Brownsville Middle School

2014-15 School Improvement Plan

Brownsville Middle School

4899 NW 24TH AVE, Miami, FL 33142

http://brownsville.dadeschools.net/

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Middle	Yes	97%

Alternative/ESE Center	Charter School	Minority
No	No	99%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	F	D	C	D

School Board Approval

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

SIP Authority and Template

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

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
    - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Priority	5	Gayle Sitter

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

We, the staff of Brownsville Middle School, regard each of our students as valuable participants and contributors for tomorrow's society. We firmly believe that each one is entitled to and should receive the highest standard of quality education we can possibly offer. The Brownsville Middle School staff is committed to recognizing the individual strengths, talents, and self pride of our students while at the same time providing a supportive environment where individual differences and the rights of others are encouraged and valued.

Provide the school's vision statement

The vision of Brownsville Middle School is to offer an educational environment that has high expectations for academic rigor and create a culture of pride and Excellency. It is the expectation that every student will continue striving to reach new heights that promote proficiency in their academic performance.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

The more we learn about where our students come from, the easier the job of our teachers will become. This includes learning more about their language, culture, values, family, and home environment. This knowledge will help our teachers to better support their students in the classroom and to receive more support from home. We want to invite students and/or family members to participate in show-and-tell, story-telling, food tasting, dancing, etc. during a Multi-Cultural Night. Doing this will raise the self-esteem of our ELL students and establish a relationship between our teachers and students. During Multi-Cultural Night, the teacher, will explain that in the United States it is common for teachers to welcome and invite parents to be in touch, come in for conferences, help with reading and homework at home, and make decisions together with the school. By understanding our ELL family structure it is our hope that it will help us to gain trust and participation from both the immediate and extended family members.

Describe how the school creates an environment where students feel safe and respected before, during and after school

It is essential to provide a safe environment if students are to learn effectively. Our City Year morning tutoring sessions and our All-Stars after-school program can offer a safe haven while promoting the development of social skills and providing tutorials in reading and math.
• Providing extracurricular activities such as sports, art, band, and special interest clubs and field trips;
• Providing mentors and community service opportunities;
• Including parents, other caring adults, and law enforcement in the life of the school and around the school.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Brownsville Middle School is a Positive Behavior Support (P.B.S.) school. Positive Behavior Support is a proactive system to establish the behavioral supports and social culture needed for all students in a school to achieve social, emotional, and academic success. We have established through our Positive Behavior Coach (PBS) a school-wide behavioral system entitled, "POP". POP stands for students being PRESENT in school, ON time for class, and PREPARED to PARTICPATE in class. Students who are compliant to this system will be rewarded with Falcon dollars that may be used for school dances, dress down days, free homework passes, and field trips.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

The social and emotional education of the students at Brownsville Middle School may be provided through a variety of diverse efforts such as classroom instruction, extracurricular activities, and a supportive school climate.Our goals for students are for them to:
• Acquire a knowledge base plus a set of basic skills, work habits, and values for a lifetime of meaningful work.
• Feel motivated to contribute responsibly and ethically to their peer group, family, school, and community.
• Develop a sense of self-worth and feel effective as they deal with daily responsibilities and challenges.
• Are socially skilled and have positive relationships with peers and adults.
• Engage in positive, safe, health-protective behavior practices.

Early Warning Systems
The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

The EWS is designed to identify at-risk students on the basis of an incoming risk indicator as well as risk indicators that can be monitored throughout the year. The middle grades indicators use information about attendance (absence rates) and course performance (English Language Arts and Mathematics) to flag
students who are at risk: after the first 20 or 30 days of school, after each grading period, and at the end of the year.
Indicators
Attendance: Students who miss more than 10% of instructional time.
Behavior: Students who have referrals that lead to suspensions.
Performance: Students score at FCAT (FSA) Lvel 1 in either ELA or Math; Students who fail ELA or MAth; Students who fail 2 or more of any course

