
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 6031 - Brownsville Middle School

FeederPattern: Miami Northwestern Senior

Region: Regional Center III

District: 13 - Miami-Dade

Principal: Regina Lowe-Smith

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Brownsville Middle School

Brownsville Middle School, located at 4899 N.W. 24th Avenue Miami, Fl. 33142, consists of grades six through eight with an enrollment of 986 students. 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 73 percent African-American, 26 percent Hispanic, and 1 percent White or Multiracial. Brownsville Middle School offers programs to provide remediation,enhancement, and enrichment for the specific needs of all students. Programs utilized to drive and support instruction are: Gifted, Advanced Placement, Foreign Languages, Medical Magnent, Broadcast Arts, Global Studies, After-School All Stars, About Face, Yes Program, 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 2004-2005 School Performance Excellence Plan, the faculty and staff of Brownsville Middle School, in conjunction with the Educational Excellence School Advisory Council (EESAC), have developed the above objectives as school wide priorities for all stakeholders for the 2005-2006 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 Miami-Dade County Competency-Based Curriculum (CBC), thus creating an increase in FCAT scores.

Given instruction based on the Sunshine State Standard, students in grades six through eight will improve their reading skills as evidenced by 44 percent scoring at a level 3 or higher on the 2006 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Free and Reduced Lunch students will improve

their reading skills as evidenced by 44 percent scoring at a level 3 or higher on the 2006 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Black students will improve their reading skills as evidenced by 44 percent scoring at a level 3 or higher on the 2006 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Hispanic students will improve their reading skills as evidenced by 44 percent scoring at a level 3 or higher on the 2006 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 44 percent scoring at a level 3 or higher on the 2006 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 44 percent scoring at a level 3 or higher on the 2006 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 44 percent scoring at a level 3 or higher on the 2006 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standard, students in grades six through eight will improve their mathematics skills as evidenced by 50 percent scoring at a level 3 or higher on the 2006 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Free and Reduced Lunch students will improve their mathematics skills as evidenced by 50 percent scoring at a level 3 or higher on the 2006 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Black students will improve their mathematics skills as evidenced by 50 percent scoring at a level 3 or higher on the 2006 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Hispanic students will improve their mathematics skills as evidenced by 50 percent scoring at a level 3 or higher on the 2006 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 50 percent scoring at a level 3 or higher on the 2006 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, students in grade eight will improve their writing skills as evidenced by an 85 percent of students achieving high standards of 4.0 or above on the 2006 administration of the FCAT Writing Plus Test as compared to the 2005 administration of the FCAT Writing Plus Test.

Given instruction based on the Sunshine State Standards, students in grade eight will improve their science skills as evidenced by an increase in the mean scale score to meet or exceed the District's mean scale score on the 2006 administration of the FCAT Science Test.

Given a school-wide focus on parental involvement, parental roles in assisting student learning will be intergrated into the school program as evidenced by an increase of five percentage points in the number of parents attending related school-sponsored events during the 2005-2006 school year as documented by Parent Attendance Rosters as compared to the 2004-2005 school year.

Given an emphasis on a safe and orderly environment, student attendance will improve as evidenced by a five percent increase in student attendance during the 2005-2006 school year as compared to the 2004-2005 school year.

Given an emphasis on the use of technology in education, students will augment their usage of Miami-Dade Academic Support Program that will increase their reading and mathematics skills, as evidenced by teacher reports, by five percentage points on their 2006 post-test compared to their 2005 pre-test.

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, students in grades six through eight will improve their running skills as evidenced by 50 percent of the students meeting high standards in running the one mile test on the 2005 - 2006 administration of the Fitness Gram Test.

Given emphasis on the benefits of learning a second language, the number of students participating in foreign language courses will increase by five percent during the 2005 - 2006 school year as compared to 2004-2005 school year.

Brownsville Middle School will improve its ranking on the State of Florida ROI index publication from the 9th percentile in 2003 to the 12th percentile on the next publication index.

Based on the results of the Organizational Performance Improvement Snapshot (OPIS) self-assessment survey tool, the two areas that are identified as in need of improvement at Brownsville Middle School are the STRATEGIC PLANNING, a score of 3.8, and PERFORMANCE RESULTS, a score of 3.7, 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 objectives 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. Performance results will be analyzed and disaggregated to optimize data for specific areas. Teachers and administrators will compile data and implement remediation, enhancement, and /or support where necessary.

MIAMI-DADE COUNTY PUBLIC SCHOOLS

VISION

We are committed to provide educational excellence for all.

MISSION

We provide the highest quality education so that all of our students are empowered to lead productive and fulfilling lives as lifelong learners and responsible citizens.

CORE VALUES

Excellence

We pursue the highest standards in academic achievement and organizational performance.

Integrity

We build positive relationships through honesty, respect and compassion, which enhance the self-esteem, safety, and well-being of our students, families and staff.

Equity

We foster an environment that serves all students and aspires to eliminate the achievement gap.

Citizenship

We honor the diversity of our community by working as a team to ensure the educational success of all of our students and recognize that our obligations go beyond our professional responsibilities to promote democratic principles.

Brownsville Middle School

VISION

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

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.

CORE VALUES

Respect:

We value the need to recognize people for the goodness in them and in what they can share with others; and regard everyone with high esteem.

Integrity:

We encourage our faculty, staff and students to self-reflect and to honestly make changes if needed.

Caring:

We are committed to care for ourselves and others, our education, our school and the world around us.

Commitment:

We recognize that our obligations go beyond our professional responsibilities and we view our faculty, staff and students as a part of our extended family.

