Florida Department of Education
DIVISION of PUBLIC SCHOOLS
"We're all about Increased Student Achievement!"

BUREAU OF SCHOOL IMPROVEMENT

2007 – 2008

SCHOOL IMPROVEMENT PLAN

School Name: BROWNSVILLE MIDDLE SCHOOL

District Name: Dade

Principal: Ms. Sharon M. Johnson

SAC Chair:

Superintendent: Rudolph F. Crew, Ed.D

Date of School Board Approval: October 31, 2007

Jeanine Blomberg,
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VISION/MISSION/BELIEF STATEMENTS

VISION STATEMENT:
We, the staff of Brownsville Middle School, regard each of our students as valuable participants and contributors to 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 safe, supportive environment where individual differences and the rights of others are protected and valued.

MISSION STATEMENT:
The mission of Brownsville Middle School is to be a model of excellence focusing on reading, writing, mathematics, and science skills as we prepare our students for the competitiveness of the workforce. Our desire is for each child to be on or above grade level, aware of world affairs, and able to proficiently express him/herself verbally and in writing. Moreover, each child will learn the importance of becoming a positive contributor to the community and the significance education plays in preparation for future endeavors.

The School Improvement Zone has set five goals for each "F" school with site specific strategies to be developed through collaboration with highly qualified staff and these goals will be achieved at Brownsville Middle School:

• No grade below "C"
• Reading Improvement
• Mathematics Improvement
• Writing Improvement
• Science Improvement

Additionally, Brownsville Middle School will:

• Implement 6th Grade Teams in a separate cluster of the school building organized with a distinct administrative and student services team.
• 6th grade students will be enrolled in a transition course that will utilize Tools for Success and Classroom Inc. curriculum materials to support independence and academic achievement and will have smaller class sizes with differentiated instruction to address individualized learning needs.
• 6th Grade Orientation will be a function previous to school opening and will be developed in collaboration with student services, parents, community, and schools to introduce the transition to high school and pupil progression requirements, SES service providers, school site tutorial services, and other unique programs which will provide individualized academic assistance.
• 6th grade students and parents will be required to sign a contract which will outline the commitment of M-DCPS to provide academic enrichment for each student.
• All students will be enrolled in Science with appropriate support materials and professional development for teachers.
• The Principal will be retrained in a structured, organized five minute walk-through to observe the evidence of high quality instructional delivery on a daily basis.
• Reform programs will be implemented in each "F" feeder pattern as part of Secondary School Reform, and will include AVID and the College Board.
• Vertical articulation activities will be expanded to include reform programs put in

place, added rigor and development of new strategies for academic achievement, and a Professional Learning Community to look at student work.
• Unique college and university partnerships will be developed through the feeder pattern to promote academic achievement, rigor, and for the development of career goals.
• Implementation of a new attendance program outlined by M-DCPS will address school tardiness and truancy.

SCHOOL PROFILE DEMOGRAPHICS

Brownsville Middle School, located at 4899 N.W. 24th Avenue Miami, Florida, consists of grades six through eight with an enrollment of 829 students. Located in an urban neighborhood that is populated with 69 percent African American students and 30 percent Hispanic students, and 1 percent White or Multi-racial. Brownsville Middle School is surrounded by different government subsidized housing projects. The immediate surrounding neighborhood is currently undergoing transition. Some of the government housing projects are being beautified, revitalized, and/or replaced by single-family homes. Additionally, the surrounding neighborhood is currently experiencing a growth in the Hispanic population. Brownsville Middle School's grade configuration consists of 306 sixth grade students, 275 seventh grade students, and 259 eighth grade students, along with 52 students enrolled in our English as a Second Language Program, and 17 students in the Trainable Mentally Handicapped program in grades six through eight.

Brownsville Middle School was built in 1959 to alleviate overcrowding in neighboring schools. One of Brownsville Middle School's biggest challenges has been in the area of student attendance. For many years Brownsville Middle School has ranked at or near the bottom quartile in the percent of average attendance among middle schools in the Miami-Dade County Public Schools District. Brownsville Middle School's comprehensive curriculum offers many challenging programs to meet the needs of our students. Our Exceptional Student Education Center provides programs for students classified Trainable Mentally Handicapped to full-time Gifted. Brownsville Middle School also houses a variety of Magnet Programs specializing in the Broadcast Arts and the Allied Medical Health Services Program. The faculty and staff of Brownsville Middle School work collaboratively to prepare students for success by strengthening their reading, writing, mathematics and science skills. Additionally, Brownsville Middle School offers a wide variety of elective courses designed to provide students enhancement opportunities in the areas of industrial technology, business technology, and the fine arts.

Student Demographics

The school is designated as a Title I school based on 98 percent of students receiving free or reduced lunch. The school's population is 69 percent African-American, 30 percent Hispanic, and 1 percent White or Multiracial. Brownsville Middle School offers programs to provide remediation, enrichment and acceleration designed to meet the specific needs of all students. Programs utilized to drive and support instruction are: School-wide Enrichment Model. Rise to Rigor, Achievement via Individual Determination (AVID), Advanced/Gifted, Medical Magnet, Broadcast Arts Magnet, After-School All Stars, About Face, Yes Program, Education Station, College Reach Out Program, Restorative Justice and the Occupational Training Center. In order to cultivate the changes necessary to attain high academic achievement while eliminating low performance, Brownsville Middle School will institute an instructional program with a strong focus on literacy from sixth to eighth grade. Common instructional reading materials with research based data will be employed at the school as well as supplemental materials and literacy intervention across grade levels. A structured curriculum will be delivered through instruction that is data driven. A strong emphasis will be placed on continuous assessment which monitors student achievement through a variety of assessments which will yield student performance data to be carefully analyzed and used to focus instruction accordingly.

Brownsville Middle School, as a member of the School Improvement Zone, recognizes that good instruction is the foundation that fosters learning. After careful review and evaluation of pertinent data such as the School's Demographic and Academic Profiles, student report cards, Florida Comprehensive Assessment Test (FCAT) results, and the results from the 2006-2007 School Improvement Plan, the faculty and staff of Brownsville Middle School, in conjunction with the Educational Excellence School Advisory Council (EESAC), have developed objectives as school wide priorities for all stakeholders for the 2007-2008 school year. In order to achieve the objectives, appropriate strategies and activities to be implemented will include, but will not be limited to, collaborative planning, staff development, parental involvement, reading incentive programs, classroom libraries and computer centers, writing journals across the curriculum, the use of manipulatives during mathematics lessons, and the Comprehensive Research Reading Plan (CRRP). With confidence and commitment, we believe that our students will experience achievement in reading, writing, mathematics, and science, as outlined by the Sunshine State Standards (SSS), Grade Level Expectations (GLE), and the Miami-Dade County Competency-Based Curriculum (CBC), thus creating an increase in FCAT scores.

Data collected from Brownsville Middle School indicates that as students transition from one level to another, academic achievement scores decrease. As a response to this data, Brownsville Middle School will begin a Transition Academy that will engage sixth grade students in developmentally appropriate activities based on acquiring knowledge, skills, and abilities to promote effective, lifelong career development. The sixth grade course, Middle Moves, reflects the content of these activities. Furthermore, the Transition Academy will foster a smooth transition for students as they enter middle school, a time when students often experience emotions such as anxiety or fear associated with leaving behind safe familiar school environments and anticipating the beginning of middle school.

Students at Brownsville Middle School will participate in a Career Fair which will be held each year in April. This Career Fair will bring together students and community businesses in an effort to develop a real-life connection between students' work in school and their choice of career.

Students in grades six to eight will be required to produce an annual comprehensive project that will bring concrete purpose and meaning to a wide range of content areas. Student research projects will further prepare them for life beyond the secondary school experience by requiring independent research, planning, writing, and presentation. Research projects will be required of each Brownsville Middle School student as part of a promotional activity to be completed and presented at the end of the school year.

In order to build effective leadership at Brownsville Middle School , a mentoring program has been initiated for the principal. The principals of Charles Drew Middle School and Westview Middle School have been identified to serve as mentors and to provide guidance to the principal of Brownsville Middle School.

Based on the results of the Organizational Performance Improvement Snapshot (OPIS) self-assessment survey tool, the four areas that are identified as in need of

improvement at Brownsville Middle School are the PROCESS MANAGEMENT, a score of 3.8, BUSINESS RESULTS, a score of 3.8, HUMAN RESOURCE FOCUS, a score of 3.8, and STRATEGIC PLANNING, a score of 3.8 catagories. These two areas were selected because they ranked at the bottom of the list based on the survey. It is imperative for Brownsville Middle School employees to participate in the creation and development of goals and objectives of the school. Only when there is input from representatives of all instructional departments will the goals and objectives become the main focus of the school. Thus, aligning said obectives and goals with the District Strategic Plan allows for optimal performance from teachers and students alike, and incorporates stakeholders' performance results to drive instruction.

To improve these areas Brownsville Middle School will strive to achieve high standards in all instructional areas by collaboratively developing the School Improvement Plan (SIP), monitor student progress, and use assessment data to drive instruction.

Student Demographics

Brownsville Middle School, a Title I Funded School, provides educational services to students in grades six though eight. The school has a mobility index of 57 with 89 percent of the student membership receiving free or reduced lunch. Brownsville Middle School serves 133 Special Education Students including students who are Educable Mentally Handicapped (EMH), Physically Impaired (PI), and Specific Learning Disabled (SLD). Approximately 32 percent of all SPED students receive instruction through an inclusion model. The school promotes rigor throughout the curriculum by offering advanced courses at every grade level in the areas of Language Arts, Mathematics, Science and Social Studies. Students are also afforded the opportunity to receive high school credit in Honors Algebra I and Honors Earth/Space Science.

In addition, the school has a Gifted Program that utilizes the interdisciplinary model. The school has 35 English Language Leraner (ELL) students who receive Language Arts and Reading instruction through the English for Speakers of Other Languages (ESOL) Program. Students in the school's ESOL Program speak Spanish or Haitian Creole as their first language. The Home Language Assistance Program (HLAP) will provide academic support to ELL students by assigning paraprofessionals to provide individual and small group tutoring in the areas of mathematics, science, social science, computer literacy, and FCAT preparation.

Teacher Demographics

The faculty of 65 professional educators consists of 24 male and 41 female teachers; sixteen of the sixty-two teachers are new to Brownsville Middle, 17 percent hold master's degrees, and three percent hold specialist degrees. The teaching staff will include two Reading Coaches, one Mathematics Coach, one Science Coach, two Guidance Counselors, one Trust Counselor, one Career Specialist, one Social Worker, and one Media Specialist. The ethnic composition of the faculty is as follows: 24 percent White, 48 percent Black, 19 percent Hispanic and three percent Asian/Indian/Multiracial. All instructional staff are certified. The regular program Pupil/Teacher ratio was reported as 17:1 on the 2007 School Profile data. An analysis

of the staff characteristics published in the 2006-2007 School Profile Report indicate the average number of years teaching in Florida at four years and the percent of teachers new to the school during that year at 49% with 25% reported as beginning teachers. The average salary for instructional staff was reported at $46,338.64.

Attendance Rate/Promotion/Retention Rate

The student attendance rate, as indicated in trend data of the 2005-2006 School Profile Report, is 90%. The school attendance rate improved to 94% during the 2006-2007 school year. Upon further analysis of the School Profile Report, available data indicates that 18 students had perfect attendance, 201 students were absent between one and five days, 260 students were absent between six and ten days, 181 students were absent between eleven and fifteen days, 135 students were absent between sixteen and twenty days, and 374 students were absent twenty-one days or more. An analysis of 2005-2006 school profile data indicates the following promotion and retention information; 5% of sixth grade students were not promoted / retained, while 95% of sixth grade students were promoted. 1% of seventh grade students were not promoted /retained, while 99% of seventh grade students were promoted and 2% of eighth grade students were not promoted / retained, while 98% of eighth grade students were promoted.

Feeder Pattern

Brownsville Middle School is a "feeder" middle school for the following elementary schools within the District's Regional Center 3 Earlington Heights Elementary, Melrose Elementary, Olinda Elementary, Orchard Villa Elementary, Poinciana Park Elementary. The primary feeder high school for Brownsville Middle is Miami Northwestern Senior High School. To meet the requirements of a reform model for the feeder patterns, and to provide appropriate articulation, Achievement Via Individual Determination (AVID) is utilized to meet the needs of the least served bubble students. Brownsville Middle School will also institute small-learning communities by creating interdisciplinary academic teams at each grade level. These teams will consist of four core teachers (language arts, mathematics, science, and social studies) who will share common students and planning time for the purpose of creating a more student-centered, rigorous and relevant curriculum. Brownsville Middle School will provide exploratory thematic units based on the career/professional academies offered at Miami Northwestern. This will provide students with greater exposure to career opportunities offered at the feeder high school. To address the unique needs of sixth grade students, Brownsville Middle School will establish a sixth grade transition academy that will include an orientation for students and parents prior to the opening of school. As part of the sixth grade transition academy, students will complete the Classroom, Inc. curriculum, a course designed to incorporate team building/cooperative learning, and leadership development. All lessons incorporate literacy skills, home-learning/parent components and accommodations for diverse learners. The lessons are aligned with the Comprehensive Student Services Program PK-Adult Standard Development Framework, Sunshine State Standards, FCAT Benchmarks, and the Competency-Based Curriculum. The School Advisory Council, referred to within M-DCPS as the Educational Excellence School Advisory Council (EESAC), is the sole body responsible for final decision making at the school site. Activities and duties of EESAC members include; meeting monthly to review the school's academic progress

towards achieving SIP objectives and making decisions regarding the allocation of EESAC funds to support student achievement.