Provide the following data related to the school's early warning system

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

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	77	71	79	227
One or more suspensions	0	0	0	
Course failure in ELA or Math	67	64	61	192
Level 1 on statewide assessment	207	254	200	661

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

Attendance: A school-wide attendance program that highlights the importance of attendance; tracks attendance daily at the classroom level; City Year will respond to the first absence of each student; and provide weekly recognition and monthly social rewards (such as pizza parties or field trips) to students with perfect or near-perfect attendance.
Behavior: Through Positive Behavior Support (PBS) students are rewarded through P.O.P.; which means P= Being Present in School, O=Being On Time to Class, and P=Prepared/Participating in Class.
Course Performance: Students are being monitored every 4 weeks by the Students Services Department. Those students who are in jeopardy of failing will be referred to City Year for tutoring in Math and Reading.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?
Yes

PIP Link
The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/48920.

Description
A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

• Create or identify an action team for School-Family-Community Partnerships
• Identify starting points-present activities, strengths and weaknesses
• Write a one-year action plan for partnerships
• Enlist staff, parents, students, and community groups to help conduct activities
• Conduct annual celebrations and report progress to all participants
• Continue working toward a comprehensive, on-going, positive partnership program

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

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

Name	Title
Edmonson, Ebony	Principal
Richards, Argentha	Assistant Principal
Saint-Phard, Jean	Assistant Principal
Azzi, Nicole	Instructional Coach
Grant, Gail	Instructional Coach
Longley, Aldene	Instructional Coach
Sutton, Latosha	Instructional Coach
Arencebia, Nicholas	Teacher, K-12
Crystal, Brandi	Teacher, K-12

Duties

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

• Principal: Provides a mission and objectives that reflect the four steps of the RtI model to meet the needs of
students who are not mastering standards. Governs and evaluates the efficiency of the RtI Leadership
Team.
• Assistant Principals: Ensure the fidelity of the RtI model by monitoring and evaluating the following: instructional staff's implementation of tiered instruction, process of administering assessments, and the
alignment of professional development with faculty needs.
• PBS Coach: Monitors Referral, Indoor/outdoor Suspensions as well as Attendance in order to tier and track
student behavior and academic outcomes.
• Core Teachers: Provide tiered instruction to students needing additional support with mastering standards.
Consistently disaggregates data to align lesson plans, resources, instructional delivery, assessments and
interventions to address individual needs.
• SWD Teachers: Provide information about instructional and behavioral accommodations for Tier 3 interventions. Collaborate with core teachers in utilizing SWD strategies and materials.
• Curriculum Coaches: Assist instructional staff in data collection and analysis; support least proficient teachers
through modeling and/or co-teaching; facilitate or orchestrate professional development on differentiating
instruction and incorporating intervention activities across the curriculum.
• School Psychologist: Assists in providing psychological evaluations and consultation services for students and
parents who are required to receive Tier 1, Tier 2 and Tier 3 instruction.
• Data Chairperson: Generates, maintains and disseminates data reports to include all District/School-wide
summative, formative and progress monitoring assessments; as well as information regarding attendance,
suspensions/expulsions trends.

• Student Services Personnel: Provide emotional, behavior, and academic strategies for teachers to implement
with students serviced by the RtI model. Counsel students on organization and/or opportunities available to
them to increase success in school. Provide parents with support and information to assist students.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

