

Miami-Dade County Public Schools

Brownsville Middle School



2023-24

Schoolwide Improvement Plan (SIP)

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Brownsville Middle School

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

School Board Approval

This plan was approved by the Dade County School Board on 10/11/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

I. School Information

School Mission and Vision

Provide the school's mission statement.

Brownsville Middle School's mission is to build a culture of achievement and excellence fostering 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 by creating nurturing learning environments, charged with the task of challenging every student academically, while developing future leaders in society. Brownsville Middle School is committed to building positive teacher/ student relationships that promote community, pride, and unity within the school-site.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Moore, Derrick	Principal	Mr. Moore, Principal: Instructional Leader that provides a common vision for school instruction, with the use of data-based decision-making. He supports school staff by communicating the Response-to-Intervention (RtI) process, building school culture, setting clear expectations and goals, shares leadership responsibilities, and communicates schoolwide initiatives with parents and stakeholders. He oversees all academic areas and ensures student achievement remains the priority while consistently making sure school culture continues to grow in a positive way,
Gutierrez, Telio	Assistant Principal	Mr. Gutierrez is the instructional leader responsible for overseeing EESAC, RI-MTSS Administrator, SACS. Advanced Ed Accreditation, SCIS/ Discipline, Language Arts/Reading, and Social Studies. His responsibilities include but are not limited to data collection, analysis and interpretation of school-wide data.
Smith, Lolita	Assistant Principal	Ms. Smith, is the instructional leader who's responsibilities include ASPEN admin, Attendance Review Committee Administrator, Community Involvement Specialist, RTI-MTSS member, School Improvement Plan (SIP) administrator, Threat Assessment/ Mental Health Administrator, SPED, Mathematics, Science and Testing. Ms. Smith responsibilities also include, but are not limited to data collection, analyzation and interpretation of school-wide data.
Dunnom, Kenyatta	Instructional Coach	Mrs. Dunnom is the Literacy coach for Middle School Learners that demonstrates foundational knowledge and understanding of how students read, analyze, and comprehend texts. She understands how and why some students struggle; ensures that when new curricular materials are obtained teachers receive professional development. Ms. Dunnom monitors fidelity and usage of curricular materials and strategies. She supports the implementation of the school's intervention plans; provides early services for students identified with early warning indicators. She assists teachers with creating intervention groups and implementation of research based curriculum and strategies. Also, she consistently monitors student progress, analyzes data with teachers and regroups students for intervention. Mrs. Dunnom participates in the design and delivery of meaningful professional development and provides support to teachers to build their capacity.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The initial step in the SIP process was to collect the newly released 2022-2023 school reporting data. This data was compiled by students (student climate survey), parents (parent climate survey), teacher (teacher survey) and FLDOE's Spring 2023 Florida Assessment of Student Thinking. After which, the

principal, Mr. Moore identified aspiring personnel with leadership qualities to analyze school data and discuss early warning indicators for those areas of concern. After identifying the focus areas and early warning indicators, the SIP team systematically analyzed the data and drafted a plan for implementation of actions designed to address the four areas of focus for the 2022-2023 school year. After the plan was revised and drafted by the SIP team, the information was then presented to the faculty and staff. Noted revisions or concerns were further discussed and later copies of the school improvement plan was disseminated.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The School Improvement Plan (SIP) will be monitored through quantitative and qualitative data to measure effectiveness. The following progress monitoring actions will be implemented: Data collection and analyzing of standardized test scores, formative and summative assessment results, and attendance rates. The collected data will be analyzed to identify trends, patterns, and areas that require improvement. Special attention will be given to students with the greatest achievement gaps to ensure targeted interventions. Progress Assessment and stakeholder feedback will be used to compare current outcomes with the goals outlined in the SIP to provide insights into whether the initiatives are on track to meet their intended outcomes. The feedback from teachers, students, parents, and other stakeholders will be sought to understand their perceptions of the plan's effectiveness and continual improvement. Data-Driven Decision-Making, based on the monitoring results, decisions will be made to determine which aspects of the SIP are working well and which aspects need improvement. Data will serve as the foundation for making informed decisions. Identification of Successes and Challenges allows Brownsville Middle School to identify successful interventions and strategies that have positively impacted student achievement. All successes will be highlighted and expanded upon. Adjusting SIP Strategies to ensure desired outcomes, and modification if necessary including but not limited to; refining instructional techniques, allocating resources differently, or targeting specific student groups more effectively. Professional Development will offer opportunities for teachers and staff to ensure they are equipped with the necessary skills to implement the plan effectively. Training will be tailored to address areas of improvement. By following this robust monitoring and revision process, the school can ensure the SIP remains a dynamic and effective tool for bridging achievement gaps, promoting student success, and aligning with the State's academic standards.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	99%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification	ATSI