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Unique Issues/Areas of Concern

Brownsville Middle School has been deemed an a "F" school by the state Florida Department of Education in 2007. A designated C school in 2005 and in 2006, Brownsville Middle School has never met Adequate Yearly Progress as required by the indicators outlined in No Child Left Behind (NCLB). Although the percent of students meeting proficiency in reading, mathematics, writing and science has shown consistent improvement over the last four years, sixty-six percent of all students attending Brownsville Middle School are still performing below grade level in reading. Seventy-six percent of all students attending Brownsville Middle School are still performing below grade level in mathematics and eight-two percent of eighth grade students did not meet proficiency in science on the 2007 FCAT. The school seeks to rise to the challenge of closing the achievement gap and providing a safe, nurturing and highly effective learning environment that prepares all students to successfully transition to senior high school empowered with the fundamental skills to become life-long learners and productive citizens in a global society.
School & Community Partners

School and Community Partners

The activities of the Parent Resource Center (PRC) are coordinated by a Title I funded Community Involvement Specialist. The PRC is equipped with resources for families, including computers, software, audiovisual and print materials all designed to assist parents with the acquisition of parenting skills, technology skills, and academic information. As a Full Service School, Brownsville School is able to offer a variety of social and medical services to students and their families, including immunizations, counseling, and vision and hearing screening. Brownsville Middle School has a partnership to provide an alternative to outdoor suspension. Before and afterschool programs are made possible through a partnership with the Youth Co-Op, Inc. South Florida All Stars and the M-DCPS Middle School Enrichment Programs. Youth Co-Op and All Stars provide extended learning opportunities that address life skills, recreation, reading enrichment, visual and performing arts, and technology.

Brownsville Middle School partnered with Title Supplemental Educational Service (SES) providers to provide tutoring to students eligible to receive free or reduced lunch.

SCHOOL MATCH

Charles Drew Middle School will serve as the School Match for Brownsville Middle School. It is anticipated that Brownsville Middle will benefit from the collaborative relationship with Charles Drew Middle School. Brownsville Middle School will establish a learning community with Charles Drew Middle School that will include the following professional development activities:

• Participate in ongoing collegial conversations with the administrative and leadership teams;

• Observe teachers working together to integrate curriculum through interdisciplinary themed units;

• Observe teachers implementing rigorous and relevant instruction aligned to the Sunshine State Standards;

• Review curriculum maps and instructional focus calendars;

• Compare and monitor results of benchmark and interim assessments;

• Provide opportunities for leadership team and teachers to participate in site visits to Charles Drew Middle School and invite Charles Drew Middle School to Brownsville Middle School to provide feedback and to share best practices.

QUALITY STAFF
Highly Qualified Administrators

Ms. Sharon M. Johnson, Principal, has worked for Miami-Dade County Public Schools for 25 years. As an ESE teacher and department chairperson, she was recognized as one of the Top Five Teachers in Miami-Dade County. As a Secondary Program Specialist for Exceptional Student Education, she was recognized as one of the Top Five Program Specialists by the District ESE Office. As an Assistant Principal for Curriculum at both the senior high and middle school levels, she has served as Principal's Designee chairing the Instructional Leadership Team, the SACI-CASI Accreditation Visit, the School Improvement Plan, and the development and infusion of Inclusion programs into the Master Schedule. Her areas of certification include Varying Exceptionalities (K-12) and Educational Leadership and she has completed the Superintendent's Urban Principal's Initiative (SUPI) Program. As a District Instructional Supervisor for the School Improvement Zone, Ms. Johnson has worked closely with state and school district representatives to improve schools under corrective action. She has a proven track record of success working with students and teachers to improve student achievement.

Mrs. Erica Paramore-Respress, Assistant Principal, has held positions as lead teacher and reading leader. This is her fourth year as an administrator and she holds the positions of Assistant Principal for Curriculum and Principal's Designee. Mrs. Repress has not only facilitated professional developments required in the School Improvement Zone but she is also a facilitator for the University of Florida's professional learning community. She chairs the Leadership Team and works closely with Educational Excellence School Advisory Committee (EESAC) to ensure that Brownsville Middle School is held to higher standards. She earned a Bachelor of Science in Elementary Education from Florida Agriculture and Mechanical University, a Master of Science in Elementary Education, and certification in Educational Leadership from Nova Southeastern University. She is CRISS and AVID trained. She is currently pursing a doctoral degree in Curriculum and Instruction.

Mr. Andy Harrison, Assistant Principal, is in his third school year at this post. Previously, he worked five years as an instructor at the grade school level. There, he served as grade level chairperson and EESAC Vice-Chairperson. As an elementary school teacher; he earned the accolades of Social Studies Teacher of the Year (2001), Mainstreaming Teacher of the Year (2001 & 2002), and Teacher of the Year (2005). Harrison transitioned to the middle school level as a math instructor and lead teacher. Mr. Harrison possesses a Bachelor's Degree in Elementary Education (2000) and a Master's Degree in Educational Leadership (2004). He is a member of Kappa Delta Pi—an International Honor Society in Education. Harrison has completed the Assistant Principal Academy (2006) and the Assistant Principal's Leadership Academy (2007). He holds certification in Elementary Education, Middle Grades Mathematics, Clinical Supervision and is ESOL Endorsed.

Mr. Kenneth L. Williams, Assistant Principal, begins his administrative career as a first-year assistant principal at Brownsville Middle School. Mr. Williams has been an educator for 13 years in Miami Dade County Public Schools, having a Bachelor of Arts degree in History Education from Florida Agricultural and Mechanical University (1994) and a Masters degree in Educational Leadership from Nova Southeastern University (2006). His first ten year, was spent at H.D. McMillan Middle School, where he served in a variety of positions. These positions ranged from being a team leader, interim department chairperson for social studies, African-

American History Advocate, EESAC Chairperson and Vice Chairperson and a UTD Designated Building Steward. In these ten years Mr. Williams was nominated and won the Sallie Mae Beginning Teacher of the Year in 1994-95 and the Francisco Walker Teacher of the Year in 2003-04. Mr. Williams also participated as a pilot teacher in inclusion, which used a co-teaching model. The last three years of Mr. Williams professional career was spent at Miami Central Senior High School. At Miami Central, Mr. Williams taught 11th and 12th Social Studies and aided the administration by serving in a myriad of capacities. Mr. Williams worked briefly as a career specialist, in 2004 – 2005. In 2005 - 2006, Mr. Williams had the opportunity to be one if the 13 pilot teacher leaders in the Superintendents Urban Principal Imitative, which allowed him to intern as an assistant principal and learn valuable leadership skills. In this same year, Mr. Williams had the chance to serve Miami Central Senior High as its first Small Learning Communities Coordinator. As the SLC Coordinator, Mr. Williams was charged to lead Miami Centrals' transformation from a traditional high school into an academy school where students can get a more personalized and specialized education. Mr. Williams is certified in Middle Grade Social Studies 5-9, Social Studies 6-12 and Educational Leadership.

Recruitment/Retention of Highly Qualified Teachers
CRP #7. Leadership/Mentoring
Miami-Dade County Public Schools is committed to ensuring a highly qualified pool of reading teachers. Presently, recruitment efforts include ongoing outreach to local, in and out-of-state colleges and universities, as well as alternative methods such as the recruitment of non-education majors. Via technology, application procedures are being streamlined to provide a more efficient method of processing applicants and to improve communication with prospective candidates. Advanced contracts are also offered to all highly qualified candidates. Additionally, the Teacher Recruitment and Retention Collaboration Committee comprised of M-DCPS staff, community leaders, and representatives from the local colleges and universities is working to recruit and retain highly qualified educators for the students of M-DCPS. To ensure the retention of reading teachers, support through professional development that strengthens the knowledge base in reading, access to mentor teachers and collaboration with colleagues will be utilized.

Show attached staff list

ADDITIONAL REQUIREMENTS
School Wide Improvement Model

The 8-Step Continuous Improvement Model, will be implemented for the 2007-2008 school year. This process will regularly assess students for intervention, remediation, and enrichment. All students will be administered pre, biweekly, interim, and post tests in reading, writing, mathematics and science. Curriculum maps and data analyses will drive the instructional focus and emphasis will be placed on those areas where the greatest number of students need the most improvement.

Schools will participate in Action Research, a process by which their school situation will be studied, in order to guide, correct, and evaluate decisions that will improve the quality of instruction and impact student achievement.

Brownsville Middle School's Leadership team will be comprised of the Principal, Assistant Principals, Curriculum Support Specialist, Academic Coaches, EESAC Chairperson, Department Chairpersons and Team Leaders. The Leadership team will implement the school-wide improvement model which is Florida's 8-Step Continuous Improvement Model (FCIM) in the following manner:

Data Disaggregation

•Data collected from the Spring 2007 FCAT Administration along with that collected from the on-going Bi-weekly, School Improvement Zone Monthly, and Interim Assessments will be disseminated to the entire faculty and staff for review.
•The baseline data from the Spring 2007 FCAT administration will be used to schedule students who are Level 1 in reading and/or math into an intensive reading and/or math course, students who are Level 2 in reading and/or math into an intensive reading and/or math course, and students scoring in the Lowest 25th percentile into daily Academic Improvement Literacy Block. In addition, students in the bottom quartile, as well as students who are on the cusp of moving from Level 1 to 2 or Level 2 to 3, have been identified for, reading, math and/ or science pull-out tutorials that will provide students with instruction on the SSS FCAT Reading, Math and/ or Science tested benchmarks.
•The baseline data from the Spring 2007 FCAT administration will be used to develop an initial Instructional Focus Calendar and Subject Area Curriculum Maps. Priority will be given to the strands in the various tested clusters which yield glaring deficiencies.
•An initial review of the bi-weekly and School Improvement Zone monthly assessment data will be conducted by the Leadership Team (Administrators, Curriculum Coaches, Team Leaders and Test Chairperson).
•Data from bi-weekly and School Improvement Zone monthly assessments in Reading, Mathematics, Writing and Science will be analyzed and classroom instruction will be revised according to the disaggregated data. Instructional delivery will focus on re-teaching, maintenance and enrichment as evident on the bi-weekly and monthly assessment results.
•The school's Administrative Team (Principal and 3 Assistant Principals) will conduct Data Chats with individual teachers following the bi-weekly assessments and School Improvement Zone monthly to discuss areas of growth and opportunities for improvement for both teacher and students.
•Teachers will conduct Data Chats with students following bi-weekly and School Improvement Zone assessments to inform students of their performance on tested benchmarks.

Instructional Timeline

•The Instructional Focus Calendars will be revised based on assessment results. The revised calendar will be disseminated to all teachers in all disciplines to reinforce the skills being taught in Language Arts, Mathematics, and Science.
•Benchmarks with substantial deficiencies in student performance will be given extensive attention with focus on the development and ongoing revision of the subject area pacing guides.
•Teachers will be required to post the daily instructional focus in all classrooms.

Instructional Focus/Assessment

•Bi-weekly, School Improvement Zone Monthly, District Interim and teacher created assessments will be administered in order to monitor student performance on identified benchmarks.

Tutorials

•Assessment results will be used to provide in-class tutorials by re-teaching deficient benchmarks through small group instruction. Additionally, the After School and Saturday School Tutorial curriculum will be aligned with the School-wide Instructional Focus.
•Before and after school tutorials will be available for all students. In-school pull-out sessions will be implemented in reading, mathematics, science and writing.
•Students who have met mastery (on grade level) will participate in enrichment activities during the school day, as well as during tutorial time.

Enrichment

•Teachers will analyze the data, and group students according to levels of proficiency while providing enrichment.

Maintenance

•Teachers will check for retention of skills by continuing to scaffold during planning and instructional delivery.
•All assessments will include previously assessed benchmarks in an effort to ensure that students are retaining skills.

Monitoring

•The Administrative team, Reading, Mathematics and Science Coaches will monitor the delivery of the instructional focus through frequent classroom visits and observations.
•The Administrative Team and Academic Coaches will conduct Data Chats with teachers after bi-weekly, School Improvement Zone monthly and District Interim assessment in order to identify student areas of strengths, as well as opportunities for improvement on selected benchmarks and to assist the teachers with a plan of action to increase student achievement.
•Administrators, coaches and teachers will maintain data notebooks to chart teacher and student progress.

•Bi-weekly Assessment Data will be disaggregated and monitored for mastery of skills; the Instructional Focus and Curriculum Maps will be revised accordingly.
•Teachers will meet collaboratively to conduct an in depth review of assessment data in an effort to monitor student progress.
•Scholastic Reading Inventory (SRI) test results will be monitored quarterly for students scheduled into Intensive Reading.
•Data for individual teachers by class period will be continuously analyzed to monitor teacher effectiveness for delivering instruction of tested benchmarks.

Likewise, implementation of the FCIM will enable the school's leadership team and instructional personnel to effectively disaggregate data from the District's interim assessments, school-wide bi-weekly assessments, and various in-school assessments. The results of these analyses will enable the school's leaders to make informed decisions regarding teaching and learning, professional development opportunities, and progress monitoring.

Communication with Parents

All parent communication is sent home in dual language format (English and Spanish). A monthly calendar of instructional activities and other school-wide correspondence will be disseminated to parents throughout the school year. The Community Involvement Specialist will provide home visitations to meet the needs of parents with limited communication availability. Daily parent workshops are available to expose parents to instructional tips on how to best assist their children at home. Additionally, a parent resource center has been established for the purpose of providing parents with the opportunity to become fully engaged in their children's academic pursuits. Parents have received information regarding public school choice and/or supplemental educational services in all three languages.