We review discipline data monthly, use data to inform the 4 step problem solving process and identify
problems, develop interventions and evaluate outcomes, review process outcome data through walk-
throughs, and review our data with the entire staff at least quarterly.
Title I, Part A
Services are provided to Brownsville Middle School to ensure students requiring additional remediation are
assisted through extended learning opportunities (before-school and/or after-school programs, Saturday
Academy or summer school). The district coordinates with Title II and Title III in ensuring staff development
needs are provided. Support services are provided to students. Curriculum Coaches develop, lead, and
evaluate school core content standards/ programs; identify and analyze existing literature on scientifically
based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of
student need while working with district personnel to identify appropriate, evidence-based intervention
strategies; assist with whole school screening programs that provide early intervening services for children to
be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and
data analysis; participate in the design and delivery of professional development; and provide support for
assessment and implementation monitoring. Other components that are integrated into the school-wide
program include an extensive Parental Program; and special support services to special needs
populations such as homeless, neglected and delinquent students.
Title I, Part C- Migrant
N/A
Title I, Part D
At Brownsville Middle School, District receives funds to support the Educational Alternative Outreach
program. Services at Brownsville Middle are coordinated with district Drop-out Prevention programs.
Title II
At Brownsville Middle, the District uses supplemental funds for improving basic education as follows:
• training to certify qualified mentors for the New Teacher (MINT) Program
• training for add-on endorsement programs, such as Reading, Gifted, ESOL training and substitute release
time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning
Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols
Title III

At Brownsville Middle School, Title III funds are used to supplement and enhance the programs for English

Language Learner (ELL) students by providing funds to implement and/or provide:

• tutorial programs (K-12)

• parent outreach activities (K-12)

• professional development on best practices for ESOL and content area teachers

• coaching and mentoring for ESOL and content area teachers(K-12)

• reading and supplementary instructional materials(K-12)

• hardware and software for the development of language and literacy skills in reading, mathematics and

science to be used by ELL students

School Advisory Council (SAC)

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

Name	Stakeholder Group
Robinson, Edward	Principal
	Student

Duties

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

Evaluation of last year's school improvement plan

The SAC committee reviews and analyzes last school years School Improvement Plan and evaulates whether goals that were set were accomplished and if strategies used were effective.

Development of this school improvement plan

The SAC committee plays an active role in the development of the School Improvement Plan by reveiweing, providing recommendations, and guiding the work of the School Improvement Writing Team.

Preparation of the school's annual budget and plan

The SAC committee reviews the school's budget and make suggestions and or recommendations for the financial benefit of the school and students.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

FCAT Incentives for Students- $9,000.00

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership
Identify the name, email address and position title for each member of the school-based LLT.**:**

Name	Title
Edmonson, Ebony	Principal
Richards, Argentha	Assistant Principal
Saint-Phard, Jean	Assistant Principal
Longley, Aldene	Instructional Coach
Sutton, Latosha	Instructional Coach
Grant, Gail	Instructional Coach
Azzi, Nicole	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership Team will promote literacy within Brownsville Middle School by:
• Set aside time for independent reading.
• Create Literacy-Rich Environments in every Classroom.
• Support High-Quality Classroom Libraries.
• Encourage Read-Alouds.
• Host Book Clubs for Students and Parents.
• Provide Opportunities for Summer Reading.
• Host a Read-In.
• Share Books through Book Talks.
• Host Reading-Related Events.
• Partner with Parents.
We all want students to become ravenous readers who create lifelong reading habits and achieve at higher levels. The Literacy leaders at Brownsville Middle School will do their part in creating a literacy-rich culture and environment that supports independent reading and student choice.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Schools and teachers benefit in a variety of ways when teachers work together.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

• Meetings every 3rd Friday at 8:30 am with new teachers and Assistant Principal
• Partnering new teachers with Veteran Teachers (MINT)
• Soliciting referrals for employment from current employees
Monitored/Faciliated By: Principal, Assistant Principal

