |                            |       |                         |
|                   | 2019 | 29%    | 53%      | -24%                       | 54%   | -25%                    |
| Cohort Comparison |      | -20%   |          |                            |       |                         |
| 08                | 2022 |        |          |                            |       |                         |
|                   | 2019 | 29%    | 40%      | -11%                       | 46%   | -17%                    |
| Cohort Comparison |      | -29%   |          |                            |       |                         |

| SCIENCE           |      |        |          |                            |       |                         |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade             | Year | School | District | School-District Comparison | State | School-State Comparison |
| 06                | 2022 |        |          |                            |       |                         |
|                   | 2019 |        |          |                            |       |                         |
| Cohort Comparison |      |        |          |                            |       |                         |
| 07                | 2022 |        |          |                            |       |                         |
|                   | 2019 |        |          |                            |       |                         |
| Cohort Comparison |      | 0%     |          |                            |       |                         |
| 08                | 2022 |        |          |                            |       |                         |
|                   | 2019 | 28%    | 43%      | -15%                       | 48%   | -20%                    |
| Cohort Comparison |      | 0%     |          |                            |       |                         |

| BIOLOGY EOC |        |          |                       |       |                    |
|-------------|--------|----------|-----------------------|-------|--------------------|
| Year        | School | District | School Minus District | State | School Minus State |
| 2022        |        |          |                       |       |                    |
| 2019        |        |          |                       |       |                    |
| CIVICS EOC  |        |          |                       |       |                    |
| Year        | School | District | School Minus District | State | School Minus State |
| 2022        |        |          |                       |       |                    |
| 2019        | 45%    | 73%      | -28%                  | 71%   | -26%               |
| HISTORY EOC |        |          |                       |       |                    |
| Year        | School | District | School Minus District | State | School Minus State |
| 2022        |        |          |                       |       |                    |
| 2019        |        |          |                       |       |                    |

| ALGEBRA EOC  |        |          |                       |       |                    |
|--------------|--------|----------|-----------------------|-------|--------------------|
| Year         | School | District | School Minus District | State | School Minus State |
| 2022         |        |          |                       |       |                    |
| 2019         | 88%    | 63%      | 25%                   | 61%   | 27%                |
| GEOMETRY EOC |        |          |                       |       |                    |
| Year         | School | District | School Minus District | State | School Minus State |
| 2022         |        |          |                       |       |                    |
| 2019         |        |          |                       |       |                    |

### Subgroup Data Review

| 2022 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 2020-21 | C & C Accel 2020-21 |
| SWD                                       | 28       | 45     | 40          | 28        | 52      | 44           | 15       | 45      |           |                   |                     |
| ELL                                       | 19       | 43     | 37          | 24        | 50      | 67           | 12       | 40      |           |                   |                     |
| BLK                                       | 20       | 43     | 55          | 21        | 57      | 62           | 18       | 66      |           |                   |                     |
| HSP                                       | 24       | 46     | 38          | 29        | 55      | 63           | 24       | 50      | 60        |                   |                     |
| FRL                                       | 22       | 45     | 44          | 25        | 56      | 60           | 22       | 57      | 58        |                   |                     |
| 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        |                   |                     |

### ESSA Data Review

This data has not been updated for the 2022-23 school year.

| ESSA Federal Index                   |      |
|--------------------------------------|------|
| ESSA Category (TS&I or CS&I)         | ATSI |
| OVERALL Federal Index – All Students | 43   |