*updated as of 3/11/2024	
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Black/African American Students (BLK) Hispanic Students (HSP) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C 2018-19: C 2017-18: D
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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		
Absent 10% or more days	0	0	0	0	0	0	42	62	55	159	
One or more suspensions	0	0	0	0	0	0	44	39	25	108	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	18	16	2	36	
Course failure in Math	0	0	0	0	0	0	43	40	9	92	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	81	83	88	252	
Level 1 on statewide Math assessment	0	0	0	0	0	0	66	63	71	200	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	149	154	135	438	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	94	90	82	266

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Retained Students: Current Year	0	0	0	0	0	0	0	3	1	4	
Students retained two or more times	0	0	0	0	0	0	12	16	3	31	

Prior Year (2022-23) As Initially Reported (pre-populated)**The number of students by grade level that exhibited each early warning indicator:**

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	0	73	63	61	197
One or more suspensions	0	0	0	0	0	0	0	0	2	2	4
Course failure in ELA	0	0	0	0	0	0	0	50	12	8	70
Course failure in Math	0	0	0	0	0	0	0	49	42	29	120
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	88	83	80	251
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	92	86	68	246
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	78	119	97	294
Retained two or more times	0	0	0	0	0	0	0	16	46	6	68
Retained students (current)	0	0	0	0	0	0	0	6	5	4	15

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	102	96	79	277

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	9	14	3	26

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	73	63	61	197	
One or more suspensions	0	0	0	0	0	0	0	2	2	4	
Course failure in ELA	0	0	0	0	0	0	50	12	8	70	
Course failure in Math	0	0	0	0	0	0	49	42	29	120	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	88	83	80	251	
Level 1 on statewide Math assessment	0	0	0	0	0	0	92	86	68	246	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	78	119	97	294	
Retained two or more times	0	0	0	0	0	0	16	46	6	68	
Retained students (current)	0	0	0	0	0	0	6	5	4	15	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	102	96	79	277

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	9	14	3	26

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	29	56	49	22	55	50	20		
ELA Learning Gains				45			27		
ELA Lowest 25th Percentile				44			23		
Math Achievement*	35	60	56	25	43	36	14		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Math Learning Gains				56			19		
Math Lowest 25th Percentile				62			36		
Science Achievement*	33	55	49	23	54	53	32		
Social Studies Achievement*	66	72	68	59	64	58	38		
Middle School Acceleration	83	74	73	58	56	49	40		
Graduation Rate					51	49			
College and Career Acceleration					73	70			
ELP Progress	54	50	40	36	77	76	20		

** In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.*

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	50
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	300
Total Components for the Federal Index	6
Percent Tested	95
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	43
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	430
Total Components for the Federal Index	10

2021-22 ESSA Federal Index

Percent Tested	98
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)**2022-23 ESSA SUBGROUP DATA SUMMARY**

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	45			
ELL	31	Yes	2	1
AMI				
ASN				
BLK	51			
HSP	39	Yes	1	
MUL				
PAC				
WHT				
FRL	51			

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	37	Yes	1	
ELL	36	Yes	1	
AMI				
ASN				
BLK	43			
HSP	42			
MUL				
PAC				
WHT				
FRL	43			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	29			35			33	66	83			54
SWD	36			46			46	53			4	
ELL	18			31			0	53			5	54
AMI												
ASN												
BLK	31			34			37	70	85		5	
HSP	26			34			24	58			5	54
MUL												
PAC												
WHT												
FRL	30			35			33	70	88		5	