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

MINT Strategies with MINT trained teachers
• Pairings are within the same curriculum focus area to help build skill development; activities include professional development within content area and lesson observations.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Our core instructional programs and materials have been aligned in Pacing Guides created by the District. Through weekly collaborative planning, instructional coaches work with teachers to unpack instructional standards, ensuring alignment of programs, materials, and lesson plans.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Narrow achievement gaps. With an effective data-driven decision making system, we can analyze performance data by important student subgroups, challenge assumptions and address problems at the school and classroom level.
Find the root causes of problems. When data is examined from all angles, it may highlight a program that, although popular, is not helping students learn. Data can help drill down to the root causes of a problem,
allowing us to solve the whole problem and not just the symptom. This gives teachers great insight into interventions such as, after-school programs, allowing them to continue to promote effective programs and to modify or discontinue programs that are not
working.
Motivate students and increase parental involvement. By analyzing data, teachers can identify a student's weakness in a particular subject. Rather than reviewing the entire curriculum, which can be overwhelming for many students, special focus can be given to just the strands the student needs to concentrate on to improve test scores. Teachers can encourage students by showing them how successful they were in other strands, while helping them to focus on the task at hand. This approach also can be very motivating for parents, helping to increase their involvement in everything from nightly homework to long-term educational planning.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Before School Program

Minutes added to school year: 5,400

Utilizing "City Year" in the morning to help tutor students in Reading and Mathematics utilizing the i-Ready computer-based program.

Strategy Rationale

The i-Ready computer-based program is proven to help students make real gains in reading and mathematics. It combines a valid and reliable K-12 growth measure and personalized instruction into a single online product.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Saint-Phard, Jean, jsaintpharb@dadeschools.net

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

Program Coordinators and their instructional teams provide pre and post assessment to students at the beginning and toward the end of the program to determine if their programmatic structure responded to the needs of the student's development in both reading and math. Bi weekly snapshots and collaborative (teacher generated) show how students are progressing for immediate intervention.

Student Transition and Readiness

PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Brownsville Middle School actively meets with its feeder pattern schools to track and support students from one level to the next. The elementary feeder pattern schools communicate with us the instructional needs of incoming 6th grade students for proper placement and intervention strategies. The feeder pattern high school offer tutoring in reading and math for our out-going 8th grade students.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

At Brownsville Middle School, transition activities for incoming 6th grade students and outgoing 8th grade students begin during the third nine weeks. A schedule of articulation activities is developed with the feeder elementary schools and our feeder high school. Curriculum Fairs and one-to-one sessions with guidance counselors are conducted to discuss options and select courses. Parents are invited to participate in course selection and academic and career planning at any point in the process. Expanded use of capabilities of our student and parent portals to provide information will be emphasized in 2014-2015 school year.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

N/A

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

N/A

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report, as required by section 1008.37(4), Florida Statutes

N/A

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

`1` = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   If Brownsville Middle School creates a supportive instructional environment, where job embedded Professional Development fosters a sense of accountability, then student achievement will increase in all core areas.

G2.   In an effort to increase student achievement, the Early Warning System (EWS) will be implemented, to identify at-risk students and provide support and intervention.

G3.   In an effort to increase or provide educational opportunities in Science, Brownsville Middle School will participate in the South Florida Regional Science Fair and Science Engineering and Communications for Mathematics Enhancement (SECME).

G4.   "See Title I PIP" for this goal

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. If Brownsville Middle School creates a supportive instructional environment, where job embedded Professional Development fosters a sense of accountability, then student achievement will increase in all core areas. `1a`

Targets Supported `1b`

🔑 G050336

Indicator	Annual Target
AMO Math - All Students	51.0
AMO Reading - All Students	52.0
FCAT 2.0 Science Proficiency	30.0

Resources Available to Support the Goal `2`

- • Administrative Team • Instructional Coaches • Common Planning • Professional Development • Professional Learning Community • Lesson Study • Peer Review • Model Classroom • Student End Products

Targeted Barriers to Achieving the Goal `3`

- Lack of Rigorous Instruction

Plan to Monitor Progress Toward G1. `8`

The disaggregation of FAIR Data, Interim Assessments, Unit Assessments, Topic Tests, Florida Standards Assessments, EOC, and FCAT will be conducted after assessments have been given are results are made available.