| ESSA Federal Index  |     |
|---|-----|
| OVERALL Federal Index Below 41% All Students                                    | NO  |
| Total Number of Subgroups Missing the Target                                    | 2   |
| Progress of English Language Learners in Achieving English Language Proficiency | 36  |
| Total Points Earned for the Federal Index                                       | 430 |
| Total Components for the Federal Index  | 10  |
| Percent Tested  | 98% |
| Subgroup Data   |     |
| Students With Disabilities  |     |
| Federal Index - Students With Disabilities                                      | 37  |
| Students With Disabilities Subgroup Below 41% in the Current Year?              | YES |
| Number of Consecutive Years Students With Disabilities Subgroup Below 32%       | 0   |
| English Language Learners   |     |
| Federal Index - English Language Learners                                       | 36  |
| English Language Learners Subgroup Below 41% in the Current Year?               | YES |
| Number of Consecutive Years English Language Learners Subgroup Below 32%        | 0   |
| 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%         | 0   |
| 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%                   | 0   |
| Black/African American Students   |     |
| Federal Index - Black/African American Students                                 | 43  |
| Black/African American Students Subgroup Below 41% in the Current Year?         | NO  |
| Number of Consecutive Years Black/African American Students Subgroup Below 32%  | 0   |
| Hispanic Students   |     |
| Federal Index - Hispanic Students   | 42  |
| Hispanic Students Subgroup Below 41% in the Current Year?                       | NO  |
| Number of Consecutive Years Hispanic Students Subgroup Below 32%                | 0   |

| 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%                | 0   |
| 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%           | 0   |
| 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%                      | 0   |
| Economically Disadvantaged Students  |     |
| Federal Index - Economically Disadvantaged Students                                | 43  |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year?        | NO  |
| Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32% | 0   |

### Part III: Planning for Improvement

#### 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?

Our core content areas have shown considerable improvements in proficiency and learning gains when comparing the data from '20-21 and '21-22 school years. Within ,the content area of ELA our learning gains from 2019 was at a 41%, during 2021 we saw our learning gains decrease to 27%. With all of our students returning physically back to school, our learning gains increased to 45% during the 21-22 school year. In Mathematics, with all of our students returning physically to school our learning gains increased to 56%. Based on the data we are on the right academic trend to improve academically. Science showed a 9 percentage point decrease in proficiency from the previous school year of 2021 and 2022. Social Studies showed a 14 percentage point decrease in proficiency between the years 2019 and 2021. Between the years 2021 and 2022, our proficiency moved from 38% proficiency in 2021 to 59% proficiency in 2022 in Civics.

#### What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

The data components that demonstrate the greatest need for improvement are going to come from the content area of science. Based on the 2022 state assessment for science, our proficiency percentage was reduced by 9 percentage points from the 2021 school year. A growth area would also be proficiency

in ELA and Mathematics. Based on the iReady progress monitoring from 2021-2022 the number of proficient students in ELA increased from 11% on AP1 to 17% on AP2. In Mathematics the number of proficient students on AP1 was 7% and that number increased to 11% on AP2. Although there was an improvement, proficiency is still limited in both content areas.

**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 that played a major role in this need for improvement is the content that was assessed on the 2022 state assessment. The content was pulled from 6th and 7th-grade science content when students were affected by the pandemic. The instructional framework in science was limited to 8th grade, and it was challenging to reteach those critical benchmarks missed during the pandemic school years.

**What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?**

The core content area that showed the most improvement based on progress monitoring and the 2022 state assessment was mathematics. For 2021 our proficiency was 14% and increased to 25% in 2022. Social Studies also had a significant increase from 38% proficiency in 2020-2021 to 59% in 2021-2022.

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

The factors that contributed to this improvement were a sustained focus on data disaggregation and analysis. Teacher and student data chats, and weekly classroom walk-throughs with feedback. Strategic plans for remediation and targeting students. The new actions that were taken as it relates to Civics would be the support that was provided to develop systems in the classroom that enhanced student achievement. In the area of mathematics, teachers were provided support on utilization of curriculum and alignment to student needs.

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

To accelerate learning, teachers will use instructional scaffolding strategies to deliver lessons that address prerequisite skills in the new Mathematics and Literacy B.E.S.T. standards, as well as the NGSSS Science and Social Studies standards not covered in the prior year. Teachers will collaborate during common planning on research-based practices to enhance instruction and align to student needs. The School Leadership Team (SLT) will focus on teacher professional development (PD) to ensure our staff is trained on new B.E.S.T. standards. SEL and mental health services will be prioritized and made available to students and staff. Quarterly parent meetings will take place to increase parental involvement. We will also continuously monitor the EWI to provide early interventions to improve student academics.