Parental communication at Brownsville Middle School is ongoing and accomplished in numerous ways. The Parent Resource Center (PRC) located in the Occupational Training Center on campus serves as a clearinghouse for information, minutes, and historical data in reference to the PTSA, EESAC, and the School Accountability Board. The PRC is overseen by the Title I funded Community Involvement Specialist (CIS) who conducts monthly parent workshops. The PRC has information available detailing how parents can become involved in and make a difference in their child's education. A needs assessment is conducted at the beginning of the academic year to determine the needs of both students and parents. All services provided are based on the results of the needs assessment and best practices research. Members of the community are utilized to provide some of the services that may be required. Staff from the Office of Parental Involvement, the Office of Community Services, and The Parent Academy collaborates with the school and community to provide classes and support to meet the diverse needs of the school community. The District PTA/PTSA provides additional support and training for the school's local PTA/PTSA. The school provides a monthly parent calendar to keep parents informed about information pertaining to their child and any upcoming activities and/or school events. Periodic messages are also transmitted via telephone using the Connect-Ed system. Teachers, counselors, school social workers, administrators and the CIS often conference with parents in person and by phone to discuss student progress. If needed, home visits often occur. Brownsville Middle School provides timely information to parents regarding student progress by notifying parents via Connect-Ed whenever a student is absent from a school. Parents are also invited to Progress Monitoring Plan (PMP) meetings whenever their child does not meet academic standards. In addition to report cards and quarterly progress reports, parents receive the results of interim assessments. Written and telephone communications are provided in English, Spanish and Creole. If a language other than Spanish or Creole is spoken, the district provides support from a multi-lingual team. In addition, staff members are available on campus to conduct conferences in the parents' preferred language and to offer translation, as needed. Finally, for parents who prefer technology as a means of communication, the school maintains a website and all staff members are available via email.

Show attached Public School Notice to parents
Show attached notification of SINI status
Pre-School Transition
N/A
Teacher Mentoring

New teachers are assigned mentors to assist in lesson planning, best practices, and any additional support required. Reading Coaches model strategies in each teacher's subject area. The Reading Coaches also provide professional development workshops on research-based instructional strategies to help improve student achievement. New teachers also receive a strategy booklet that can be utilized in the classroom, along with on-going support throughout the school year. Professional Growth Teams will be established to meet the needs of teachers. These Professional Growth Teams will be composed of experienced and successful teachers who will have the task of assisting and providing ongoing support services.

The Reading Coach will be used for all functions necessary for implementing and maintaining the school's comprehensive core reading program, supplemental reading programs, and scientifically researched based reading instruction. These will include modeling effective strategies for teachers, designing and delivering professional development, monitoring progress and analyzing student data. Reading Coaches and mentor teachers will be instrumental in providing professional development that aligns diagnostic and assessment data with curriculum and instruction, thereby ensuring that the resulting professional development addresses aligned instructional strategies and practices.

The District has an effective plan for clarifying and communicating the proper role for the Reading Coach to school administration, teachers, and Reading Coaches. The Reading Coach will be used for all functions necessary for implementing and maintaining the school's reading program. These would include modeling effective strategies for teachers, designing and developing professional development, differentiated instruction, monitoring progress, and analyzing student data among others. The Reading Coach will not serve as an administrator, substitute or resource teacher and will work with small groups of students only when modeling strategies for teachers. However, the Reading Coach will work to ensure high-fidelity implementation of reading instruction. This communication is assured throughout the entire school year.

The mentor level teachers will be utilized in each area of the professional development plan that helps and supports teachers to strengthen their teaching skills in reading, build school site capacity, and provide for the follow-up activities that extend the application of new knowledge to impact student achievement. Mentor level teachers will be utilized within their classrooms to network and model exemplary teaching strategies and techniques for staff as needed. In order to maximize professional development activities at the school site, school administrators, Reading Coaches, and mentor level teachers will articulate and coordinate the plan for professional growth showing differentiation, as needed, within the staff.

CRP #3. Professional Development

The Reading Coach will be used for all functions necessary for implementing and maintaining the school's comprehensive core reading program, supplemental reading programs, and scientifically-based reading research in reading instruction. These will include modeling effective strategies for teachers, designing and delivering professional development, monitoring progress and analyzing student data. Reading Coaches and mentor teachers will be instrumental in providing professional

development that aligns diagnostic and assessment data with curriculum and instruction, thereby ensuring that the resulting professional development addresses aligned instructional strategies and practices.

The District has an effective plan for clarifying and communicating the proper role for the Reading Coach to school administration, teachers, and Reading Coaches. The Reading Coach will be used for all functions necessary for implementing and maintaining the school's reading program. These would include modeling effective strategies for teachers, designing and developing professional development, differentiated instruction, monitoring progress, and analyzing student data among others. The Reading Coach will not serve as an administrator, substitute or resource teacher and will work with small groups of students when modeling strategies for teachers. However, the Reading Coach will work to ensure high-fidelity implementation of reading instruction. This communication is assured throughout the entire school year.

The mentor level teachers will be utilized in each area of the professional development plan that helps and supports teachers to strengthen their teaching skills in reading, build school site capacity, and provide for the follow-up activities that extend the application of new knowledge to impact student achievement. Mentor level teachers will be utilized within their classrooms to network and model exemplary teaching strategies and techniques for staff as needed. In order to maximize professional development activities at the school site, school administrators, Reading Coaches, and mentor level teachers will articulate and coordinate the plan for professional growth showing differentiation, as needed, within the staff.

Brownsville Middle School has developed the following school wide staff development activities:

I. On-Site New/Early Career Mentoring Sessions will be held at the school twice per month. Sessions will cover topics introduced at the M-DCPS New Teacher Orientation, in addition to issues of concern to the new teachers

II. Every new teacher is assigned an on-site mentor and will meet monthly to mentor new and early career teachers. If it is determined that the new teacher needs additional support, additional mentor time will be provided.

Teacher Mentor Teacher
M. Alexander – A. Prophete
A. Cespedes – G.Grant
A. Farquhar – T. Tellez
K. Janik – L. Samuel
N. Lanneau – R. Luisi
C. Moulder – R. Garcia
R. Murray – T. Soto
N. Palacios – G. Grant
M. Philogene – R. Sparks
C. Smith – E. Anioce
Cr. Smith – T. Sutton
M. Anez – M. Hernandez

K. Emmanuel – T. Tellez
F. Dumelfort – J. Taylor

III. The school's Academic Coaches (Reading, Writing, Mathematics, and Science)
will make weekly classroom visits to new teachers' classrooms.

IV. Administrator Training

The following professional development activities will be completed prior to the
beginning of school:
• School Improvement Plan Training (July 2007)
• District Assistant Plan Training (July 2007)
• Harvard Principals Institute (Urban School Principal Training, July 2007)

V. Leadership Team Training

The Professional Development Liaison will complete a week-long training to prepare
for this essential role (June 2007). The Leadership Team will participate in on-site
leadership train-the-trainer activities covering the following topics prior to the
opening of school:
• Florida Principal Competencies
• FISH Philosophy of Leadership
• Applicable M-DCPS Technical Skills Training
Extended Learning Opportunities
Brownville Middle School provides after school and Saturday enhancement and
remedial programs for students seeking additional assistance in all core subject areas.
All students are provided the opportunity to utilize technology and experience
project-based learning through such programs as FCAT Explorer, and Riverdeep.

Targeted students will participate in an extended day literacy program. Eight grade
students will engage in writing tutorials during the Academic Improvement Period.
Sixth and seventh grade students will engage in the Algebraic Thinking intervention
program.

CRP #9. Middle School
a. Tutoring programs
Before/After School: To ensure that academic needs of the students are being met,
articulation will be coordinated between the homeroom/subject area teacher(s) on a
weekly basis using the students' assessment data or IEP. The assessment data or
IEP will identify specific area(s) of deficiency in phonemic awareness, phonics,
fluency vocabulary and/or comprehension; the desired level of performance, and the
instructional support/intervention that is being provided to meet the desired level of
performance. Tutoring programs will use instructional materials and/or software that
are approved and address the identified area(s) of need.

SCHOOLS GRADED C OR BELOW
Professional Development
Describe the professional development that supports enhanced and differentiated instructional

strategies.

The primary goal of staff development at Brownsville Middle School is to provide training and support that will strengthen the instructional practices of teachers and staff members in order to accelerate student learning. Prior to the opening of school, teachers will participate in a 5-Day Professional Development session designed to enhance participants' ability to provide and sustain an effective learning environment. Topics covered will include: Promoting Differentiated Instruction and Inclusive Practices, Managing the Learning Environment, Data-Driven Instruction, and High Yield Instructional Strategies, Schoolwide Enrichment Model, Effective Instructional Strategies in Social Studies, Mathematics, Reading, Writing and Science, Achievement Via Individual Determination (AVID) Program and CRISS Strategies.

Disaggregated Data
Describe the use of student achievement data to determine the effectiveness of instructional strategies.

The Leadership team of Brownsille Middle School will be comprised of the Principal, Assistant Principals, Academic Coaches, EESAC Chairperson, Department Chairpersons and Team Leaders. The Leadership team will implement the school-wide improvement model which is Florida's 8-Step Continuous Improvement Model (CIM). In August, the school faculty participates in school-wide disaggregation to review and analyze 2007 FCAT demographic data results. As part of the CIM process, grade level and subject area teams will meet weekly to analyze and discuss results from benchmark assessments and to adjust curriculum maps and instructional focus calendars, as needed. The EESAC will meet monthly to monitor and review the progress towards attainment of school improvement goals and strategies.

Informal and Formal Assesments
Describe the type of ongoing formal and informal assesments to be used during the school year to measure student progress

Brownsville Middle School will administer monthly assessments (Reading, Math and Science) that have been developed by The School Improvement Zone (SIZ). The school will administer monthly benchmark assessments in Reading, Math and Science. The Zone and school assessments will alternate to assure that students are assessed biweekly. Students will complete monthly writing assessments utilizing Learning Express. All FCAT Level 1 Reading Students will complete the Scholastic Reading Inventory (SRI) on a quarterly basis as part of the requirements of the Read 180 Program. Intensive math students will complete quarterly assessments developed by Algebraic Thinking.

SIZ Assessments (Reading, Math and Science) – Monthly
School-developed benchmark assessments (Reading, Math and Science) – Monthly
Learning Express Writing Assessment – Monthly
Scholastic Reading Assessment (FCAT Level 1 Students) – Quarterly
Algebraic Thinking Math Assessments (Level 1 Students) – Quarterly
Oral Fluency Assessment (ORPH) for FCAT Reading Level 1 and 2 Students – 3 times per year
Classroom Assessments - (ongoing)

Alternative Instructional Delivery Methods
Describe the alternative instructional delivery methods that allow you to reach all student subgroups and help to improve their academic achievement.

o Academic Improvement Period (Extended day program) – Students are strategically leveled and matched to teachers in order to receive specialized smaller group instruction in reading, .
o Students in the lowest 25% in reading and math receive small group and one-on-one instruction from reading and math coaches.
o Students performing at Level 3 and above in Reading and Math are assigned to Advanced or Honors classes.
o Selected SPED students identified by the IEP receive instruction in an inclusion setting. English

Language Learner (ELL) Students receive services through the ESOL program and receive additional support in the content area from the Home Language Assistance Paraprofessional.
o All teachers will be trained to use high yield instructional strategies including, but not limited to Cooperative Learning, summarizing, and nonlinguistic representation.

SCHOOLS OFFERING PRIMARILY GRADES 6 THROUGH 12

Describe your school's plan for addressing the ten guiding principles of Secondary School Redesign in the box below. If the principles are addressed throughout your School Improvement Plan, identify precisely (under which heading) where each principle is addressed in the text box below.

In the checkbox below, please indicate which of the ten guiding principles is addressed below.

☑ Different Innovative Approaches to Instruction

☑ Responsibility of Teaching Reading for Every Teacher

☑ Quality Professional Development for Teachers and Leaders

☑ Small Learning Communities (SLC)

☑ Intensive Intervention in Reading and Mathematics

☑ Course Choice Based on Student Goals / Interests / Talent

☑ Master Schedules Based on Student Needs

☑ Parental Access and Support

☑ Applied and Integrated Courses

☑ Academic and Career Planning

Different Innovative Approaches to Instruction
•School Profile Demographics
•Schools Graded C or Below – Alternative Instructional Delivery Methods
•Reading Strategies
•Mathematics Strategies
•Science Strategies
•Writing Strategies

Responsibility of Teaching Reading for Every Teacher
•School Profile Demographics
•Goal: Reading

Quality Professional Development for Teachers and Leaders

•School Match
•Comprehensive K-12 Research Based Reading Plan- Teacher Mentoring

Small Learning Communities (SLC)
•School Profile Demographics
•Goal: Reading, Mathematics, Science, and Writing

Intensive Intervention in Reading and Mathematics
•Reading Strategies
•Mathematics Strategies
•Extended Learning Opportunities

Course Choice Based on Student Goals / Interests / Talent
•School Profile Demographics
•Comprehensive K-12 Research Based Reading Plan – Extended Learning Opportunities

Master Schedules Based on Student Needs
•Reading Objectives
•Mathematics Objectives
•School Wide Improvement Model
•School Profile

Parental Access and Support
•Goal : Parental Involvement

Applied and Integrated Courses
•School Profile Demographics
•Comprehensive K-12 Research Based Reading Plan – Extended Learning Opportunities

Academic and Career Planning
•School Profile Demographics

GOALS

Goal:	Reading

Needs Assessment An assessment of 2007 FCAT Reading Test data reveals that 41 percent of grade six students demonstrated overall mastery in all reading strands. This indicates an increase of six percentage points as compared to the 2006 FCAT Reading Test. However, in the area of Research/Reference students' scores showed a 19 percentage point decrease. Specifically, students in grade seven demonstrated an overall mastery of 29 percent in all reading strands on the 2007 FCAT Reading Test. This is a fiive percentage point decrease as compared to the administration of the 2006 FCAT Reading Test. The greatest area of need for seventh grade students is Comparisons. Specifically, students in grade eight demonstrated an overall mastery of 33 percentage points in all reading strands on the administration of the 2007 FCAT Reading Test. This data indicates a 16 percentage point increase as compared to the administration of the 2006 FCAT Reading Test. The greatest area of need for eighth grade students is Reference/Research with a six percentage point decrease. However, the data indicates that students in grade eight demonstrated an increase of 26 percentage points in the areas of Comparison. Overall, 34 percent met High standards in Reading on the of 2007 FCAT administration.Specifically, the tested subgroups did not make Adequate Yearly Progress on the 2007 FCAT administration. In addition, 41 percent of all students tested scored at achievement level one, while 24 percent scored at achievement level two. Fifty-two percent of the lowest 25 percent made learning gains. Forty-five percent made learning gains in reading. An analysis of the 2007 FCAT data indicates that the percentage of students meeting high standards in reading showed a decrease of two percentage points from 34 percent to 32 percent. However, 68 percent of students in sixth, seventh, and eighth grades are still performing below grade level in reading. Specifically 59 percent of all sixth grade students, 71 percent of all seventh grade students and 65 percent of all eighth students are performing below grade level. Likewise, 2007 FCAT data indicated that the percent of students making annual learning gains in reading decreased 20 percentage points from 65 percent to 45 percent. In addition, the percentage of students in the lowest 25 percent making learning gains decreased 21 points from 73 percent to 52 percent. Likewise, Adequate Yearly Progress data indicated that the subpopulations of Black, Hispanic, English Language Learners and Students with Disabilities are performing below grade level in Reading. Therefore, students in these subpopulations must make significant gains to meet the criteria of the No Child Left Behind (NCLB) Act. Further analysis of the FCAT reading content clusters, sixth grade students will benefit from increased focus in Reference/Research and Words/Phrases, while seventh grade students will benefit from intensified instruction focused on Main Idea/Purpose and Reference/Research. Eighth grade students need intensified instruction in Research/Reference and Word/Phrases. Thus, Brownsville Middle School is faced with the challenge of raising the number of students achieving high standards and increasing the percent of students making annual learning gains.