Person Responsible
Argentha Richards

Schedule

Evidence of Completion
Student Data Results

G2. In an effort to increase student achievement, the Early Warning System (EWS) will be implemented, to identify at-risk students and provide support and intervention. 1a

🔑 G050347

Targets Supported 1b

Indicator	Annual Target
2+ Behavior Referrals	30.0
Students exhibiting two or more EWS indicators (Total)	50.0
Attendance rate	91.0
2+ Course Failures - Middle Grades	20.0

Resources Available to Support the Goal 2

- Administrative Team
- PBS Coach
- Counselors
- EWS Team

Targeted Barriers to Achieving the Goal 3

- Far Below Grade-Level

G3. In an effort to increase or provide educational opportunities in Science, Brownsville Middle School will participate in the South Florida Regional Science Fair and Science Engineering and Communications for Mathematics Enhancement (SECME). 1a

🔑 G050346

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	30.0

Resources Available to Support the Goal 2

- • Administrative Team • Instructional Coaches • Common Planning • Professional Development • Professional Learning Community • Lesson Study • Peer Review • Model Classroom • Student End Products

Targeted Barriers to Achieving the Goal 3

- Gradual Release of Responsbility Model (GRRM)

G4. "See Title I PIP" for this goal 1a

🔑 G050348

Targets Supported 1b

Indicator	Annual Target

Resources Available to Support the Goal 2

Targeted Barriers to Achieving the Goal 3

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

`1` = Problem Solving Step   🔑 S123456 = Quick Key

G1. If Brownsville Middle School creates a supportive instructional environment, where job embedded Professional Development fosters a sense of accountability, then student achievement will increase in all core areas. `1`

🔑 G050336

G1.B4 Lack of Rigorous Instruction `2`

🔑 B127481

G1.B4.S1 Utilize available resources in Common Planning to ensure that rigorous lessons are created through unpacking the standards and reflecting on student work end products, which incorporates, writing, alignment of learning targets, and text-dependent/evident-based questions. `4`

🔑 S139599

Strategy Rationale

Common Planning is a strategy that will allow us to provide teachers with on-going professional development.

Action Step 1 `5`

Provide professional development in unpacking the standards in order to create comprehensive and rigorous lesson plans.

Person Responsible

Argentha Richards

Schedule

Biweekly, from 9/10/2014 to 5/29/2015

Evidence of Completion

Professional Development Agenda, Common Planning Products, Administrative Walk-throughs

Action Step 2 `5`

Monitor fidelity of implementation of the common planning products and ensure that students will experience and master course content and skills, as a result of rigorous, purposeful, and engaging instructional activities.

Person Responsible

Argentha Richards

Schedule

Biweekly, from 9/10/2014 to 5/29/2015

Evidence of Completion

Student Work Folders, On-going Administrative Walk-throughs, Observation of Teaher Reflections in Common Planning

Plan to Monitor Fidelity of Implementation of G1.B4.S1 `6`

Principal and Assistant Principals will attend Common Planning to support the Common Planning Framework (student work reflection, unpacking the standards, lesson planning with alignment).

Person Responsible

Argentha Richards

Schedule

Weekly, from 9/10/2014 to 5/29/2015

Evidence of Completion

Sign-in Sheets, Agendas, Common Planning Products

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 `7`

Principal and Assistant Principals will continue to do weekly debriefing sessions with the Instructional Coaches to monitor the effectiveness of Common Planning.

Person Responsible

Argentha Richards

Schedule

Weekly, from 9/10/2014 to 5/29/2015

Evidence of Completion

Instructional Coaches Logs

G2. In an effort to increase student achievement, the Early Warning System (EWS) will be implemented, to identify at-risk students and provide support and intervention. 1

G050347

G2.B5 Far Below Grade-Level 2

B127550

G2.B5.S1 Utilize interventions to target at-risk students who display two or more Early Warning System (EWS) indicators. 4

S139684

Strategy Rationale

More than half of the student population display at least one or more of the EWS indicators.

Action Step 1 5

City Year will provide interventions, such as, before school tutorial sessions to the lowest 25% student population in Reading and Math.