**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 provide PDs during faculty meetings and designated PD days throughout the school year. The focus of these PD's will be on student engagement strategies that align with the curriculum and student academic needs. The Professional Learning Support Team (PLST) will develop whole group and content-specific sessions on using student engagement strategies, aligning resources to small group instruction, analyzing ongoing progress monitoring (OPM) data, making adjustments to groups as data becomes available, and continuous data chats with individualized feedback and next steps (ongoing).

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

The strategies that will be implemented to accelerate learning are coaching support, and district support from curriculum support specialists (CSS) provided by Educational Transformation Office (ETO). Additional services will be implemented to ensure sustainability by building teacher capacity, conducting weekly collaborative planning, and developing school-wide instructional and engagement strategies. Extended learning opportunities will be provided through recovery courses utilizing Edgenuity as well as interventions, tutoring sessions, i-Ready, Saturday Success Academy, Spring Break Academy, and science and civics camps.

**Areas of Focus**

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:



**#1. Instructional Practice specifically relating to Student Engagement**

|  |  |
|--|--|
| <b>Area of Focus</b><br><b>Description and Rationale:</b><br><b>Include a rationale that explains how it was identified as a critical need from the data reviewed.</b> | <p>Based on our data review, the area of focus is student engagement. Brownsville Middle School scored 9 percentage points lower on the Science 2022 NGSS assessment as compared to the 2021 Science NGSS. The Science data decreased from 32% to 23% proficiency. Our FSA ELA 2022 data was 22% proficiency for 6th-grade students scored which was 26% percentage points lower than the district. Although limited growth in ELA was evidenced, there is a continued need for improvement. Student engagement strategies implemented in the Civics classroom yielded an increase in proficiency of 21 percentage points from 38% proficiency in 2021 to 59% proficiency in 2022. After analyzing our grade distribution for the 2021-2022 school year, 48% of the student population failed at least one core course. The team concluded that student engagement is a key component needed to enhance the student learning experience in order to increase proficiency and student academic success.</p> |
| <b>Measurable Outcome:</b><br><b>State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.</b>                | <p>With student engagement strategies such as No-Opt Out, cold-calling, and planning for error being successfully implemented, a 10 percentage point increase in proficiency will be evident in ELA, Math, and Science end-of-year assessments in May 2023. As a result, this will allow students to take ownership of their learning progress which will afford more application of skills. The data collected will guide the focus of coaching support, data chats, and instructional foci.</p>  |
| <b>Monitoring:</b><br><b>Describe how this Area of Focus will be monitored for the desired outcome.</b>  | <p>Student engagement will be monitored through the collection of quantitative data from iReady testing, formative assessments, and school-wide intervention tracking. Qualitative data will be collected through classroom walkthroughs by the school leadership team. Specifically, we will analyze student actions as a result of teachers using specific instructional questioning strategies.</p>   |
| <b>Person responsible for monitoring outcome:</b>  | <p>Derrick Moore (pr6031@dadeschools.net)</p>  |
| <b>Evidence-based Strategy:</b><br><b>Describe the evidence-based strategy being</b>   | <p>The evidence-based strategy being implemented for this area is student engagement which will include the Teach Like a Champion (TLAC) strategies No-Opt Out, cold calling and planning for error. Student Engagement will increase student participation and focus, motivate them to practice higher-level critical thinking skills, and promote meaningful learning experiences. As a result of the implementation of these strategies, student academic data will increase.</p>   |

**implemented  
for this Area  
of Focus.**

**Rationale for  
Evidence-  
based**

**Strategy:**

**Explain the**

**rationale for  
selecting**

**this specific  
strategy.**

**Describe the  
resources/**

**criteria used**

**for selecting**

**this**

**strategy.**

Student engagement has been identified as a critical need based on our proficiency data. This strategy will assist teachers in instructional delivery and increase student ownership of thinking and learning. As a result, the targeted students will display behaviors that demonstrate that they are invested in their learning by answering questions, conducting their own purposeful exploration and research, and knowing their data.