Objective   Given instruction based on the Sunshine State Standards, students in grades six through eight will improve their reading skills as evidenced by 58 percent scoring at achievement level 3 or higher on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students will improve their reading skills as evidenced by 58 percent scoring at achievement level 3 or higher on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Black students will improve their reading skills as evidenced by 58 percent scoring at achievement level 3 or higher on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Hispanic students will improve their reading skills as evidenced by 58 percent scoring at achievement level 3 or higher on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Students with Disabilities will improve their reading skills as evidenced by 58 percent scoring at achievement level 3 or higher on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, students scoring in the lowest 25 percent will improve their reading skills as evidenced by 58 percent scoring at achievement level 3 or higher on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, students scoring at level one will improve their reading skills as evidenced by 58 percent scoring at achievement level 3 or higher on the 2008 administration of the FCAT Reading Test.

Strategies   Identify students in grades six through eight who scored at FCAT level one and two and schedule them into intensive reading programs and provide Extended Day and Extended School Year activities to enhance student achievement

Implement an after-school tutorial program that addresses the academic deficiencies of level one and two students.

Implement a data management system, Edusoft, to score bi-weekly assessments,and generate disaggregated data reports for test talks to redirect classroom instruction and for placement of students in flexible tutorial groups which facilitate the use of the Continuous Improvement Model (CIM).

Increase communication with parents by sharing monthly assessment results

at Parent Teacher Student Association meetings

Target the cluster of Main Idea/Author's Purpose, Words/Phrases, and Reference Research according to the timeline identified in the Instructional Focus Calender in order to comply with the Secondary School Reform Act which will drive instruction.

Implement the Plan, Do, Check, Act Process, through the Reading and Language Arts Departments, and Media Center incorporating the Middle School Rigorous Reading Requirements throughout the Extended School Year.

Incorporate CReating Independence through Student-Owned Strategies (CRISS), based on students' bi-weekly assessments results and the utilization of Snapshot information, in all levels.

a. Data study teams
School-site administrator(s), the Reading Coach, mentor teachers, and classroom teachers should comprise the team of professionals who regularly review and share assessment data. The team will consider data from the FCAT Diagnostic Assessment of Reading (DAR), standardized interim assessments, fluency probes, and program based assessments. These data study teams will review data monthly and monitor trends in student achievement, and the effectiveness of interventions. Assessment data may also be used to define professional development opportunities for teachers.
b. Weekly discussion of student data (teachers who share students)
Regular review of assessment data is critical to effective instruction and meeting student's individual needs. The school site literacy leaders will develop a plan for data review for the following purposes:
• Determine current status/success of instruction which should lead to modification of instruction;
• Extract trends or patterns;
• Identify need for professional development (including coaching and mentoring); and
• Identify topics for action research.
Suggested forums for data review and instruction may include, but are not limited to the following:
• Regularly scheduled grade level /team/department meetings;
• Regularly scheduled articulation meetings (across grade levels);
• Regularly scheduled staff meetings; and
• Literacy Leadership meetings.
c. Vertical teams
School site and feeder pattern vertical teaming initiatives will serve as a vehicle to communicate across grade levels in an effort to work cooperatively to develop and implement a vertically aligned program aimed at helping students acquire the skills necessary for academic success. In addition to teachers, vertical teams may also include counselors, principals, and other stakeholders.
d. Grade level meetings
Regularly scheduled grade level meetings will be a forum for:

• Reviewing assessment data to target research-based instructional strategies for struggling readers;
• Sharing best-practices;
• Identifying study group topics; and
• Identifying professional development needs.
Note: All students in grades 6-8 not performing at grade level proficiency on FCAT Reading (Level 3 and above) must receive intervention.
All FCAT Level 1 students regardless of whether they are fluent will be placed in the appropriate Intensive Reading class. In addition, all FCAT Level 2 students will be placed in a reading class or a homogeneously grouped language arts class. Level 2 students with a past history of high performance on the FCAT may be exited from a reading class only if the student meets all of the following criteria:
• performed at FCAT Reading Level 3 or higher on two previous administrations of the FCAT;
• mastered all grade level benchmark assessments for the past two years;
• scored above the 51st percentile on the FCAT NRT on the previous two administrations of the NRT;
• received above average grades in language arts and/or reading coursework during the previous two school years.
All of the above criteria must be met to exit a student from a reading class.
Utilizing assessment data, students will be prioritized for support through the provision of an intensive reading class. The intent of the intensive reading class is to assist the student in overcoming their deficits and close the achievement gap. The school site will monitor student progress and adjust intervention services as needed.
Miami-Dade County Public Schools' Comprehensive Research-based Reading Plan outlines an intensive reading class for middle grades 6-8. This intensive reading class addresses the Rigorous Reading Requirement of the Middle Grades Reform Act.
It is highly encouraged that the composition of the Intensive Reading Class includes students with disabilities (SWD) and regular education students, both of whom meet the stated criteria. Additionally, it is recommended that in-class support with an ESE teacher is provided to SWD who need more intensive support, which will also lower the pupil-to-teacher ratio. Inclusive settings are a successful way of providing all students with the appropriate differentiated instruction needed for reading instruction.

Middle School Reading Program: Components of the Reading Instructional Block
The components of the intensive reading class are aligned to the key essentials of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension.
These components should be completed each day and may be adjusted for time and scheduling. There are two courses in middle school that reflect the intensity of instruction based on student needs:
2. Level 1 and 2 students prin need of decoding, fluency, vocabulary, and comprehension instruction = minimum of 90 minutes daily.
All FCAT Level 1 students, regardless of whether they are fluent, will be

placed in the appropriate Intensive Reading class. Students in grades 6 – 8 who are struggling with decoding, fluency, vocabulary, and comprehension will be provided a daily literacy block. The literacy block will include 1 period of Intensive Reading "Plus" and 1 period of language arts taught by the same teacher. These classes will focus on explicit phonics instruction in order to improve decoding and fluency. In order to provide sufficient opportunity to remediate these deficits, the students enrolled in an Intensive Reading "Plus" class will receive a greater allotment of instructional time.
Attachment 2: Middle School Intensive Reading "Plus" Instructional Blocks
3. Level 1 and 2 students in need of vocabulary and comprehension instruction
= minimum of 55 minutes daily. The District will provide an Intensive Reading class for students in need of vocabulary and comprehension instruction. (Students struggling with fluency are to be placed into the Intensive Reading "Plus" class). This class will focus on effective reading strategies and differentiated instruction that reinforces whole group instruction and provides opportunity for intervention within the classroom context.
Attachment 3: Middle School Intensive Reading Instructional Block
b. Description of "Reading" course = Level 3, if offered
Not applicable
c. Description of "Advanced Reading" course = Level 4, 5, if offered
Not applicable
d. Comprehension and vocabulary instruction reinforced through the content areas = Levels 1-5

The goal of content area instruction is to teach the ideas, concepts, and principles of a specific subject. Content area textbooks are challenging in that they contain subject-specific vocabulary, dense information, and unfamiliar concepts.

Students in content area classes must receive instruction in reading strategies in order to meet the unique requirements of the individual subject area. Students must learn to read and to understand expository text and to gain information from pictures, maps, charts, diagrams, and other texts. Students must be able to:
• understand the organization of their textbooks, including bold-faced type, icons, italics, etc.;
• recognize organizational patterns in text;
• understand how pictures and other graphic representations contain information that is important to understanding the text;
• understand that reading is a process and utilize appropriate reading strategies before, during, and after reading;
• know which reading strategies are appropriate to use with a particular text;
• use a variety of study and note-taking skills;
• understand vocabulary context clues provided by the author; and
• use word attack skills.

To support students' efforts, content area teachers must be trained to use and to teach reading strategies that are effective for their subject areas. Reading Coaches will model lessons in the classroom to demonstrate the infusion of

reading in the content areas. Individual school sites may create an instructional flow chart with specific emphasis on reading benchmarks across the curriculum.

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• recognize organizational patterns in text;
• understand how pictures and other graphic representations contain information that is important to understanding the text;
• understand that reading is a process and utilize appropriate reading strategies before, during, and after reading;
• know which reading strategies are appropriate to use with a particular text;
• use a variety of study and note-taking skills;
• understand vocabulary context clues provided by the author; and
• use word attack skills.

To support students' efforts, content area teachers must be trained to use and to teach reading strategies that are effective for their subject areas. Reading Coaches will model lessons in the classroom to demonstrate the infusion of reading in the content areas. Individual school sites may create an instructional flow chart with specific emphasis on reading benchmarks across the curriculum.

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• understand how pictures and other graphic representations contain information that is important to understanding the text;
• understand that reading is a process and utilize appropriate reading strategies before, during, and after reading;
• know which reading strategies are appropriate to use with a particular text;
• use a variety of study and note-taking skills;
• understand vocabulary context clues provided by the author; and
• use word attack skills.

To support students' efforts, content area teachers must be trained to use and to teach reading strategies that are effective for their subject areas. Reading Coaches will model lessons in the classroom to demonstrate the infusion of reading in the content areas. Individual school sites may create an instructional flow chart with specific emphasis on reading benchmarks across the curriculum.

a. Daily independent reading practice monitored by the teacher in all reading classrooms using classroom libraries.

All schools in M-DCPS will use one of the state-adopted reading texts (Read XL) thus incorporating authentic literature as an integral part of the intensive reading classes. Additionally, the district has purchased classroom libraries for middle schools comprised of leveled text. Teachers will receive professional development to assist them with instruction for using the libraries effectively and for monitoring student progress in fluency, vocabulary and comprehension.

b. Wide reading of fiction and nonfiction text representing a range of levels, interests, genres, and cultures

The reading program will include authentic literature through the use of classroom libraries composed of a variety of fiction and nonfiction titles representing a variety of cultures and genres. The books will be leveled for each classroom based on student assessment data from reading diagnostic measurements.

c. How will the books be leveled?

The District will utilize the levels provided by Accelerated Reader and publisher's information regarding reading levels to assist teachers in selecting appropriate texts to include in a classroom library. Additionally, the District will provide professional development to teachers regarding leveling text.

d. How will teachers determine the leveled text appropriate for students?

Teachers will utilize the information gained from assessment data along with levels obtained from Accelerated Reader to assist students to selecting appropriate leveled texts.

The District has invested funds, personnel and professional development in the establishment of a cohort of teachers and administrators who are certified CrISS trainers. These trainers have provided ongoing, systematic professional development and support to teachers of all levels and all content areas. The implementation of CrISS in the content areas provides teachers with effective reading strategies that support students as they interact with grade level text. The school site administrators will monitor the content area instruction to ensure that all students are provided instruction inclusive of effective reading strategies.

b. Guided instruction in comprehension strategies before, during, and after reading through explicit modeling (think-alouds), practice in instructional level texts, and feedback

The District has developed an instructional framework for content area teachers focusing on critical thinking strategies using expository and informational text. This framework includes explicit instruction in the Sunshine State Standards tested benchmarks, not focusing on FCAT practice. The framework provides teachers with a standard set of procedures that unitizes their subject area texts. The school site administrators will monitor the content area instruction to ensure that all students are provided instruction inclusive of effective reading strategies.

a. Before reading

b. During reading

c. After reading

Writing will be incorporated across the curriculum through the utilization of the CrISS philosophies and principles as well as the utilization of the practices presented in the critical mass professional development (Essentials of

Reading, Reading Works/
Workout!, and CORE). These writing strategies include reader response, journal writing, essay questions writing, etc. Before reading strategies will activate prior knowledge. Student writing may include quick-writes, mapping, brainstorming, essay questions and/or journal entries. Writing will be incorporated across the curriculum during reading instruction to monitor students' learning. These writing strategies may include: reader response logs, two-column notes, perspective journal entries, completing framed paragraphs, or RAFT. (RAFT is essay writing that includes a role, audience, format and a topic, plus a strong verb.) Students writing after reading may include: writing a summary, a learning log entry, writing peer responses, or creating a summary poem. All writing strategies should enhance teaching and learning in the content area classrooms. Professional development in writing is provided to teachers and coaches. The training focuses on effective learning strategies for writing across the curriculum. See Appendix 5 & 6: Professional Development Charts

Evaluation   The proposed plan will be evaluated with the pre/post FCAT Reading assessments, bi-weekly tests, and the reports generated from READ 180. In addition, there will be documentation to verify that parents have been contacted to encourage those students who need additional remediation to enroll in the after school tutoring program, ALL STARS, wherein students receive assistance with homework, and the YES Program, wherein the students receive tutoring in both mathematics and reading. To monitor school progress, the FCAT Reading Test 2007 administration will be compared to the FCAT Reading Test 2008 administration.