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	22	45	44	25	56	62	23	59	58			36
SWD	28	45	40	28	52	44	15	45				
ELL	19	43	37	24	50	67	12	40				36
AMI												
ASN												
BLK	20	43	55	21	57	62	18	66				
HSP	24	46	38	29	55	63	24	50	60			34
MUL												
PAC												
WHT												
FRL	22	45	44	25	56	60	22	57	58			37

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	20	27	23	14	19	36	32	38	40			20
SWD	20	28	21	26	36	35	45	58				
ELL	13	24	18	6	17	42	8	35				20
AMI												
ASN												
BLK	21	28	33	16	19	31	38	41	40			
HSP	17	26	16	12	20	41	22	33				20
MUL												
PAC												
WHT												
FRL	20	27	24	14	20	37	33	39	37			21

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2023 - Spring	20%	50%	-30%	47%	-27%
08	2023 - Spring	18%	51%	-33%	47%	-29%
06	2023 - Spring	18%	50%	-32%	47%	-29%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	26%	58%	-32%	54%	-28%
07	2023 - Spring	28%	48%	-20%	48%	-20%
08	2023 - Spring	29%	59%	-30%	55%	-26%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	13%	40%	-27%	44%	-31%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	53%	56%	-3%	50%	3%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	88%	65%	23%	63%	25%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	51%	68%	-17%	66%	-15%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

After conducting a thorough data analysis, the Brownsville Middle School Leadership team has identified 8th Grade Science as the component with the lowest performance and the greatest need for improvement. In the 2022-2023 Statewide Science Assessment, 8th Grade Science achieved an overall proficiency rate of 22 percentage points at Brownsville Middle School, in contrast to the district's 58 percentage points proficiency rate. The contributing factor that led to this data was a decrease in student attendance, a limited number of students placed for Physical Science Honors, and the implementation of Biology Honors.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

After further review of the 8th grade Comprehensive Science data the following patterns across content areas indicate a decline from the previous year. According to the NGSSS Spring 21 and 22 reports: in the areas of Nature Science, a decrease of 1 percentage point was indicated from Spring 21 to Spring 22 assessment period. Stagnation in Earth and Space Science was evident, as well as 1 percentage point decrease in Physical Science and stagnation in Life Science. The factors that contributed to this

data include the decrease in the number of students counted for the 8th Grade Comprehensive Science cohort and the limited number of 7th-grade students placed in Physical Science Honors. Physical Science Honors was introduced at the end of the first nine weeks, and the size of the cohort was insufficient to compensate for the loss of students in the biology cohort. Those students that would have counted for 8th grade comprehensive science were removed from the cohort and placed in Biology/ Acceleration. Thus, overall students tested was the leading factor in the 8th grade comprehensive science scores.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Brownsville Middle School scored a 17% proficiency in the SSA in comparison to the district's 48% proficiency. That is a total of 31% decrease. In comparison to other ETO schools, Brownsville Middle School scored 17% less than the ETO average which was 34%. The factors that contributed to this data include the decrease in the number of students counted for the 8th Grade Comprehensive Science cohort and the limited number of 7th-grade students placed in Physical Science Honors.

Which data component showed the most improvement? What new actions did your school take in this area?

Based on the data review, the area where data points have demonstrated the greatest growth is Middle School Acceleration. The instructional implementation that contributed to this positive trend is the opportunity for students at Brownsville Middle School to take Biology as a means of acceleration for those students identified at Tier 1 in 8th grade. The Biology cohort scored an 82% proficiency in the EOC. It's worth noting that this was the first year Biology was implemented in this capacity.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

While reflecting on the EWS data from Part I of the SIP, Attendance is the identified potential area of concern.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

The areas that the highest priorities for school improvement in the upcoming school year from most important to least: Attendance, 8th grade Science, English Language Arts and Mathematics.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to Science**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Based on the data review, our school will implement the Targeted Element of Establishing and Implementing Instructional Frameworks. In 2022, Science proficiency was 13 percentage points as compared to 2021, where proficiency was 23 percentage points on the Statewide Science Assessment (SSA). This represents a decrease in the overall 8th grade Science proficiency scores by 10 percentage points. In 8th grade, as it relates to Science we want to ensure that teachers are establishing and implementing instructional frameworks throughout the instructional block ensuring increased student achievement on the 2023-2024 Science State-Wide Assessment (SSA). Establishing and implementing an instructional framework will provide a clear guideline to assist our new science teacher with planning and instructions.