### **Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

09/06. The instructional coaches will conduct informal and formal coaching cycles on systems and routines to ensure that teachers and students are aware of classroom behaviors and expectations. They will also provide coaching cycles on the implementation of the instructional framework.

As a result, there should be evidence of clear classroom expectations and behaviors as well as the implementation of an instructional framework to maximize student engagement.

**Person**

**Responsible** Derrick Moore (pr6031@dadeschools.net)

09/26-10/14 The instructional coaches will provide professional development sessions on student engagement strategies from TLAC No-Opt-Out, cold calling, and plan for error.

As a result of this professional development, teachers will plan and implement high-yield engagement strategies that will increase student focus and attention to lesson components. This strategy will increase student focus, promote student attentiveness to the lesson, and increase student engagement and achievement.

As a result of full implementation, school-wide there will be an increase in student engagement and high academic expectations by establishing a culture where teachers are intentional in planning for errors and engaging students. If successfully implemented, planning for misconceptions and errors will take place through common planning.

**Person**

**Responsible** Brandi Crystal (bcystal@dadeschools.net)

10/03-10/14 Coaches will model and conduct coaching cycles on the identified engagement strategies from the PD. Teachers will be afforded opportunities to view the implementation of engagement strategies within their classrooms.

**Person**

**Responsible** Brandi Crystal (bcystal@dadeschools.net)

10/03-10/14 During collaborative planning, instructional coaches will ensure that teachers are planning for cold-calling, checking for understanding, and planning for error. In addition, all stakeholders will provide and receive feedback on the status of implementation. As a result of the feedback provided, teachers will continuously modify their plans and actions.

**Person Responsible** Derrick Moore (pr6031@dadeschools.net)

10/31-12/16 During collaborative planning, teachers will continue to plan for cold-calling and checking for understanding. Instructional coaches will assist in developing a cold-calling system to engage all learners.

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

10/31-12/16 To engage students, teachers will utilize students to model steps, processes, and procedures in a student-led classroom. Students will utilize white boards, and the Promethean board to collaborate and demonstrate worked examples.

**Person Responsible** [no one identified]

**#2. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups**

**Area of Focus Description and Rationale:** As identified by the state, 37% of SWD fell below the 41% federal index and 36% of ELL fell below the 41% federal index.

**Include a rationale that explains how it was identified as a critical need from the data reviewed.** Teachers should be intentional in the collaborative planning sessions on creating lesson plans that utilize appropriate ESOL strategies and provide accommodations for students with disabilities.

**Measurable****Outcome:**

**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

With the successful implementation of effective collaborative planning sessions, there will be a 10 percentage point increase in proficiency among the identified subgroups. Therefore, teachers will be able to engage their students by incorporating purposeful learning activities throughout the school year which will also improve student achievement within the identified subgroups.

**Monitoring:**

**Describe how this Area of Focus will be monitored for the desired outcome.**

All stakeholders will attend and participate in collaborative planning. Coaches will provide ongoing coaching cycles and support to teachers. The administration will conduct weekly walkthroughs to monitor and ensure the planned strategies and lessons are being fully implemented. SLT will meet weekly to discuss the status of implementation and to provide constructive feedback to improve the planning process, instruction, and delivered lessons.

**Person responsible for monitoring outcome:**

Derrick Moore (pr6031@dadeschools.net)

**Evidence-based****Strategy:**

**Describe the evidence-based strategy being implemented for this Area of Focus.**

Through collaborative planning facilitated by the instructional coaches, teachers will build their lesson plans to address the various identified subgroups as well as share best practices to enhance the curriculum resources to differentiate instruction.

**Rationale for Evidence-based****Strategy:**

**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**

This area of focus was identified based on student proficiency and subgroup data in English Language Arts, Civics, and Mathematics. There is evidence to support that collaborative planning led by the instructional coach increases collaboration among teachers and fosters professional dialogue regarding effective instructional practices.

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

08/17 The instructional coach will lead the collaborative planning based on ETO planning protocols which will include: unpacking benchmarks, planning for whole-group instruction, and differentiated instruction. Furthermore, the transformational coaches will guide teachers in making instructional decisions based on data, curriculum resources, and the identified student engagement strategies.