Research-based Programs   READ 180
READ XL
Reading Plus Program
McDougal Littel Literature
RiverDeep
CRISS Strategies
Continuous Improvement Model
A high-quality reading program must include instructional materials that incorporate the five essential elements of reading instruction. The materials must be research-based and should address the specific reading deficiencies of students based on assessment results.
a. Supplemental reading programs (SRP)
Schools will utilize the following SRP in their Intensive Reading classes:
Read XL (state-adopted) – materials serve as the instructional platform for students needing support to improve word study, vocabulary and comprehension skills. Each Read XL lesson includes sections on creating interest, building a mental model, unlocking text structure, vocabulary and word study, establishing a purpose, and guiding comprehension aligned to benchmark instruction.
In addition to the use of the SRPs, schools may use Soar to Success

SOAR to Success – is a reading intervention for students in grades 3-8 who are reading below grade level. It is used in addition to the SRP. Two primary goals of this intervention are: to accelerate students' reading ability, and to help students to quickly and easily apply comprehension and decoding strategies they have learned to other content area texts. The ultimate goal of SOAR to Success is to increase students' understanding of what hey have read through reciprocal teaching.

Schools will utilize the following for SRP for Intensive Reading Plus classes:

Read 180 – is a comprehensive reading intervention program for struggling readers in grades 4 – 12. The goals of the program are to increase students' decoding, fluency, vocabulary, and comprehension skills. Strengths of this program include: 1) research-based comprehension instructional techniques are used, 2) repetition of and multiple exposures to vocabulary and immediate corrective feedback are provided, and 3) scaffolding is consistently provided throughout the provided.

b. Intervention materials for struggling readers

Differentiated Instruction/Intervention – In order for a student to achieve the maximum benefit, intervention should be chosen based upon the student's need(s) as determined by assessment.

Classroom Libraries with Structured Monitoring – the leveled fiction and nonfiction texts included in the classroom libraries will be used to monitor independent reading. While students are engaged in independent reading, the teacher will monitor progress by listening to students read, checking for comprehension and supporting student-led book discussions. As needed, teachers will assist students in selecting appropriately leveled text.

Project CrISS – is based on the philosophy that comprehension and learning can be improved when students build on prior knowledge and are actively involved in the learning process through organizing information, discussing, and writing (Santa, 2004, p.1). Utilizing the CrISS philosophies and principles in reading classes as well as content area classes provides teachers and students with the opportunity to apply concepts taught and learned.

c. Materials and programs, including educational software, to provide additional support in reading growth for all children. Educational software must supplement and not supplant instruction by a highly qualified instructor.

FCAT Explorer is a practice program developed to help students master the tested benchmarks.

d. Materials that build intrinsic motivation to read versus extrinsic motivation are recommended. Extrinsically motivating materials should not limit student access to text.

Accelerated Reader Program is used to engage students in the reading process.

Students read books at their independent level and increase to more difficult texts as they progress through the program. Although students are initially reading to earn points for prizes, they eventually, with the teachers help, develop an intrinsic desire to read for information and enjoyment.

Leveled Classroom libraries will be available in classrooms in order for students to self select books of interest. Teachers will guide students in selecting books at the student's independent reading level.

Books on Tape are used in reading classes to provide students with opportunities to engage in the reading process by listening to recordings of

books. While listening to the recordings, students will be able to follow the text being read and learn internalize the process of good reading.

| **Professional Development** | Provide training for staff in CReating Independence through Student-Owned Strategies (CRISS). Target teachers with on-going training in READ 180, READ XL, and Reading Plus to be exposed to up-date trends in the programs. Encourage teachers to enroll as required by the state in Reading Endorsement classes. |

Prepare teachers for testing targeted students using the Maze Assessment and the Diagnostic Assessment of Reading (DAR). Train teachers to analyze data and redirect teaching according to the data analysis provided.

The District's plan will ensure that time is provided weekly for professional development and grade group meetings. Options for professional development may include, but not be limited to, study groups, collaborative teams, individual projects, peer observations, demonstrations, coaching and mentoring. Professional development opportunities will be individualized based on student performance data, in addition to the teacher's Individual Professional Development Plan (IPDP).

j. The principal will provide professional development materials to support instruction.

School-site administrators provide access to instructional materials, technological resources, reference materials and research that support high-quality teaching, learning and professional growth for the benefits of teachers and support personnel. All professional development services will directly support research based reading strategies, student interventions, and progress monitoring assessments identified in the district's comprehensive reading plan. During the 2007-08 school year, professional development offerings for teachers will focus on building a core set of knowledge, skills and tools in the area of reading and writing. Additionally, Miami-Dade County Public Schools has placed online the catalogs of professional libraries at Library Media Services Division and schools. These professional libraries are online at http://destiny.dadeschools.net.

k. The principal will conduct weekly walk-through visits to monitor implementation and will follow up with feedback.

The Classroom Walk-about Reading Tool developed by the Florida Department of Education through Developing Educational Leaders for Tomorrow's Achievers (DELTA) provides a process that prepares K-3 school administrators to conduct brief, structured classroom visits. The focus of these visits is to examine the alignment between instructional delivery and curriculum in reading. Feedback arising from these visitations provides a basis for dialogue supporting the professional development of teachers.
To insure effective implementation, all principals and assistant principals will receive training to conduct weekly walk-through visits. To enhance the district's capacity, a Classroom Walk-Through Strategy trainer cadre will be

established. Aspiring school administrators will also receive training in Classroom Walk-Through Strategies as a required component of their preparation program. Follow-up sessions will focus on reinforcing training content, refining skills, and structuring and delivering feedback to teachers.

Individual Professional Development Plans (IPDP) need to address reading strategies. These strategies need to be constantly updated based on progress monitoring in reading.
Individual Professional Development Plans and Miami-Dade County Public Schools' Performance Planning and Assessment System documents will address reading strategies that have been developed based on students' reading test data and will be updated based on progress monitoring results.
School Choice and Parental Options/Charter School Operations will work cooperatively with charter schools' governing boards to ensure that student assessment results are considered in principals' performance evaluations.
b. Evaluations need to reflect goals on IPDP. If goals are not met, a plan of action needs to be created.
If the goals identified on a teacher's IPDP are not met, the teacher, school administrator and Reading Coach will work together to provide further support and assistance to the teacher. This collaborative process will ensure that appropriate professional development opportunities are made available, and that the teacher is able to implement appropriate instructional strategies in reading to meet their students' needs.
a. Describe how the coaches' role will be explained to school level administrators.
Principals will attend the Just Read, Florida! Leadership Conference. In addition, District/Region/Zone staff will ensure that all principals are provided with information regarding the role of the Reading Coach during their opening of school activities. This information will include a copy of the Reading Coach job description, a sample of daily activities, and a list of those duties that may not be assigned to the Reading Coach.
b. Describe how the coaches' role will be explained to the teachers at the school level.
Principals will attend the Just Read, Florida! Leadership Conference. In addition, principals will ensure that all teachers at the school site are provided with information regarding the role of the Reading Coach during their opening of school activities. This information will include a copy of the Reading Coach job description, a sample of daily activities, and a list of those duties that may not be assigned to the Reading Coach. Teachers will sign for receipt of this information.
c. A coach must be provided opportunities to assist teachers in the area of reading. Describe how administrators will ensure accessibility to teachers for ongoing professional development opportunities.
Principals will establish time for the Reading Coach to collaborate and share information with teachers. Implementation of the coaching model (plan, demonstrate, debrief, co-teach, and follow up) will include, but not be limited to: methods of scientifically-based reading research, including comprehensive knowledge of the essential reading components, the reading process, and the framework for monitoring student learning. Also, training will be provided on the three types of classroom assessments: screening, diagnosis, and progress

monitoring, in addition to immediate intensive intervention (iii).

Coaches will be given the opportunity to:

• Deepen their content knowledge

• Become aware of new professional development resources and materials

• Collaborate with mentor teachers and other coaches

• Objectively reflect on their own coaching work

• Learn how to interpret data and use it to drive instruction

Professional development will be provided by the Reading Coach to include seven areas of professional growth for teachers at their school site:

• Examination and discussion of scientifically-based research in reading;

• Delivery and scaffolding of instruction in the five major reading components;

• Administration and use of instructional assessment for screening, diagnostic testing, progress monitoring and outcome measures;

• Data analysis for planning instruction and effective use of time;

• Methods for providing differentiated instruction in the classroom;

• Meeting the need of all students specific to individual school sites; and

• Increasing instructional density.

School site administrators will sustain the momentum of professional development in schools by building leadership capacity as the foundation for supporting improvement. This will be accomplished through the establishment of professional learning communities where Reading Coaches will facilitate ongoing follow-up through:

• Reviewing sample lesson plans and adapting them for the classroom;

• Co-planning and co-teaching lessons with a knowledgeable peer or a region educational specialist;

• Planning with a study group that focuses on implementing new practices;

• Analyzing student data;

• Implementing the coaching model of support including the planning, modeling, follow-up, feedback activities and inservices 55% of the time;

• Analyzing student performance data to monitor student progress 35% of the time; and

• Planning in a cadre with other coaches 10% of the time.

Objective	For the Limited English Proficiency subgroup to achieve adequate yearly progress through the Safe Harbor provision of No Child Left Behind, the percentage of tested students scoring at FCAT Achievement Level 3 or higher at Brownsville Middle School will increase to 21 percent on the 2005 FCAT Sunshine State Standards.
Strategies	Teachers will analyze student data from diagnostic assessments to address the individual needs of second language learners.
	Increase use of the inclusion model for all LEP students.
	Incorporate technology into instruction for LEP students.
	Establish an extended day to provide tutoring in the content areas for ESOL

Levels I-IV students.

Implement the Plan, Do, Check, Act Process throughout the school year.

Continue to train staff on strategies related to the reading portion of the FCAT on an on-going basis.

Monitor implemented curriculum maps to align reading strategies across the curriculum to ensure all Sunshine State Standards and Benchmarks are implemented prior to January 2005.

Incorporate CReating Independence through Student-Owned Strategies (CRISS) in all levels.

Maintain reading documents that fulfill the District's Comprehensive Reading Plan.

Implement the Accelerated Reader (AR) Program school-wide.

All teachers in grades 6 through 8 will consistently focus on the cluster of Main Idea/Purpose and instruct the remaining clusters of Comparisons, Words/Phrases, and Reference/Research according to the timeline identified in the Instructional Focus Calendar in reading as well as in all content areas.

Evaluation   Formative weekly and monthly benchmark assessments will be administered by the teacher along with summative Reading Standards Quarterly Assessments for all students. This data will be used to redirect classroom instruction and create flexible tutorials.

Assessments from the research-based LEP programs will be administered.

The Gates McGinnitie assessment and the MDCPS- OLPS-R will be used for screening. Burns and Roe Informal Reading Inventory and the Test Of Word Reading Efficiency (TOWRE) will be used for diagnosing, and Reading Standards Quarterly Assessments, READ 180 assessments, and writing assessments will be used to monitor progress.

Additional evaluations include: Accelerated Reader (AR) Reports and Results of the 2005 Florida Comprehensive Assessment Test

Research-based Programs   M/J Language Arts Through ESOL
McDougal-Littell The Language of Literature, 2003 Edition , Interactive Reader Plus for English Learners
M/J Developmental Language Arts
Thompson/Heinle Visions - Basic, Book A and Book B
Scholastic READ 180

Professional Development	Provide professional development by selected publishers regarding use of research-based instructional materials for LEP students.

Provide professional development in mathematics, science, and social studies for Content Curriculum in the Home Language teachers. Training to be done by the Division of Mathematics/Science and the Division of Social Sciences on early release days.

Provide professional development that will enable school-site administrators to support the school-wide literacy plan.

Provide professional development on the 8-Step Continuous Improvement Model.

Provide professional development on the Transition Academy to fifth and sixth grade teachers in April 2005.

The School Improvement Zone Curriculum Support Specialists and school-site reading leaders will provide on-going professional development to teachers in grades six through eight in the implementation of best practices in differentiated instruction. Training shall occur during grade level planning time.

Provide professional development to instructional staff on Florida's Formula and in reading's Big Five.

Provide professional development to instructional staff on: 1. CRISS Training 2. Best Practices
3. Wild About Words 4. Reciprocal Teaching 5. Student Performance Indicators (SPI) 6. Curriculum Mapping 7. FCAT Explorer 8. META Training

In compliance with the Florida Professional Development System Evaluation Protocol, resource personnel will complete an evaluation form (see attached) that monitors the implementation of professional development in the areas of planning, delivery, follow-up, and evaluation.

Objective	For the Students with Disabilities subgroup to achieve adequate yearly progress through the Safe Harbor provision of No Child Left Behind, the percentage of tested students scoring at FCAT Achievement Level 3 or higher at Brownsville Middle School will increase to 16 percent on the 2005 FCAT Sunshine State Standards.
Strategies	
	Provide information to the parents of Students with Disabilities (SWD) in the home language, regarding appropriate accommodations to assist students with

test performance.

Provide support to exceptional student education and standard curriculum teachers with the development and implementation of appropriate accommodations and specialized strategies for students with disabilities.

Provide increased support for inclusion methods and practices.

Identify students in grades sixth through eighth who scored an FCAT Level 1 and 2 and schedule them into an intensive reading program.

Continue to train staff on strategies related to the reading portion of the FCAT on an on-going basis.

Monitor implemented curriculum maps to align reading strategies across the curriculum to ensure all Sunshine State Standards and Benchmarks are implemented prior to January 2005.

Incorporate CReating Independence through Student-Owned Strategies (CRISS) in all levels.

Maintain reading documents that fulfill the District's Comprehensive Reading Plan.

The media specialist will implement the Accelerated Reader (AR) Program school-wide.

All teachers in grades 6 through 8 will consistently focus on the cluster of Main Idea/Purpose and instruct the remaining clusters of Comparisons, Words/Phrases, and Reference/Research according to the timeline identified in the Instructional Focus Calendar in reading as well as in all content areas.