Measurable Outcome:

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

If we successfully implement the Target Element of Establishing and Implementing Instructional Frameworks in Science, then our proficiency on the 2023-2024 Statewide Science Assessment (SSA) will increase by 5 percentage points as evidenced by the 2023-2024 state assessment results.

Monitoring:

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

Before implementing the instructional framework, the school will conduct an initial assessment to determine the current state of science education, curriculum, and instructional practices. Clear goals and objectives for implementing the instructional framework will be established. These goals will serve as benchmarks for monitoring progress. The instructional framework will be implemented according to a predetermined timeline. Classroom observations and walkthroughs will be conducted to ensure alignment of instruction with the framework's principles and strategies. Quantitative data (student assessment scores, formative and summative evaluations, and standardized test results), will be collected periodically. Qualitative data, will provide insights into the instructional process. Data will be analyzed to assess implementation of the instructional framework, and identify strengths and weaknesses in the implementation. The school leadership will ensure effective implementation through administrative walkthroughs.

Person responsible for monitoring outcome:

Lolita Smith (lsmith1@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Establishing and Implementing Instructional Frameworks is a planning tool for promoting and sustaining a set of inquiry practices that result in the achievement of all students during the instructional block. The content period is separated into blocks of time to maximize learning for all students. It may include: an opening routine, whole group, small group, and closing activity that promotes bell-to-bell instruction.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Implementing and establishing instructional frameworks provide a structured and consistent approach to teaching across classrooms and grade levels. Instructional frameworks define clear learning objectives, standards, and expectations for both teachers and students. These frameworks guide teachers in planning their lessons by outlining sequence of topics, skills, and content to be covered, creating cohesive well-

organized instructional plans. This evidence-based teaching strategy is proven to be effective in promoting student engagement and learning. With clear learning objectives and assessment criteria, establishing and implementing instructional frameworks enable data-driven decision-making to ensure systematic evaluation of teaching practices and curriculum effectiveness.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Conduct professional development opportunities for teachers on effective implementation of instructional framework that is aligned to the NGSSS standards. As a result, teachers will develop and deliver clear instruction using a step by step, structured approach.

Person Responsible: Lolita Smith (lsmith1@dadeschools.net)

By When: 8/16/23-10/20/23

Facilitate weekly collaborative planning meetings to provide teachers with an opportunity to align resources using NGSSS standards that will maximize bell to bell instruction and learning.

Person Responsible: Lolita Smith (lsmith1@dadeschools.net)

By When: 8/16/23-10/20/23

Administrators will conduct targeted walk-throughs to identify evidence of the implementation of the instructional framework. Feedback on implementation will be provided.

Person Responsible: Lolita Smith (lsmith1@dadeschools.net)

By When: 8/16/23-10/20/23

#2. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Based on the data review, our school will implement the Targeted Element of Differentiated Instruction (DI). According to the 2022-2023 ESSA Subgroup Data Summary Report, 41% of Students with Disabilities (SWD) and 36% of English Language Learners (ELL's) achieved proficiency on the ELA F.A.S.T Progress Monitoring 3 Assessment. That is below the ESSA threshold of 41% proficiency for ELA F.A.S.T Progress Monitoring 3 Assessment. We will focus on providing our targeted subgroups with differentiated instruction to increase student achievement and performance in ELA.

Measurable Outcome:

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

The desired measurable outcome is a 5% increase in proficiency for subgroups SWD's and ELL's in ELA .The focus will be to increase English Language Arts proficiency and excel in learning gains with Students with Disabilities and English Language Learners subgroup on 2023-2024 ELA F.A.S.T assessment.

Monitoring:

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

Differentiated Instruction will be monitored by adapting various methods to collect data on student performance, engagement, and understanding. Weekly and bi-weekly classroom observations/ walkthroughs from administration to observe instructional strategies and groupings. During common planning, student work samples analytical reviews will be used to gauge the depth of understanding of students and the quality of their outputs. Analyzing formative assessments to gather ongoing feedback on student learning; and based on the data and observations, adapt differentiated instruction strategies to yield desired outcomes and modify accordingly. During common planning sessions, instructional coaches will collaborate with teachers to discuss differentiated instruction methods and get feedback from observations and or experiences. Continuous reviewing and adjustments to strategies based on student data and feedback to ensure differentiated instruction is meeting the needs of all students.