Teachers will be "pre-planned" prior to collaborative planning sessions and contribute discourse on identified high-yield instructional strategies that address subgroups.

**Person Responsible** Derrick Moore (pr6031@dadeschools.net)

08/17 The SLT ensures that the transformational coaches are facilitating collaborative planning regularly via the coaches' calendars.

As a result of this action step, the SLT will be able to observe the planning process for the identified subgroups.

**Person Responsible** Derrick Moore (pr6031@dadeschools.net)

08/17-10/14 The transformational coaches will utilize the components of the coaching cycle to view the implementation of the developed instructional plans.

The teachers will implement their developed plans from collaborative planning and adjust accordingly based on student responses and needs from informal assessments.

The administration will conduct a walkthrough and discuss findings during leadership team meetings and provide timely feedback to teachers and coaches.

As a result of the coaching cycles, and administrative walkthroughs, teachers will plan for subgroups and deliver instruction to support increased student achievement among the identified subgroups.

**Person Responsible** Derrick Moore (pr6031@dadeschools.net)

08/17-10/14 The transformational coaches will conduct formal coaching cycles with identified teachers who are in need of additional support.

The teachers will reflect and identify areas of need based on delivered lesson plans.

The administration will continue walkthroughs and provide direct feedback to transformational coaches and teachers based on observations.

As a result of this action step, teachers and coaches will be able to make adjustments to instructional delivery and instructional planning to continuously improve student performance to those identified subgroups.

**Person Responsible** Derrick Moore (pr6031@dadeschools.net)

08/17-10/14 Teachers will turnkey coaching suggestions and administrative feedback in a timely manner in an effort to address identified students needs.

The coaches will provide additional support based on observational data in the form of co-teaching or parallel teaching with the identified subgroups.

The administration will continue to monitor performance progress related to established goals based on formative assessment data.

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

10/31-12/16 To increase the language acquisition and comprehension of ELL learners, bilingual students will be paired with ELL students to collaborate in the Civics classroom.

The administration will continue to review and monitor the progress of ELL students that have been exited from ESOL into core language arts and intensive reading classes.

**Person Responsible** Brandi Crystal (bcrystal@dadeschools.net)

10/31-12/16 Teachers have been provided student accommodations for SLD students. The SPED chair will facilitate support of meeting students' accommodations and developing goals that align with students' abilities and new standards.

Coaches will continue to provide additional support based on AP 1 data and PM1 data.

**Person Responsible** [no one identified]

**#3. Positive Culture and Environment specifically relating to 1Positive Behavior Support****Area of Focus****Description and Rationale:**

**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

Elective Academies was selected as a focus area for building a positive culture. Based on the 2021-2022 school climate survey, only 20% of students surveyed liked the choice of classes offered. Student involvement in activities increased when we offered additional sports and activities that interest students. The increased participation in athletics and activities will increase student attendance, school pride and the overall school culture.

**Measurable****Outcome:**

**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

If we successfully provide additional activities, electives, and academies, overall student enrollment, attendance, and engagement will increase by 3% percentage points on the 2022-2023 climate survey. Student attendance will increase to 92% with the effective implementation of school-based activities and academies by the end of the school year.

**Monitoring:**

**Describe how this Area of Focus will be monitored for the desired outcome.**

Create and use a survey instrument to assess if the extended learning activities are meeting the needs of the students. Enrollment and attendance will be monitored for engagement and regular attendance by the administration. The intended outcome of involvement in additional extended learning activities and academies will be improved behavior and academic performance.

**Person responsible for monitoring outcome:**

Brandi Crystal (bcrystal@dadeschools.net)

**Evidence-based Strategy:**

**Describe the evidence-based strategy being implemented for this Area of Focus.**

Providing students with additional elective choices and academies will make the school more attractive to current and incoming students and their families. Providing students with S.T.E.A.M. and career-related activities and academies will also better prepare them for matriculation into high school. Exposure to arts, athletics, and career academies can also improve student attendance and achievement.