Evaluation	Formative weekly and monthly benchmark assessments will be administered by the teacher along with summative Reading Standards Quarterly Assessments for all students. Generated data will be used to redirect classroom instruction and create flexible tutorials.

For students reading below the fourth grade level (0.0-3.9), the Gates McGinnitie assessment will be used for screening, Burns and Roe Informal Reading Inventory and the Test Of Word Reading Efficiency (TOWRE) will be used for diagnosing, and Reading Standards Quarterly Assessments, READ 180 assessments, and writing assessments will be used to monitor progress.

Additional evaluations include: Accelerated Reader (AR) Reports and Results of the 2005 Florida Comprehensive Assessment Test

Research-based Programs	Programs: McDougal-Littell Language of Literature, Scholastic READ 180 (textbook

and software), Scholastic READ XL

Assessments:
Gates McGinnitie, Burns & Roe Informal Reading Inventory, TOWRE

Interventions:
Academy of Reading (software), READ XL

Accelerated Reader (AR)

Professional Development	Using the School Improvement Zone organizational structure, professional development (see attached schedule) will be provided to teachers and appropriate staff during the extended professional development day. Trainings will include the core reading program, intervention programs, and assessments used at the middle school level as follows: McDougal-Littell Language of Literature, READ 180, READ XL, Academy of Reading, Gates McGinnitie, Burns and Roe Informal Reading Inventory and the Test Of Word Reading Efficiency (TOWRE).

Provide professional development that will enable school-site administrators to support the school-wide literacy plan.

Provide professional development on the 8-Step Continuous Improvement Model.

Provide professional development on the Transition Academy to fifth and sixth grade teachers in April 2005.

The School Improvement Zone Curriculum Support Specialists and school-site reading leaders will provide on-going professional development to teachers in grades six through eight in the implementation of best practices in differentiated instruction. Training shall occur during grade level planning time.

Provide professional development to instructional staff on Florida's Formula and in reading's Big Five.

Provide professional development to instructional staff on: 1. CRISS Training 2. Best Practices 3. Wild About Words 4. Reciprocal Teaching 5. Student Performance Indicators (SPI) 6. Curriculum Mapping 7. FCAT Explorer

In compliance with the Florida Professional Development System Evaluation Protocol, resource personnel will complete an evaluation form (see attached) that monitors the implementation of professional development in the areas of planning, delivery, follow-up, and evaluation.

Objective   For the African American subgroup to achieve adequate yearly progress

through the Safe Harbor provision of No Child Left Behind, the percentage of tested students scoring at FCAT Achievement Level 3 or higher at Brownsville Middle School will increase to 27 percent on the 2005 FCAT Sunshine State Standards.

Strategies   Implement intervention programs during school and extended day tutorials for students reading at third grade or below using READ 180; for students reading at fourth grade to one grade level below their current grade level use READ XL.

Administer weekly, monthly, and quarterly assessments aligned to the Sunshine State Standards tested benchmarks.

Implement a data management system to score assessments, generate disaggregated data reports to redirect classroom instruction, and for placement of students in flexible tutorial groups.

School site reading resource personnel and Curriculum Support Specialists from the School Improvement Zone will employ the coaching model (planning with teachers, demonstrating a strategy, practice, and feedback) to support the core literacy program.

Implement Florida's Middle Grades Rigorous Reading Requirement.

Implement a Transition Academy that will engage sixth grade students in developmentally appropriate activities based on acquiring knowledge, skills, and abilities to promote effective, lifelong career development.

Identify students in grades sixth through eighth who scored an FCAT Level 1 and 2 and schedule them into an intensive reading program.

Continue to train staff on strategies related to the reading portion of the FCAT on an on-going basis.

Monitor implemented curriculum maps to align reading strategies across the curriculum to ensure all Sunshine State Standards and Benchmarks are implemented prior to January 2005.

Incorporate CReating Independence through Student-Owned Strategies (CRISS) in all levels.

Maintain reading documents that fulfill the District's Comprehensive Reading Plan.

Implement the Accelerated Reader (AR) Program school-wide.

All teachers in grades 6 through 8 will consistently focus on the cluster of Main Idea/Purpose and instruct the remaining clusters of Comparisons, Words/Phrases, and Reference/Research according to the timeline identified in the Instructional Focus Calendar in reading as well as in all content areas.

Evaluation   Formative weekly and monthly benchmark assessments will be administered by the teacher along with summative Reading Standards Quarterly Assessments for all students. Generated data will be used to redirect classroom instruction and create flexible tutorials.

For students reading below the fourth grade level (0.0-3.9), the Gates McGinnitie assessment will be used for screening, Burns and Roe Informal Reading Inventory and the Test Of Word Reading Efficiency (TOWRE) will be used for diagnosing, and Reading Standards Quarterly Assessments, READ 180 assessments, and writing assessments will be used to monitor progress.

Additional evaluations include: 1. Biweekly assessements 2. Pre, Post and Quarterly Assessments 3. Accelerated Reader (AR) Reports 4. Results of the 2005 Florida Comprehensive Assessment Test

Research-based Programs   Programs:
McDougal-Littell Language of Literature, Scholastic READ 180 textbook and software), Scholastic READ XL

Assessments:
Gates McGinnitie, Burns & Roe Informal Reading Inventory, TOWRE

Interventions:
Academy of Reading (software), READ XL

Accelerated Reader (AR)

Professional Development   Using the School Improvement Zone organizational structure, professional development (see attached schedule) will be provided to teachers and appropriate staff during the extended professional development day. Trainings will include the core reading program, intervention programs, and assessments used at the middle school level as follows: McDougal-Littell Language of Literature, READ 180, READ XL, Academy of Reading, Gates McGinnitie, Burns and Roe Informal Reading Inventory and the Test Of Word Reading Efficiency (TOWRE).

Provide professional development that will enable school-site administrators to support the school-wide literacy plan.

Provide professional development on the 8-Step Continuous Improvement Model.

Provide professional development on the Transition Academy to fifth and sixth grade teachers in April 2005.

The School Improvement Zone Curriculum Support Specialists and school-site reading leaders will provide on-going professional development to teachers in grades six through eight in the implementation of best practices in differentiated instruction. Training shall occur during grade level planning

time.

Provide professional development to instructional staff on Florida's Formula and in reading's Big Five.

Provide proffesial development to instructional staff on: 1.CRISS Training 2. Best Practices 3. Wild About Words 4. Reciprocal Teaching 5. Student Performance Indicators (SPI)
6. Curriculum Mapping 7. FCAT Explorer

In compliance with the Florida Professional Development System Evaluation Protocol, resource personnel will complete an evaluation form (see attached) that monitors the implementation of professional development in the areas of planning, delivery, follow-up, and evaluation.

Objective	For the Hispanic subgroup to achieve adequate yearly progress through the Safe Harbor provision of No Child Left Behind, the percentage of tested students scoring at FCAT Achievement Level 3 or higher at Brownsville Middle School will increase to 30 percent on the 2005 FCAT Sunshine State Standards.
Strategies	Implement intervention programs during school and extended day tutorials for students reading at third grade or below using READ 180; for students reading at fourth grade to one grade level below their current grade level use READ XL.

Administer weekly, monthly, and quarterly assessments aligned to the Sunshine State Standards tested benchmarks.

Implement a data management system to score assessments, generate disaggregated data reports to redirect classroom instruction, and for placement of students in flexible tutorial groups.

School site reading resource personnel and Curriculum Support Specialists from the School Improvement Zone will employ the coaching model (planning with teachers, demonstrating a strategy, practice, and feedback) to support the core literacy program.

Implement Florida's Middle Grades Rigorous Reading Requirement.

Implement a Transition Academy that will engage sixth grade students in developmentally appropriate activities based on acquiring knowledge, skills, and abilities to promote effective, lifelong career development.

All teachers in grades 6 through 8 will consistently focus on the cluster of Main Idea/Purpose and instruct the remaining clusters of Comparisons, Words/Phrases, and Reference/Research according to the timeline identified in the Instructional Focus Calendar in reading as well as in all content areas.

Evaluation	Formative weekly and monthly benchmark assessments will be administered by the teacher along with summative Reading Standards Quarterly Assessments for all students. Generated data will be used to redirect classroom instruction and create flexible tutorials.

For students reading below the fourth grade level (0.0-3.9), the Gates McGinnitie assessment will be used for screening, Burns and Roe Informal Reading Inventory and the Test Of Word Reading Efficiency (TOWRE) will be used for diagnosing, and Reading Standards Quarterly Assessments, READ 180 assessments, and writing assessments will be used to monitor progress.

Research-based Programs	Programs: McDougal-Littell Language of Literature, Scholastic READ 180 (textbook and software), Scholastic READ XL

Assessments:
Gates McGinnitie, Burns & Roe Informal Reading Inventory, TOWRE

Interventions:
Academy of Reading (software), READ XL

Professional Development	Using the School Improvement Zone organizational structure, professional development (see attached schedule) will be provided to teachers and appropriate staff during the extended professional development day. Trainings will include the core reading program, intervention programs, and assessments used at the middle school level as follows: McDougal-Littell Language of Literature, READ 180, READ XL, Academy of Reading, Gates McGinnitie, Burns and Roe Informal Reading Inventory and the Test Of Word Reading Efficiency (TOWRE).

Provide professional development that will enable school-site administrators to support the school-wide literacy plan.

Provide professional development on the 8-Step Continuous Improvement Model.

Provide professional development on the Transition Academy to fifth and sixth grade teachers in April 2005.

The School Improvement Zone Curriculum Support Specialists and school-site reading leaders will provide on-going professional development to teachers in grades six through eight in the implementation of best practices in differentiated instruction. Training shall occur during grade level planning time.

Provide professional development to instructional staff on Florida's Formula

and in reading's Big Five.

In compliance with the Florida Professional Development System Evaluation Protocol, resource personnel will complete an evaluation form (see attached) that monitors the implementation of professional development in the areas of planning, delivery, follow-up, and evaluation.

Objective   For the Economically Disadvantaged subgroup to achieve adequate yearly progress through the Safe Harbor provision of No Child Left Behind, the percentage of tested students scoring at FCAT Achievement Level 3 or higher at Brownsville Middle School will increase to 27 percent on the 2005 FCAT Sunshine State Standards.

Strategies   Implement intervention programs during school and extended day tutorials for students reading at third grade or below using READ 180; for students reading at fourth grade to one grade level below their current grade level use READ XL.

Administer weekly, monthly, and quarterly assessments aligned to the Sunshine State Standards tested benchmarks.

Implement a data management system to score assessments, generate disaggregated data reports to redirect classroom instruction, and for placement of students in flexible tutorial groups.

School site reading resource personnel and Curriculum Support Specialists from the School Improvement Zone will employ the coaching model (planning with teachers, demonstrating a strategy, practice, and feedback) to support the core literacy program.

Implement Florida's Middle Grades Rigorous Reading Requirement.

Implement a Transition Academy that will engage sixth grade students in developmentally appropriate activities based on acquiring knowledge, skills, and abilities to promote effective, lifelong career development.

All teachers in grades 6 through 8 will consistently focus on the cluster of Main Idea/Purpose and instruct the remaining clusters of Comparisons, Words/Phrases, and Reference/Research according to the timeline identified in the Instructional Focus Calendar in reading as well as in all content areas.

Evaluation

Formative weekly and monthly benchmark assessments will be administered by the teacher along with summative Reading Standards Quarterly Assessments for all students. Generated data will be used to redirect classroom instruction and create flexible tutorials.

For students reading below the fourth grade level (0.0-3.9), the Gates McGinnitie assessment will be used for screening, Burns and Roe Informal Reading Inventory and the Test Of Word Reading Efficiency (TOWRE) will be used for diagnosing, and Reading Standards Quarterly Assessments, READ 180 assessments, and writing assessments will be used to monitor progress.

Research-based Programs

Programs:
McDougal-Littell Language of Literature, Scholastic READ 180 (textbook and software), Scholastic READ XL

Assessments:
Gates McGinnitie, Burns & Roe Informal Reading Inventory, TOWRE

Interventions:
Academy of Reading (software), READ XL

Professional Development

Using the School Improvement Zone organizational structure, professional development (see attached schedule) will be provided to teachers and appropriate staff during the extended professional development day. Trainings will include the core reading program, intervention programs, and assessments used at the middle school level as follows: McDougal-Littell Language of Literature, READ 180, READ XL, Academy of Reading, Gates McGinnitie, Burns and Roe Informal Reading Inventory and the Test Of Word Reading Efficiency (TOWRE).

Provide professional development that will enable school-site administrators to support the school-wide literacy plan.

Provide professional development on the 8-Step Continuous Improvement Model.

Provide professional development on the Transition Academy to fifth and sixth grade teachers in April 2005.

The School Improvement Zone Curriculum Support Specialists and school-site reading leaders will provide on-going professional development to teachers in grades six through eight in the implementation of best practices in differentiated instruction. Training shall occur during grade level planning time.

Provide professional development to instructional staff on Florida's Formula and in reading's Big Five.

In compliance with the Florida Professional Development System Evaluation Protocol, resource personnel will complete an evaluation form (see attached) that monitors the implementation of professional development in the areas of

planning, delivery, follow-up, and evaluation.