Person Responsible

Argentha Richards

Schedule

Weekly, from 9/10/2014 to 5/29/2015

Evidence of Completion

Tutorial Sign-in Sheets, Student Tutorial Work-Folder

Action Step 2 5

City Year will make daily phone calls home to students who are absent from school.

Person Responsible

Argentha Richards

Schedule

Daily, from 9/10/2014 to 5/29/2015

Evidence of Completion

Phone Call Logs

Action Step 3 5

Grade-Level teams will comprise a list of at-risk students who display two or more EWS indicators.

Person Responsible

Argentha Richards

Schedule

Weekly, from 9/10/2014 to 5/29/2015

Evidence of Completion

Team Meeting Sign-in Sheets/Agendas, Parent Conference Logs

Plan to Monitor Fidelity of Implementation of G2.B5.S1 6

Principal and Assistant Principals will meet with the Leadership Team to discuss a Response to Interventions (RtI) to ensure improvements of students who display EWS indicators.

Person Responsible

Argentha Richards

Schedule

Weekly, from 9/10/2014 to 5/29/2015

Evidence of Completion

Leadership Team Meeting Sign-in Sheets/Agendas

Plan to Monitor Effectiveness of Implementation of G2.B5.S1 7

Principal and Assistant Principals will monitor for the reduction of students who display EWS indicators through the attendance bulletins, referrals, and student progress reports.

Person Responsible

Argentha Richards

Schedule

Weekly, from 9/10/2014 to 5/29/2015

Evidence of Completion

Cognos, Progress Reports, Gradebook

G3. In an effort to increase or provide educational opportunities in Science, Brownsville Middle School will participate in the South Florida Regional Science Fair and Science Engineering and Communications for Mathematics Enhancement (SECME). 1

🔑 G050346

G3.B5 Gradual Release of Responsbility Model (GRRM) 2

🔑 B127529

G3.B5.S1 Implement the Gradual Release of Responsibility Model (GRRM) as an instructional framework to support students in content, skills, and strategy acquisition. 4

🔑 S139658

Strategy Rationale

The Gradual Release of Responsibility Model (GRRM) will allow for student engagment, explicit instruction, and rigorous student end products.

Action Step 1 5

The Instructional Coach will conduct a professional development on Bell-to-Bell instructional routines that follow the model of Explicit Instruction/Gradual Release of Responsibility (GRRM).

Person Responsible

Gail Grant

Schedule

On 5/29/2015

Evidence of Completion

Professional Development Rosters, Professional Development Materials, Lesson Plans

Action Step 2 5

The adminstrative team will conduct walk-throughs to follow-up on implementation of the Gradual Release Model of Responsibility (GRRM) and will debrief to identify teachers in need of additional support.

Person Responsible

Jean Saint-Phard

Schedule

Biweekly, from 9/10/2014 to 5/29/2015

Evidence of Completion

Walk-through Documentation, Detailed Lesson Plans, Teacher Fidelity to Instructional Pacing

Plan to Monitor Fidelity of Implementation of G3.B5.S1 6

Principal and Assistant Principals will conduct classroom walk-throughs to access the improvement of in the implementation of the GRRM for teachers who received coaching cycles, following the completion of coaching cycles.

Person Responsible

Jean Saint-Phard

Schedule

Biweekly, from 9/10/2014 to 5/29/2015

Evidence of Completion

Walk-through Documentation, Coaching Logs

Plan to Monitor Effectiveness of Implementation of G3.B5.S1 7

Principal and Assistant Principals will continue to perform weekly debriefing sessions with the Instructional Coach to monitor the implementation of the GRRM in each classroom.