Person responsible for monitoring outcome:

Kenyatta Dunnom (305922@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Differentiated Instruction is a framework or philosophy for effective teaching that involves providing different students with different avenues to learning (often in the same classroom) in terms of: acquiring content, processing, constructing, or making sense of ideas, and developing teaching materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences in ability. Research demonstrates this method benefits a wide range of students.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Differentiated instruction allows teachers to adapt their teaching methods to match the unique learning needs of each student. This personalization enhances the learning experience and promotes greater engagement. Differentiated Instruction will ensure that students in the identified subgroups are receiving instruction aligned to their needs as identified by F.A.S.T PM 1 and 2 , class assessments, and IReady AP1 and AP2. Teachers will use the available data to plan lessons that are customized to students' needs. Teachers will continually make adjustments to their instruction, plans, and instructional delivery as new

data becomes available. Differentiated instruction ensures that lessons incorporate a variety of instructional approaches, catering to different preferences. It provides a way to adapt instruction and materials to their specific requirements. Differentiated instruction bridges achievement gaps by targeting struggling students and challenging advanced students, thereby promoting equitable learning outcomes.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

School Leadership Team will meet to analyze student-level data to optimize accurate course placement and coordinate support for ELL and SWD students.

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

By When: 8/31/23-10/16/23

Instructional coaches will provide job-embedded professional development on effective strategies implementing differentiation instruction. Coaches will model and provide feedback as needed.

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

By When: 8/31/23-10/16/23

During collaborative planning, instructional coaches will assist teachers with interpreting student data and developing DI groups. Teachers will identify students within targeted areas to ensure subgroups are receiving support based on their needs.

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

By When: 8/31/23-10/16/23

The leadership team will continuously monitor student progress through classroom walk through's to determine the effectiveness of differentiated instruction within the instructional block.

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

By When: 8/31/23-10/16/23

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

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Based on the 2022-2023 EWI Attendance Report on Power Bi , 44% of our students were absent 16 or more days as compared to the district average of 29%. We recognize the need to improve student attendance by implementing Attendance Initiatives. Attendance Initiatives will assist in academic success and decrease this data point during the 2023-2024 school year.

Measurable Outcome:

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

If we successfully implement the Targeted Elements of Student Attendance interventions, then our overall percentage of students with absences will decrease by 5 percentage points as evidenced by the 2023-2024 EWI Attendance Report.

Monitoring:

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

The Leadership Team will work to connect families who struggle with attendance and identify the root cause of absences and create a plan of action to ensure students are able to be present daily. Grade level team leaders, the school social worker, and teachers will support attendance initiatives by communicating with families about attendance expectations. Attendance will be tracked on daily attendance reports by the Attendance Review Committee and attendance referrals, referrals to the school social worker, or truancy interventions will be provided as needed. The grade level team leaders will plan regular student incentives to promote consistent student attendance. To ensure we are on track to meeting the outcome above, this data will be discussed during data chats with teachers and students and parental contact will be made when necessary.

Person responsible for monitoring outcome:

Giana Chambers (ghoward@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Within the Targeted Element of Student Attendance, our school will focus on the evidence-based strategy of: Attendance Initiatives. Attendance Initiatives will assist in narrowing the absence gap amongst our students. Student absences will be monitored on a daily, weekly basis, quarterly and yearly to prevent chronic absenteeism trends.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Attendance Initiatives will assist in decreasing the number of student absences. The initiatives will provide the Leadership Team with a systematic approach to identify attendance issues, remediation, and rewards.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

The School Leadership Team will meet with teachers and staff to generate and discuss ideas for incentives that will increase student attendance.

Person Responsible: Lolita Smith (lsmith1@dadeschools.net)

By When: 8/31/23-10/20/23

Leadership team will implement schoolwide weekly, monthly, and quarterly attendance incentives to encourage students to attend school regularly.

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

By When: 8/31/23-10/20/23

Leadership team will monitor students' attendance daily, using our school attendance action plan guidelines.