Highly Qualified   N/A
Instructors

Budget			
Categories of Expenditure	**Describe Resources**	**Specific Funding Source by Title**	**Total Amount Available**
Research-based Program(s)/Material(s)	READ 180 Jamestown Timed Readers CRISS	School Improvement Zone will provide all funding with M-DCPS targeted funds.	10000
Technology	FCAT Explorer READ 180 Enterprise Learning Express Reading Plus	State of Florida Department of Education School Improvement Zone	50000
Professional Development	Professional Development Liason	M-DCPS will provide provide funding	500
Other	Saturday tutorial Reading Coach	General Funds Title 1	43000
		Total:	**$103,500.00**

Goal:	Mathematics

Needs Assessment An assessment of the 2007 FCAT Mathematics Test reveals that 27 percent of grade six students demonstrated overall mastery in all math strands. This indicates a decrease of one percentage point as compared to the 2006 FCAT Mathematics Test. However, in the area of Geometry, sixth grade students' scores showed a 24 percentage point increase. Specifically, students in grade seven demonstrated an overall mastery of 19 percent in all math strands on the 2007 FCAT Mathematics Test. However, in the area of Data Analysis, seventh grade students showed an increase of twelve percentage points. Specifically, students in the eighth grade demonstrated an overall mastery of 24 perecent in all math strands on the 2007 FCAT Mathematics Test. However, in the areas of Data Analysis and Algebraic Thinking, eighth grade students showed the greastest need. Number Sense was increased by four percentage points,however Measurement increased by eight percentage points. This revealed the need for: More demonstrated hands-on exercises for the subject of Data Analysis and Algebraic Thinking; Incorporation of more technolgy use in the classroom with the areas of number sense and algebraic thinking; Increase participation in professional development that focuses on the area where the students showed the greatest need; Utilization of data to assist in the restructuring of classroom lessons, activities, and home learning. Specifically, students in the tested subgroups did not make Adequate Yearly Progress. In addition, 46 percent of all students tested scored at achievement level one, while 31 percent scored at achievement level two.

Objective

Given instruction based on the Sunshine State Standards, students in grades six through eight will improve their mathematics skills as evidenced by 62 percent scoring at achievement level 3 or higher on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students will improve their mathematics skills as evidenced by 62 percent scoring at achievement level 3 or higher on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Black students will improve their mathematics skills as evidenced by 62 percent scoring at achievement level 3 or higher on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Hispanic students will improve their mathematics skills as evidenced by 62 percent scoring at achievement level 3 or higher on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Students with

Disabilities will improve their mathematics skills as evidenced by 62 percent scoring at achievement level 3 or higher on the 2008 administration of the FCAT Mathematics Test.

Strategies   Utilize the Instructional Focus Calendar to facilitate instruction of tested benchmarks and strands following the CIM model.

Ensure the plan, do, check, act (CIM) process is being used throughout the school year including Extended Day and Extended Year activities

Provide tutorial services to all students utilizing several models, including tutoring in their home language.

Provide sixth grade students with additional assistance and reinforcement in mathematics through the Academic Improvement Period utilizing appropriate CRISS Stategies

Implement a data management system, Edusoft, to score bi-weekly assessments and use generated disaggregated data reports to have test talks and to redirect classroom instruction for placement of students in flexible tutorial groups which facilitates the use of the Continuous Improvement Model (CIM).

Increase communication with parents by sharing bi-weekly assessment data at the Parent Teacher Student Assosciation meeting.

Utilize technology to implement a mandatory research component for all students to incorporate real life mathematical situations and math related topics.

Increase students' achievement level by analyzing students' data utilizing information from Snapshot, pre/post and bi-weekly assessments.

Evaluation   Assessments will be given by instructors weekly and monthly based on FCAT benchmarks and textbooks. Tri-weekly assessments created by the Mathematics Department Chair will be administered by the instructors and reviewed with students for clarification, problem solving, and to redirect classroom instruction. Additional evaluations include results of the 2006 FCAT Mathematics and Pre/Post Benchmark Tests. In addition, there will be documentation to verify that parents have been contacted.

Research-based   Carnegie Cognitive Tutor (Algebra and Geometry)
Programs   Prentice Hall Textbook Series
Glenco Textbook Series
Everyday Mathematics
RiverDeep
Algebraic Thinking

Professional Development	Provide an opportunity for training of staff in CReating Independence through Student-Owned Strategies (CRISS). Mathematics teacher will have professional development in the new technological software such as Algebraic Thinking, Cognitive Tutor, Classroom, Inc, and Everyday Mathematics. There will be on-going professional development provided to teachers in grades six through eight in the implementation of best practices in differentiated instruction. As part of the Brownsville's Middle School mentoring initiative new teachers will be provided with mentors.

Objective	For the Limited English Proficiency subgroup to achieve adequate yearly progress through the Safe Harbor provision of No Child Left Behind, the percentage of tested students scoring at FCAT Achievement Level 3 or higher at Brownsville Middle School will increase to 21 percent on the 2005 FCAT Sunshine State Standards.
Strategies	Teachers will analyze student data from diagnostic assessments to address the individual needs of second language learners.
	Increase use of the inclusion model for all LEP students.
	Incorporate technology into instruction for LEP students.
	Establish an extended day to provide tutoring in the content areas for ESOL Levels I-IV students.
	Identify LEP Students who scored levels one and two, and scheduled them into intensive Mathematics classes to provide further remediation and intervention in Mathematical skills.
	Continue to train staff on strategies related to the FCAT Mathematics Test to assist LEP students as specified in Brownville's Mathematics Curriculum Map.
	Continue to stress Mathematical principles, concepts, and procedures such as measuring, converting, and calculating as they apply to classes across the curriculum.
	Continue to utilized School-wide writing strategies addressing Mathematical concepts in FCAT format to allow students to express what they are learning through writing.
	Monitor implemented curriculum maps to align mathematical strands across the curriculum to ensure all Sunshine State Standards and benchmarks are implement prior to January 2005.
	Incorporate CReating Independent through Student-Owned Strategies (CRISS) reading and writing which address mathematical skills for LEP Students.

Provide tutoral services, in their home language, through the After-School Enhancement Program for all LEP Students scoring in the lowest 25 percentile or levels one and two on the FCAT Mathematics Test.

All mathematics teachers in grades 6 through 8 will consistently focus on the cluster of Number Sense and instruct the remaining content strands of Measurement, Geometry, Algebraic Thinking, and Data Analysis and Probability according to the timeline identified in the Instructional Focus Calendar in mathematics.

Evaluation   Formative weekly and monthly benchmark assessments will be administered by the teacher along with summative Mathematics Standards Quarterly Assessments. Generated data will be used to redirect classroom instruction and create flexible tutorials.

Assessments from the research-based LEP programs will be administered.

Additional evaluations include: Riverdeep Reports, and Results of the 2005 FCAT Mathematics Test.

Research-based Programs   1. Glencoe 2. CRISS 3. Riverdeep

Professional Development   Provide professional development by selected publishers regarding use of research-based instructional materials for LEP students.

Provide professional development in mathematics, science, and social studies for Content Curriculum in the Home Language teachers. Training will be done by the Division of Mathematics/Science and the Division of Social Sciences on early release days.

Provide professional development on the 8-Step Continuous Improvement Model.

Provide professional development on the Transition Academy to fifth and sixth grade teachers in April 2005.

Provide professional development to instructional staff on 1. Data Analysis - Student Performance Indicators (SPI) 2. Curriculum Mapping 3. CRISS Training 4. Access Center and district training. 5. META inservices 6. Riverdeep.

In compliance with the Florida Professional Development System Evaluation Protocol, resource personnel will complete an evaluation form (see attached) that monitors the implementation of professional development in the areas of planning, delivery, follow-up, and evaluation.

Objective   For the Students with Disabilities subgroup to achieve adequate yearly progress through the Safe Harbor provision of No Child Left Behind, the percentage of tested students scoring at FCAT Achievement Level 3 or higher at Brownsville Middle School will increase to 20 percent on the 2005 FCAT Sunshine State Standards.

Strategies   Provide information to the parents of Students with Disabilities (SWD) in the home language, regarding appropriate accommodations to assist students with test performance.

Provide support to exceptional student education and standard curriculum teachers with the development and implementation of appropriate accommodations and specialized strategies for students with disabilities.

Provide increased support for inclusion methods and practices.

School site mathematics resource personnel and Curriculum Support Specialists from the School Improvement Zone will employ the coaching model (planning with teachers, demonstrating a strategy, practice, and feedback) to support the core mathematics program.

Implement the Plan, Do, Check, Act Process throughout the school year.

Identify Students with Disabilities who scored levels one and two, and scheduled them into intensive Mathematics classes to provide further remediation and intervention in Mathematical skills.

Continue to train staff on strategies related to the FCAT Mathematics Test as specified in Brownville's Mathematics Curriculum Map.

Continue to stress Mathematical principles, concepts, and procedures such as measuring, converting, and calculating as they apply to classes across the curriculum.

Continue to utilized School-wide writing strategies addressing Mathematical concepts in FCAT format to allow students to express what they are learning.

Monitor implemented curriculum maps to align mathematical strands across the curriculum to ensure all Sunshine State Standards and benchmarks are implement prior to January 2005.

Incorporate CReating Independent through Student-Owned Strategies (CRISS) reading and writing which address mathematical skills.

Provide tutoral services through the After-School Enhancement Program for all Students with Disabilities scoring in the lowest 25 percentile or levels one and two on the FCAT Mathematics Test.

All mathematics teachers in grades 6 through 8 will consistently focus on the cluster of Number Sense and instruct the remaining content strands of Measurement, Geometry, Algebraic Thinking, and Data Analysis and

Probability according to the timeline identified in the Instructional Focus Calendar in mathematics.

Evaluation   Formative weekly and monthly benchmark assessments will be administered by the teacher along with summative Mathematics Standards Quarterly Assessments. Generated data will be used to redirect classroom instruction and create flexible tutorials.

Additional evaluations include: Riverdeep Reports, and Results of the 2005 FCAT Sunshine State Standards Mathematics

Research-based Programs   1. Glencoe 2. CRISS 3. Riverdeep

Professional Development   Using the School Improvement Zone organizational structure, professional development (see attached schedule) will be provided to teachers and appropriate staff during the extended professional development day. Trainings will include the core mathematics program, intervention programs, and assessments used at the middle school level.

The School Improvement Zone Curriculum Support Specialists and school-site reading leaders will provide on-going professional development to teachers in grades six through eight in the implementation of best practices in differentiated instruction. Training shall occur during grade level planning time.

Provide professional development on the 8-Step Continuous Improvement Model.

Provide professional development on the Transition Academy to fifth and sixth grade teachers in April 2005.

Provide professional development that will enable school-site administrators to support their school's mathematics plan.

Provide professional development to instructional staff on: 1. Data Analysis - Student Performance Indicators (SPI) 2. Curriculum Mapping 3. CRISS Training 4. Plan, Do, Check, Act Process. 5. Access Center and district training 6. Riverdeep.

In compliance with the Florida Professional Development System Evaluation Protocol, resource personnel will complete an evaluation form (see attached) that monitors the implementation of professional development in the areas of planning, delivery, follow-up, and evaluation.

Objective   For the Economically Disadvantaged subgroup to achieve adequate yearly progress through the Safe Harbor provision of No Child Left Behind, the percentage of tested students scoring at FCAT Achievement Level 3 or higher at Brownsville Middle School will increase to 28 percent on the 2005 FCAT

Sunshine State Standards.

Strategies   School site mathematics resource personnel and Curriculum Support Specialists from the School Improvement Zone will employ the coaching model (planning with teachers, demonstrating a strategy, practice, and feedback) to support the core mathematics program.

Implement weekly, monthly, and quarterly assessments that are aligned to the Sunshine State Standards tested benchmarks.

Implement a data management system to score assessments, generate disaggregated data reports to redirect classroom instruction, and for placement of students in flexible tutorial groups.

Identify Economically Disadvantaged Students who scored levels one and two, and scheduled them into intensive Mathematics classes to provide further remediation and intervention in Mathematical skills.

Continue to train staff on strategies related to the FCAT Sunshine State Standards Mathematics Test as specified in Brownville's Mathematics Curriculum Map.

Continue to stress Mathematical principles, concepts, and procedures such as measuring, converting, and calculating as they apply to classes across the curriculum.

Continue to utilized School-wide writing strategies addressing Mathematical concepts in FCAT format to allow students to express what they are learning.

Monitor implemented curriculum maps to align mathematical strands across the curriculum to ensure all Sunshine State Standards and benchmarks are implement prior to January 2005. 7. Incorporate CReating Independent through Student-Owned Strategies (CRISS) reading and writing which address mathematical skills.

The Mathematics Department will provide tutorial services through the After-School Enhancement Program for all Economically Disadvantaged Students scoring in the lowest 25 percentile or levels one and two on the FCAT Sunshine State Standards Mathematics Test.

All mathematics teachers in grades 6 through 8 will consistently focus on the cluster of Number Sense and instruct the remaining content strands of Measurement, Geometry, Algebraic Thinking, and Data Analysis and Probability according to the timeline identified in the Instructional Focus Calendar in mathematics.

Evaluation

Formative weekly and monthly benchmark assessments will be administered by the teacher along with summative Mathematics Standards Quarterly Assessments. Generated data will be used to redirect classroom instruction

and create flexible tutorials.

Additional evaluations include: Riverdeep Reports, and Results of the 2005 FCAT Mathematics Test.

Research-based Programs	1. Glencoe 2. CRISS 3. Riverdeep
Professional Development	Using the School Improvement Zone organizational structure, professional development (see attached schedule) will be provided to teachers and appropriate staff during the extended professional development day. Trainings will include the core mathematics program, intervention programs, and assessments used at the middle school level.

The School Improvement Zone Curriculum Support Specialists and school-site reading leaders will provide on-going professional development to teachers in grades six through eight in the implementation of best practices in differentiated instruction. Training shall occur during grade level planning time.

Provide professional development on the 8-Step Continuous Improvement Model.

Provide professional development on the Transition Academy to fifth and sixth grade teachers in April 2005.

Provide professional development that will enable school-site administrators to support their school's mathematics plan.

Provide professional development to instructional staff on: 1. Data Analysis - Student Performance Indicators (SPI) 2. Curriculum Mapping 3. CRISS Training 4. Access Center and district training 5. Riverdeep.

In compliance with the Florida Professional Development System Evaluation Protocol, resource personnel will complete an evaluation form (see attached) that monitors the implementation of professional development in the areas of planning, delivery, follow-up, and evaluation.