**Rationale for Evidence-based****Strategy:**

**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**

Students have responded positively to the addition of legal studies, additional athletic programs, and the addition of e-sports. Students that engage in extracurricular activities have been shown to have better behavior, better attendance, and perform better academically. Parents and stakeholders are also more invested when the school has a variety of activities and options to offer a diverse student population.

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

09/16 Provide additional opportunities for students to mentor, become office aides and provide peer mentoring and new student support to improve the school culture and develop student soft skills and socialization.



**Person Responsible** Brandi Crystal (bcrystal@dadeschools.net)

09/30 Survey students on what electives they would like to see brought to the school for the next school year.

09/30 Survey teachers on what electives or activities they would be interested in offering or teaching to provide students with additional elective options.

09/30-10/14 The counselor will be available during lunch to provide students the opportunity to select electives and receive counseling services and academic advisement.

As a result of these action steps, additional activities can be added to T.A.L.E.N.T.S and additional electives can be incorporated into the master schedule for the next school year.

**Person Responsible** Giana Chambers (ghoward@dadeschools.net)

10/07 Have a club rush to inform students of the clubs, electives, and mentoring opportunities available. Have the guidance counselor and dean of discipline conduct informal small group information sessions on topics related to SEL and Values matters.

As a result of students participating in a club rush, there should be an increase in student attendance in external learning opportunities.

**Person Responsible** Giana Chambers (ghoward@dadeschools.net)

10/14 Provide students with additional afterschool and before-school extracurricular activities through T.A.L.E.N.T.S.

Establish an e-sports gaming cohort of students that will compete in the district's e-sports tournament.

As a result of the addition of T.A.L.E.N.T.S. activities, student attendance and school engagement will increase.

**Person Responsible** Brandi Crystal (bcrystal@dadeschools.net)

10/31-12/16 Activities director and instructional coaches will continue to develop and offer incentives and activities for students that have met behavioral and academic goals. The PBS room and ice cream socials will be used to incentivize students to complete iReady lessons.

As a result, student attendance and engagement will continuously improve toward the goal.

**Person Responsible** Brandi Crystal (bcrystal@dadeschools.net)

10/31-12/16 Additional student aids will be selected to assist around the school based on their exemplary behavior.

As a result, students will have the opportunity to model expectations for positive behavior to the student body.

**Person Responsible** Brandi Crystal (bcrystal@dadeschools.net)



**#4. Transformational Leadership specifically relating to Teacher Recruitment and Retention**

**Area of Focus Description and Rationale:** Include a rationale that explains how it was identified as a critical need from the data reviewed.

Following the 2021-2022 school year, seven teachers departed for other teaching positions or career options. We aim to recruit and retain talent invested in the Brownsville community and committed to student learning. Teacher experience is a critical factor in teacher quality. The data indicates that returning teachers tend to have increased student achievement.

**Measurable Outcome:** State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

With the implementation of the MINT program for early career teachers and offering veteran teachers and aspiring administrators shared leadership opportunities, we will successfully retain 98% of the instructional staff for the 2023-2024 school year. The school will receive favorable responses to shared leadership and school culture on school climate surveys. Teacher attendance and involvement will increase.

**Monitoring:** Describe how this Area of Focus will be monitored for the desired outcome.

This focus area will be monitored by filling the unoccupied positions and providing teachers with opportunities to take on leadership positions within the school. MINT mentees will meet with the administrator monthly to check in on support provided and discuss job satisfaction. Ice-breakers will be conducted during monthly faculty meetings to check instructional mindset and overall job satisfaction. The school climate surveys will reflect teacher recruitment and retention as evidenced by an increase in staff retention by decreasing the number of teachers from 13% with 0-1 years experience to 5% with 0-1 years experience.