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

By When: 8/31/23-10/20/23

Community Involvement Specialist will review the attendance bulletin daily and make phone calls, send letters, and complete home visits to meet with parents and offer support to families.

Person Responsible: Lolita Smith (lsmith1@dadeschools.net)

By When: 8/31/23-10/20/23

#4. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Based on the 2022-2023 F.A.S.T. Progress Monitoring 3 Assessment period, 24% of 6th-8th graders achieved proficiency at Brownsville Middle School, as compared to the district average of 50%. In 6th grade, proficiency was 23 percentage points, 7th grade 26%, and 8th grade 22% proficient. Student attendance in grades 6th through 8th is the main contributing factor for scores averaging below 50%. Based on the data review, our school will implement the Targeted Element of Data-Driven Instruction in English Language Arts (ELA). Data-driven instruction will inform and guide teaching practices to improve student learning outcomes.

Measurable Outcome:

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

If we successfully implement Data-Driven Instruction, Brownsville Middle School's overall English Language Arts student's achievement score will increase by a minimum of 10 percentage points as evidenced by the 2023-2024 F.A.S.T. Progress Monitoring 3 Assessment.

Monitoring:

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

The targeted element of data-driven instruction in English Language Arts will be monitored first by the collection of relevant data from F.A.S.T assessments, i-Ready, observations, and any other sources that provide insights into student performance and progress. Next, the data will be structured and organized to identify trends, patterns, and areas of concerns, for the purpose of establishing clear benchmarks and goals based on educational standards and learning objectives. Ultimately, the analyzed data will assist in identification of both strengths and weaknesses in student performance, as a means to assist in demonstrating concepts or skills, students are deficient or proficient in. Finally, data analysis will be ongoing and utilized to tailor interventions for different student groups, such as high achievers, struggling and bubble students. Current and previous data will be compared, to observe areas of improvement or regression. Teachers and Transformation Coaches will collaborate to connect data trends and identify instructional methods to target interventions for struggling students. On a continual basis, administration team will conduct classroom walkthroughs; student work sample reviews to ensure recommendations and support is tailored to student needs .

Person responsible for monitoring outcome:

Kenyatta Dunnom (305922@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Data-Driven Instruction is an educational approach that relies on the teacher's use of student performance data to inform instructional planning and delivery. This systematic approach of instruction uses assessment, analysis, and actions to meet students needs. Data-Driven Instruction may include developing Instructional Focus Calendars (IFC) to inform teachers on specific standards to target during instruction throughout the year, based on data outcomes.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

In English Language Arts, the intervention strategy of "data-driven" instruction contributes to benchmark-aligned instruction by creating responsive opportunities during instruction based on students needs. The

instructional strategy of "data-driven" guides curriculum implications, to ensue classroom instruction is relevant and customized to all student's needs, ultimately increasing overall student proficiency.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Instructional Coaches will provide job-embedded professional development on effective strategies on interpreting data to drive instruction. Coaches will model and provide feedback as needed.

Person Responsible: Kenyatta Dunnom (305922@dadeschools.net)

By When: (8/31/23-10/16/23)

During collaborative planning, instructional coaches and teachers will gather and analyze data from F.A.S.T Progress Monitoring Assessments, IReady, classroom observations, and student work to identify trends and patterns in student performance.

Person Responsible: Kenyatta Dunnom (305922@dadeschools.net)

By When: (8/31/23-10/16/23)

Teachers and instructional coaches will develop and implement an instructional framework to address specific groups and content skill based on the data.

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

By When: 8/31/23-10/16/23

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Ensuring that school improvement funding allocations address the needs of students with disabilities and English Language Learners (ELL) is crucial for promoting equity and providing all students with a quality education. It is important to gather data specific to students with disabilities and ELLs, including academic performance, language proficiency, assessment results, and individual education plans (IEPs). IEPs for students with disabilities and the language development plans for ELLs will be reviewed/analyzed. This data will provide a clear understanding of their unique needs and challenges. These plans outline specific accommodations, interventions, and services that are required to support their learning. The data analysis will aid in identifying the specific needs of students with disabilities and ELLs. This might include targeted academic support, specialized instruction, language development programs, and additional social-emotional resources. The leadership team will identify evidence-based instructional strategies, interventions, programs, and support services that have proven effective for students with disabilities and ELLs. We will conduct regular reviews of the resource allocation plan, gathering feedback from teachers, specialists, parents, and students. Use this feedback to make necessary adjustments and improvements. Finally, we will continuously collect and analyze data to assess the effectiveness of resource allocation strategies and their impact on the academic and social-emotional growth of students with disabilities and ELLs.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