Person Responsible

Jean Saint-Phard

Schedule

Biweekly, from 9/10/2014 to 5/29/2015

Evidence of Completion

Walk-through Documentation, Coaching Logs, Administrative Reflection on Coaching Logs

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B4.S1.A1	Provide professional development in unpacking the standards in order to create comprehensive and rigorous lesson plans.	Richards, Argentha	9/10/2014	Professional Development Agenda, Common Planning Products, Administrative Walk-throughs	5/29/2015 biweekly
G3.B5.S1.A1	The Instructional Coach will conduct a professional development on Bell-to-Bell instructional routines that follow the model of Explicit Instruction/Gradual Release of Responsibility (GRRM).	Grant, Gail	9/10/2014	Professional Development Rosters, Professional Development Materials, Lesson Plans	5/29/2015 one-time
G2.B5.S1.A1	City Year will provide interventions, such as, before school tutorial sessions to the lowest 25% student population in Reading and Math.	Richards, Argentha	9/10/2014	Tutorial Sign-in Sheets, Student Tutorial Work-Folder	5/29/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B4.S1.A2	Monitor fidelity of implementation of the common planning products and ensure that students will experience and master course content and skills, as a result of rigorous, purposeful, and engaging instructional activities.	Richards, Argentha	9/10/2014	Student Work Folders, On-going Administrative Walk-throughs, Observation of Teaher Reflections in Common Planning	5/29/2015 biweekly
G3.B5.S1.A2	The adminstrative team will conduct walk-throughs to follow-up on implementation of the Gradual Release Model of Responsibility (GRRM) and will debrief to identify teachers in need of additional support.	Saint-Phard, Jean	9/10/2014	Walk-through Documentation, Detailed Lesson Plans, Teacher Fidelity to Instructional Pacing	5/29/2015 biweekly
G2.B5.S1.A2	City Year will make daily phone calls home to students who are absent from school.	Richards, Argentha	9/10/2014	Phone Call Logs	5/29/2015 daily
G2.B5.S1.A3	Grade-Level teams will comprise a list of at-risk students who display two or more EWS indicators.	Richards, Argentha	9/10/2014	Team Meeting Sign-in Sheets/Agendas, Parent Conference Logs	5/29/2015 weekly
G1.MA1	The disaggregation of FAIR Data, Interim Assessments, Unit Assessments, Topic Tests, Florida Standards Assessments, EOC, and FCAT will be conducted after assessments have been given are results are made available.	Richards, Argentha	9/10/2014	Student Data Results	monthly
G1.B4.S1.MA1	Principal and Assistant Principals will continue to do weekly debriefing sessions with the Instructional Coaches to monitor the effectiveness of Common Planning.	Richards, Argentha	9/10/2014	Instructional Coaches Logs	5/29/2015 weekly
G1.B4.S1.MA1	Principal and Assistant Principals will attend Common Planning to support the Common Planning Framework (student work reflection, unpacking the standards, lesson planning with alignment).	Richards, Argentha	9/10/2014	Sign-in Sheets, Agendas, Common Planning Products	5/29/2015 weekly
G2.B5.S1.MA1	Principal and Assistant Principals will monitor for the reduction of students who display EWS indicators through the attendance bulletins, referrals, and student progress reports.	Richards, Argentha	9/10/2014	Cognos, Progress Reports, Gradebook	5/29/2015 weekly
G2.B5.S1.MA1	Principal and Assistant Principals will meet with the Leadership Team to discuss a Response to Interventions (RtI) to ensure improvements of students who display EWS indicators.	Richards, Argentha	9/10/2014	Leadership Team Meeting Sign-in Sheets/Agendas	5/29/2015 weekly
G3.B5.S1.MA1	Principal and Assistant Principals will continue to perform weekly debriefing sessions with the Instructional Coach to monitor the implementation of the GRRM in each classroom.	Saint-Phard, Jean	9/10/2014	Walk-through Documentation, Coaching Logs, Administrative Reflection on Coaching Logs	5/29/2015 biweekly
G3.B5.S1.MA1	Principal and Assistant Principals will conduct classroom walk-throughs to access the improvement of in the implementation of the GRRM for teachers who received coaching cycles, following the completion of coaching cycles.	Saint-Phard, Jean	9/10/2014	Walk-through Documentation, Coaching Logs	5/29/2015 biweekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportuntities

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

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary	
Description	**Total**
Grand Total	**0**