**Person responsible for monitoring outcome:**

Derrick Moore (pr6031@dadeschools.net)

**Evidence-based Strategy:** Describe the evidence-based strategy being implemented for this Area of Focus.

To retain teachers and create a team environment where everyone feels they have a stake in the success of the school, strategic teacher teaming, mentorship through MINT additional leadership opportunities will be provided to increase retention. The goal is to promote strategic teacher teaming, and empower the teams by supporting a safe space for teachers to come together to share information, resources, ideas, and expertise so learning becomes more accessible and effective for students.

**Rationale for Evidence-based Strategy:** Explain the rationale for selecting this specific

Based on the school climate survey, this strategy was selected to decrease the turnover rate of teachers from the prior school year. Creating a strong sense of community and interconnectivity will assist in Brownsville Middle's execution of its mission and vision.

**strategy.**  
**Describe the**  
**resources/**  
**criteria used**  
**for selecting**  
**this strategy.**

### **Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

08/22 Survey staff for leadership roles for the 2022-2023 school year. This will provide stakeholders with an opportunity to be an integral part of the leadership team for the school.

The leadership team will select candidates that have demonstrated leadership qualities and an interest in future leadership roles.

Identify the staff members that will be selected for MINT mentors and the leadership positions for the school year.

As a result of teachers participating on the school leadership team, they will be more invested in school growth outcomes and student achievement.

**Person Responsible** Derrick Moore (pr6031@dadeschools.net)

08/22-10/14 To provide new teachers support, the school administration will pair new teachers with mentor teachers to ensure they feel supported early in their careers and are given opportunities to build collegial relationships.

As a result of this support, new teachers will have the opportunity to build upon relationships within the school community.

**Person Responsible** Brandi Crystal (bcrystal@dadeschools.net)

08/22-10/14 Establish a meeting schedule for the school leadership team to regularly meet and discuss ideas, best practices, and action steps to help students meet their achievement goals, as well as help the school community meet its mission of vision. Meet regularly with the MINT teachers to follow up on support received from mentors and advise mentors on how to better assist mentees.

As a result of meeting regularly, the school leadership team will be able to communicate the mission and vision to the school community and the progress toward meeting school academic goals.

**Person Responsible** Giana Chambers (ghoward@dadeschools.net)

08/22-10/14 Create new leadership opportunities by developing new organizations and clubs within the school community. The administration will provide a space for teachers to share their creativity with the school community and allow students to experience new activities and clubs.

As of result of increased leadership opportunities, veteran teachers will have a vested interest in the school community and strengthen teacher-student relations in and outside the classroom.

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

10/31-12/16 The leadership team will attend the hiring fair and continue to recruit and onboard additional instructional staff based on master schedule needs and school goals.

As a result, classes will be adjusted to accommodate the growing student population and provide smaller class sizes and additional support targeted student populations.

**Person Responsible** Brandi Crystal (bcrystal@dadeschools.net)

10/31-12/16 Administration will continue to support new instructional staff to enhance their experience in and out of the classroom and support their pedagogical growth and assimilation into the school community.

The administration will continue to recognize teachers that have shown growth and resilience in the classroom.

As a result, MINT teachers will have increased teacher efficacy and confidence in the classroom.

**Person Responsible** Brandi Crystal (bcrystal@dadeschools.net)

### **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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

Through the student services department, we have a team of personnel responsible for building positive school culture and community that supports the development of the whole child. The Positive Behavior Support coach, guidance counselor, City Year corps members, and mental health personnel work collaboratively to provide social-emotional support to students. We regularly utilize Restorative Justice Practices as a conflict resolution strategy that encourages students to practice empathy with the support of trained RJP staff members. Each month the school focuses on a core value selected by the district to align our social-emotional lessons. The school mission and values are embedded in activities in and out of the classroom.

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

All stakeholders enter the building daily to improve the school culture by setting a positive and professional example. Principal Moore's role is to provide the vision for the school's initiatives and regularly communicate with stakeholders on the progress toward that goal. The assistant principals monitor and support incentives for students and staff to ensure that a positive culture is maintained throughout the year. Mr. Bernard Poole, the dean of discipline, utilizes a variety of strategies to promote a positive culture among students and staff. A strong culture that encourages diversity and community promotes an environment where students feel connected to the school and take pride in their role as community members.