Disseminating the School Improvement Plan (SIP), University-School Partnership (UniSIG) budget, and Schoolwide Program (SWP) to various stakeholders, including students, families, school staff, leadership, and local businesses/organizations, is crucial for transparency, engagement, and successful implementation. First, as a school we will develop a clear communication strategy that outlines the goals, objectives, and key messages of the SIP, UniSIG budget, and SWP. During monthly ESSAC and faculty meetings, information will be shared and discussed with all stakeholders. The leadership team will commit to providing regular updates, perhaps on a quarterly basis, summarizing the progress, impact, and upcoming goals of the SIP, UniSIG budget, and SWP. Leadership team will maintain an updated section on the school website (brownsvillemiddle.net) dedicated to SIP. By employing these methods, you can ensure that the SIP, UniSIG budget, and SWP are effectively disseminated to all stakeholders in a way that is understandable, engaging, and encourages active participation and support.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Building positive relationships with parents, families, and community stakeholders is vital to fulfilling the school's mission, supporting students' needs, and keeping parents informed about their child's progress. The school will establish open and transparent communication channels, including emails, and phone calls, to keep parents and families informed about school events, initiatives, and their child's academic and social progress. Regular parent-teacher conferences will be in the morning to discuss each child's academic progress, strengths, areas for improvement, and goals. These conferences provide an opportunity for teachers and parents to collaborate in the best interest of the child. The school will celebrate and participate in cultural and community events, fostering a sense of belonging and inclusivity. These celebrations provide opportunities for families and stakeholders to come together and share their traditions. The school will provide regular updates on its website (brownsvillemiddle.net) and social media platforms to showcase student achievements, highlight school activities, and share information about ongoing projects. Lastly, we will continue to create a welcoming and inclusive school environment where all parents, families, and stakeholders feel respected, valued, and comfortable engaging with school staff and each other.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)(ii))

The school's plan to strengthen the academic program, increase learning time, and provide an enriched and accelerated curriculum is centered around a comprehensive approach that focuses on curriculum development, instructional strategies, and student support. The school will collaborate with educators, curriculum specialists, and experts to review and update the curriculum, ensuring alignment with the BEST standards and best practices in each subject area. Teachers will implement differentiated instruction techniques to address the diverse learning needs of students. This approach ensures that all students are challenged and supported at their individual learning levels. Brownsville Middle School will offer enrichment and advanced classes, such as Biology 1 and Accelerated/Advanced courses, to provide opportunities for academically gifted students to explore more challenging topics and engage in deeper learning experiences. Based on our Area of Focus (Science), our science teachers will engage students learning utilizing hands-on investigations and small group instruction. Implementing hands-on investigations will foster critical thinking, problem-solving skills, and creativity among students. Students will be encouraged to apply their knowledge to real-world scenarios.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

Brownsville Middle School plans to develop in coordination and integration with other Federal, State, and local services, resources, and programs to create a comprehensive and holistic approach to education and student support. Collaboration across these various initiatives ensures that students' needs are addressed on multiple fronts, promoting their overall well-being and success. We will align our academic goals and strategies with the ESSA programs, leveraging federal resources to improve student achievement, promote equity, and implement evidence-based interventions as needed. Violence prevention programs will be created to promote a safe and nurturing learning environment. These programs include conflict resolution training, anti-bullying initiatives, and mental health support services to address students' emotional well-being. Nutrition education opportunities are provided after school to promote healthy lifestyles. Partnering with housing programs helps identify and support students facing housing instability, ensuring that they have a stable living environment that enables them to focus on their education. Incorporating these strategies and approaches, the school's plan aims to create a collaborative educational environment that addresses students' needs comprehensively and maximizes the impact of available resources and programs.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