Objective	For the African American subgroup to achieve adequate yearly progress through the Safe Harbor provision of No Child Left Behind, the percentage of tested students scoring at FCAT Achievement Level 3 or higher at Brownsville Middle School will increase to 28 percent on the 2005 FCAT Sunshine Standards.
Strategies	School site mathematics resource personnel and Curriculum Support Specialists from the School Improvement Zone will employ the coaching model (planning with teachers, demonstrating a strategy, practice, and feedback) to support the core mathematics program.

Implement weekly, monthly, and quarterly assessments that are aligned to the Sunshine State Standards tested benchmarks.

Implement a data management system to score assessments, generate disaggregated data reports to redirect classroom instruction, and for placement of students in flexible tutorial groups.

All mathematics teachers in grades 6 through 8 will consistently focus on the cluster of Number Sense and instruct the remaining content strands of Measurement, Geometry, Algebraic Thinking, and Data Analysis and Probability according to the timeline identified in the Instructional Focus Calendar in mathematics.

Evaluation	Formative weekly and monthly benchmark assessments will be administered by the teacher along with summative Mathematics Standards Quarterly Assessments. Generated data will be used to redirect classroom instruction and create flexible tutorials.
Research-based Programs	1. Glencoe 2. CRISS 3. Riverdeep
Professional Development	Using the School Improvement Zone organizational structure, professional development (see attached schedule) will be provided to teachers and appropriate staff during the extended professional development day. Trainings will include the core mathematics program, intervention programs, and assessments used at the middle school level.

The School Improvement Zone Curriculum Support Specialists and school-site reading leaders will provide on-going professional development to teachers in grades six through eight in the implementation of best practices in differentiated instruction. Training shall occur during grade level planning time.

Provide professional development on the 8-Step Continuous Improvement Model.

Provide professional development on the Transition Academy to fifth and sixth grade teachers in April 2005.

Provide professional development that will enable school-site administrators to support their school's mathematics plan.

In compliance with the Florida Professional Development System Evaluation Protocol, resource personnel will complete an evaluation form (see attached) that monitors the implementation of professional development in the areas of planning, delivery, follow-up, and evaluation.

Objective	For the Hispanic subgroup to achieve adequate yearly progress through the Safe Harbor provision of No Child Left Behind, the percentage of tested students scoring at FCAT Achievement Level 3 or higher at Brownsville Middle School will increase to 32 percent on the 2005 FCAT Sunshine State Standards.
Strategies	School site mathematics resource personnel and Curriculum Support Specialists from the School Improvement Zone will employ the coaching model (planning with teachers, demonstrating a strategy, practice, and feedback) to support the core mathematics program.

Implement weekly, monthly, and quarterly assessments that are aligned to the Sunshine State Standards tested benchmarks.

Implement a data management system to score assessments, generate disaggregated data reports to redirect classroom instruction, and for placement of students in flexible tutorial groups.

All mathematics teachers in grades 6 through 8 will consistently focus on the cluster of Number Sense and instruct the remaining content strands of Measurement, Geometry, Algebraic Thinking, and Data Analysis and Probability according to the timeline identified in the Instructional Focus Calendar in mathematics.

Evaluation	Formative weekly and monthly benchmark assessments will be administered by the teacher along with summative Mathematics Standards Quarterly Assessments. Generated data will be used to redirect classroom instruction and create flexible tutorials.
Research-based Programs	1. Glencoe 2. CRISS 3. Riverdeep
Professional Development	Using the School Improvement Zone organizational structure, professional development (see attached schedule) will be provided to teachers and appropriate staff during the extended professional development day. Trainings will include the core mathematics program, intervention programs, and assessments used at the middle school level.

The School Improvement Zone Curriculum Support Specialists and school-site reading leaders will provide on-going professional development to teachers in grades six through eight in the implementation of best practices in differentiated instruction. Training shall occur during grade level planning time.

Provide professional development on the 8-Step Continuous Improvement Model.

Provide professional development on the Transition Academy to fifth and sixth grade teachers in April 2005.

Provide professional development that will enable school-site administrators to support their school's mathematics plan.

In compliance with the Florida Professional Development System Evaluation Protocol, resource personnel will complete an evaluation form (see attached) that monitors the implementation of professional development in the areas of planning, delivery, follow-up, and evaluation.

Highly Qualified Instructors

The following staff are not highly certified in-field instructors in mathematics.

Name: Berrios, Carlos
Area(s) of Certification: Pending
Teaching Field: Middle Grade Math
Teaching Assignments: Mathematics
Type of Certificate: Pending

Name: Soto, Tracey
Area(s) of Certification: Pending
Teaching Field: Middle Grade Math
Teaching Assignments: Mathematics
Type of Certificate: Pending

Budget			
Categories of Expenditure	**Describe Resources**	**Specific Funding Source by Title**	**Total Amount Available**
Research-based Program(s)/Material (s)	Carnegie Cognitive Tutor (Algebra and Geometry) Glencoe Application and Concepts Florida Textbook– State Adopted Series 3. Glenco Textbook Series	M-DCPS provided funds	9000
Technology	1. Riverdeep 2. FCAT Explorer	District Provided State of Florida Department of Education	0
Professional Development	Gizmos	M-DCPS will provide all funding	0
Other	Math Coach	Title 1 Funds	33000
		Total:	**$42,000.00**

Goal:	Writing

Needs Assessment　Results of the 2007 FCAT Writing Plus indicate that 89 percent of students in the eighth grade scored at level 3.5 or higher. Student scores demonstrated a 3.8 overall average in Expository Writing and a 4.0 overall average for Persuasive Writing which averaged to an overall 3.7 on the 2006 FCAT Writing Plus Test. This is an increase of a three-tenths percentage point as compared to the 2007 FCAT Writing Plus administration. However, there is still a need for extensive pre-writing and writing strategies that target specific weakenesses in Expository writing.

Objective　　Given instruction based on the Sunshine State Standards, students in grade eight will improve their writing skills as evidenced by 90 percentage points of students achieving high standards of 3.5 or above on the 2008 administration of the FCAT Writing Plus as compared to the 2007 administration of the FCAT Writing Plus.

Strategies　　Utilize the Learning Express Writing Program to score and disaggregate writing data to drive writing instruction and for placement of eighth grade students in flexible tutorial groups which facilitate the use of the Continuous Improvement Model(CIM).

Implement a Writing tutorial utilizing the Six Trait Model and additional writing strategies

Provide professional development for appropriate staff on strategies related to the FCAT Writing Plus following the CIM.

Utilize analyzed data from expository and persuasive writing pretests to establish differentiated instruction groups.

Incorporate writing throughout all content areas, including CRISS strategies specific to each subgroup including Extended Day and Extended School Year activities.

Incorporate writing throughout all content areas, including CRISS strategies specific to each subgroup including Extended Day and Extended School Year activities.

Identify students in grades sixth through eighth who scored a one or two on the writing pretest and provide additional practice toward meeting the targeted 4.0 FCAT Writing Plus score.

Evaluation　　Identify students in grades sixth through eighth who scored a one or two on the writing pretest and provide additional practice toward meeting the targeted 4.0 FCAT Writing Plus score.

Research-based Programs	Write Traits Six -Trait Plus CReating Independence through Student-Owned Strategies (CRISS).
Professional Development	Teachers will be trained in CReating Independence through Student Owned Strategies (CRISS). There will be staff development on FCAT writing strategies, reader bias, Continuous Improvement Model (CIM), Learning Express, and holistic scoring using the Six Trait scoring rubric. In addition, teachers will share their best practices. The new and beginning teachers will be appointed a writing mentor to receive on-going mentoring and classroom support.

Objective	For the African American subgroup to achieve adequate yearly progress through the Safe Harbor provision of No Child Left Behind, the percentage of eighth grade students scoring at 3.5 or higher at Brownsville Middle School will increase to 84 percent on the 2005 FCAT.
Strategies	Implement the Florida's Middle Grades Rigorous Reading Requirement. Provide coaching and mentoring with the implementation of the monthly prompts, interpretation of the U-6 Scoring Rubric, analysis of student papers, and specific strategies to guide instruction to ensure writing gains. Administer and analyze the District's Pre- and Post- Test expository/persuasive writing prompts. Use analyzed data from the District's Pretest expository/persuasive writing prompts to establish differentiated instruction groups. Incorporate writing throughout all content areas including strategies specific to each subgroup. Identify students in grade 6th through 8th who scored a one or two on the writing pretest and provide additional practice in the targeted benchmarks. Continue to train staff on strategies related to the FCAT Writing Test. Implement and monitor tutorial service through the After-School Enhancement Program. Implement a school-wide writing program. Incorporate CRISS strategies which addresses writing across the curriculum.
Evaluation	Provide monthly assessments using District prompts to monitor students' progress. Additional evaluations include: 1. Result of the school development on-going assessment of writing benchmarks. 2. Student portfolio 3. Results of the 2005

FCAT Writing Test

Research-based Programs

Effective writing component of the Comprehensive Reading Plan (CRP), CReating Independence through Student-Owned Strategies (CRISS), Five step writing process

Professional Development

The School Improvement Zone will provide staff development to all writing teachers on FCAT writing strategies, reader bias, and understanding the U-6 scoring rubric.

School-site writing resource personnel will train all teachers and appropriate staff members on holistic scoring and strategies to improve students' writing skills. This on-going professional development will take place during common planning time and on early release days.

All new and beginning teachers will receive on-going mentoring and classroom support from writing resource personnel.

On-going professional development will be provided to teachers and appropriate staff on holistic scoring and strategies to improve students' writing during common grade level planning and early release days.

Professional development for instructional staff will include: 1. Student Performance Indicator (SPI) 2. Curriculum Mapping Training 3. CRISS Training 4. Criteria for grading FCAT Writing 5. Writing across the curriculum

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Objective

For the Hispanic subgroup to achieve adequate yearly progress through the Safe Harbor provision of No Child Left Behind, the percentage of eighth grade students scoring at 3.5 or higher at Brownsville Middle School will increase to 76 percent on the 2005 FCAT.

Strategies

Implement the Florida's Middle Grades Rigorous Reading Requirement.

Provide coaching and mentoring with the implementation of the monthly prompts, interpretation of the U-6 Scoring Rubric, analysis of student papers, and specific strategies to guide instruction to ensure writing gains.

Administer and analyze the District's Pre- and Post- Test expository/persuasive writing prompts.

Use analyzed data from the District's Pretest expository/persuasive writing prompts to establish differentiated instruction groups.

Incorporate writing throughout all content areas including strategies specific to each subgroup.

Identify students in grade 6th through 8th who scored a one or two on the writing pretest and provide additional practice in the targeted benchmarks.

Continue to train staff on strategies related to the FCAT Writing Test.

Implement and monitor tutorial service through the After-School Enhancement Program.

Implement a school-wide writing program.

Incorporate CRISS strategies which addresses writing across the curriculum.

Evaluation	Provide monthly assessments using District prompts to monitor students' progress. Additional evaluations include: 1. Result of the school development on-going assessment of writing benchmarks. 2. Student portfolio 3. Results of the 2005 FCAT Writing Test
Research-based Programs	Effective writing component of the Comprehensive Reading Plan (CRP), CReating Independence through Student-Owned Strategies (CRISS), Five step writing process
Professional Development	The School Improvement Zone will provide staff development to all writing teachers on FCAT writing strategies, reader bias, and understanding the U-6 scoring rubric. School-site writing resource personnel will train all teachers and appropriate staff members on holistic scoring and strategies to improve students' writing skills. This on-going professional development will take place during common planning time and on early release days. All new and beginning teachers will receive on-going mentoring and classroom support from writing resource personnel. On-going professional development will be provided to teachers and appropriate staff on holistic scoring and strategies to improve students' writing during common grade level planning and early release days. Professional development for instructional staff will include: 1. Student Performance Indicator (SPI) 2. Curriculum Mapping Training 3. CRISS Training 4. Criteria for grading FCAT Writing 5. Writing across the curriculum

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Objective	For the Economically Disadvantaged subgroup to achieve adequate yearly progress through the Safe Harbor provision of No Child Left Behind, the percentage of eighth grade students scoring at 3.5 or higher at Brownsville Middle School will increase to 82 percent on the 2005 FCAT.
Strategies	Implement the Florida's Middle Grades Rigorous Reading Requirement. Provide coaching and mentoring with the implementation of the monthly

prompts, interpretation of the U-6 Scoring Rubric, analysis of student papers, and specific strategies to guide instruction to ensure writing gains.

Administer and analyze the District's Pre- and Post- Test expository/persuasive writing prompts.

Use analyzed data from the District's Pretest expository/persuasive writing prompts to establish differentiated instruction groups.

Incorporate writing throughout all content areas including strategies specific to each subgroup.

Identify students in grade 6th through 8th who scored a one or two on the writing pretest and provide additional practice in the targeted benchmarks.

Continue to train staff on strategies related to the FCAT Writing Test.

Implement and monitor tutorial service through the After-School Enhancement Program.

Implement a school-wide writing program.

Incorporate CRISS strategies which addresses writing across the curriculum.

Evaluation	Provide monthly assessments using District prompts to monitor students' progress. Additional evaluations include: 1. Result of the school development on-going assessment of writing benchmarks. 2. Student portfolio 3. Results of the 2005 FCAT Writing Test
Research-based Programs	Effective writing component of the Comprehensive Reading Plan (CRP), CReating Independence through Student-Owned Strategies (CRISS), Five step writing process
Professional Development	The School Improvement Zone will provide staff development to all writing teachers on FCAT writing strategies, reader bias, and understanding the U-6 scoring rubric. School-site writing resource personnel will train all teachers and appropriate staff members on holistic scoring and strategies to improve students' writing skills. This on-going professional development will take place during common planning time and on early release days. All new and beginning teachers will receive on-going mentoring and classroom support from writing resource personnel. On-going professional development will be provided to teachers and appropriate staff on holistic scoring and strategies to improve students' writing during common grade level planning and early release days.

Professional development for instructional staff will include: 1. Student Performance Indicator (SPI) 2. Curriculum Mapping Training 3. CRISS Training 4. Criteria for grading FCAT Writing 5. Writing across the curriculum