The school places a strong emphasis on providing comprehensive support to improve students' skills outside of academic subject areas. This includes counseling, school-based mental health services, specialized support services, mentoring, and other strategies to address students' social-emotional well-being, character development, and life skills. Our school will provide individual and group counseling to address students' personal, social, and emotional needs. For instance, academic planning, college and career readiness, and personal development. Collaborating with mental health professionals, the school will provide on-site mental health services, including assessments, counseling, and interventions for students experiencing emotional or psychological challenges. The school will identify students with specific needs, such as learning disabilities, ADHD, or emotional disorders, and provides specialized support services, accommodations, and individualized education plans (IEPs) to ensure their success. Implementing mentoring programs, such as 5000 Role Models and Girl Power, students will be paired

with with caring adult mentors who provide guidance, support, and positive role modeling. Mentors help students develop life skills, set goals, and make positive choices. Brownsville Middle School will continue to provide ongoing training for teachers and staff on recognizing signs of distress, providing initial support, and referring students to appropriate services to enhance the overall support system. These strategies will ensure that students receive holistic support, promoting their social-emotional growth, mental well-being, and life skills development alongside their academic achievements.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

Brownsville Middle School (BMS) is committed to preparing students for postsecondary opportunities and the workforce by providing a comprehensive approach that encompasses career exploration, skill development, and access to advanced coursework. The school offers career exploration programs that expose students to a variety of professions and industries, such as, Business Education, Coding Fundamental, and Law Studies. These career courses provide hands-on training in specific trades or industries. Also, inviting professionals from various industries as guest speakers exposes students to real-world experiences and insights, helping them understand the expectations of different careers.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Brownsville Middle School implements a district tiered model to prevent and address problem behavior, along with early intervening services, in coordination with activities and services under the Individuals with Disabilities Education Act (IDEA). The school adopts MDCPS tiered model, Multi-Tiered System of Supports (MTSS). This model includes three tiers: Tier 1: Universal interventions for all students, promoting positive behavior and social-emotional learning. Tier 2: Targeted interventions for students who require additional support beyond Tier 1. Tier 3: Intensive interventions for students with significant needs that may lead to referrals for special education services. Data will be collected on student behavior and academic performance to identify trends and patterns. This data informs decision-making and helps identify students who may need additional support. At Tier 1, we will implement schoolwide positive behavior interventions and supports (PBIS) that set clear behavioral expectations, reinforce positive behaviors, and create a safe and respectful learning environment. For students showing early signs of problem behavior, Tier 2 interventions are put in place. These may include small-group counseling, social skills training, and mentoring programs. Students in Tier 3 receive individualized and intensive support. This may involve personalized behavior plans, counseling, social-emotional interventions, and collaboration with parents and outside agencies. Students who are at risk of academic and behavioral difficulties will be provided appropriate early intervening services (EIS). This involves timely interventions to prevent the need for more intensive services in the future. These services will be coordinated under the tiered model and EIS with activities and services outlined in IDEA. This ensures that students receiving special education services are supported comprehensively and that all interventions are aligned.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Brownsville Middle School (BMS) is dedicated to continuous professional development for teachers, paraprofessionals, and other school personnel to enhance instruction, effectively utilize academic assessment data, and ensure the recruitment and retention of effective educators, especially in high-need subjects. Professional learning and collaborative planning will focus on equipping teachers with the

skills to analyze and interpret academic assessment data. This includes training on how to use data to identify student strengths and areas for improvement, adjust instructional strategies, and personalize learning. During collaborative planning meeting, coaches will help teachers develop differentiated instruction techniques that cater to the diverse needs of their students, taking into account learning styles, abilities, and backgrounds. This will occur weekly where teachers collaborate to analyze assessment results, share effective practices, and collectively plan interventions to address student challenges. Experienced teachers serve as mentors or instructional coaches for newer educators, offering guidance on effective instructional practices and data analysis techniques and opportunities will be granted for veteran teacher, such as department chairs to lead trainings or meetings.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

Although Brownsville Middle School serves 6th-8th graders, we find it valuable to connect and build positive connection with our neighboring preschool children. Offering transition meetings involving preschool teachers, elementary teachers, and parents can be held to discuss programs offered at Brownsville Middle School to support the community. Peer buddies or mentors could be established to incoming preschool children and elementary students to support academic and emotional growth.