School Demographics

Brownsville Middle School's mission and vision statement speaks to the regard for high expectations that we expect from all students. Brownsville Middle School is located at 4899 Northwest 24th Avenue, Miami, Florida, 33142 and serves 986 children in an urban neighborhood and is populated with 73 percent African American students, 26 percent Hispanic students, and one percent White/Multiracial. Brownsville Middle School is surrounded by a variety of 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 261 sixth grade students, 361 seventh grade students, and 364 eighth grade students, along with 41 students enrolled in our English as a Second Language Program, and 22 students in the Occupational Trainable Mentally Handicapped program in grades six through eight. Brownsville Middle School consists of 57 instructional staff members in which 60 percent have a Bachelor's degree, 39 percent have a Master's degree, and one percent has a Doctorate degree. The ethnicity make-up of the staff is 21 percent White, 55 percent Black, 19 percent Hispanic, and five percent Other. The 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, the Global Studies Academy, and the 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-ranging variety of elective courses designed to provide students enhancement opportunities in the areas of industrial technology, business technology, and the fine arts.

In the 2003-2004 school year, the school was chosen and awarded grant money for the I CHOOSE Program. This program is geared toward promoting increased student enrollment by providing parents with an array of educational opportunities for their children. As a result of this grant, the Global Studies Magnet Program was born. This model infuses global studies into all core subject areas. Additionally, foreign languages such as; Japanese, Portuguese, and French were added to the curriculum for the 2005-2006 school year. This grant has also helped to upgrade our Broadcast Arts Magnet and Medical and Allied Health Magnet.

School Foundation

Leadership:

According to the percentage of staff who have responded to the online survey, LEADERSHIP, the third highest ranking category relative to the overall category rankings for Brownsville Middle School, received a score of 3.9, which is just below the “FREQUENTLY” mark. The staff agreed the most with item 1a, I know my organization’s mission (what it is trying to accomplish), with a score of 4.3. Whereas, the staff least agreed with item 1g, My organization asks me what I think, with a score of 3.4.

District Strategic Planning Alignment:

According to the percentage of staff who have responded to the online survey, STRATEGIC PLANNING ALIGNMENT, the lowest ranking category relative to the overall category rankings for Brownsville Middle School, received a score of 3.7, which is below the “FREQUENTLY” mark. The staff agreed the most with item 2c, I know how to tell if we are making progress on my workgroup’s part of the plan, with a score of 3.9. Whereas, the staff least agreed with item 2a, As it plans for the future, my organization asks for my ideas, with a score of 3.4.

Stakeholder Engagement:

According to the percentage of staff who have responded to the online survey, CUSTOMER AND MARKET FOCUS, the second highest ranking category relative to the overall category rankings for Brownsville Middle School, received a score of 4.1 which is just above the “FREQUENTLY” mark. The staff agreed the most with item 3a, I know who my most important customers are, with a score of 4.4. Whereas, the staff least agreed with item 3d, I ask my customers if they are satisfied with my work, with a score of 3.8.

Faculty & Staff:

According to the percentage of staff who have responded to the online survey, HUMAN RESOURCES FOCUS, the fourth highest ranking category relative to the overall category rankings for Brownsville Middle School, received a score of 3.8, which is below the “FREQUENTLY” mark. The staff agreed the most with item 5a, I can make changes that will improve my work, with a score of 4.2. Whereas, the staff least agreed with items 5d, I am recognized for my work, with a score of 3.6 and 5f, My supervisor and my organization care about me, with a score of 3.6.

Data/Information/Knowledge Management:

According to the percentage of staff who have responded to the online survey, MEASUREMENT, ANALYSIS, AND KNOWLEDGE MANAGEMENT, the highest ranking category relative to the overall category rankings for Brownsville Middle School, received a score of 4.2, which is just above the “FREQUENTLY” mark. The staff agreed the most with items 4a, I know how to measure the quality of my work, with a score of 4.3 and 4b, I know how to analyze the quality of my work to see if changes are needed, with a score of 4.3. Whereas, the staff least agreed with item 4f, I get all the important information I need to do my work, with a score of 3.9.

Education Design:

According to the percentage of staff who have responded to the online survey, PROCESS MANAGEMENT, the third lowest ranking category relative to the overall category rankings for Brownsville Middle School, received a score of 3.8, which is below the "FREQUENTLY" mark. The staff agreed the most with item 6b, I collect information (data) about the quality of my work, with a score of 3.9. Whereas, the staff least agreed with item 6a, I can get all the resources I need to do my job, with a score of 3.7.

Performance Results:

According to the percentage of staff who have responded to the online survey, BUSINESS RESULTS, the second lowest ranking category relative to the overall category rankings for Brownsville Middle School, received a score of 3.8, which is below the "FREQUENTLY" mark. The staff agreed the most with item 7i, I am satisfied with my job, with a score of 4.2. Whereas, the staff least agreed with item 7c, I know how well my organization is doing financially with a score of 3.0.

Additional Requirements

Only for schools under state sanction

• High Quality, Highly Qualified Teachers:

In order to attract and retain teachers, Brownsville Middle School has participated in the teacher recruitment fair sponsored by the district and by Florida International University. Mentoring teachers have helped in the ability to retain highly qualified individuals by providing assistance to new teachers as mentors in an effort to assist with lesson planning and classroom management. At Brownsville Middle School we ensure that teachers work in an environment which facilitates success by positive recognition and professional growth.

• Highly Qualified, Certified Administrators:

Mrs. Regina Lowe-Smith, 161624, Principal, has worked for the Miami-Dade County Public School system for 18 years, first as a teacher, department chairperson, teacher dean, assistant principal, vice principal, and principal. Her areas of certification are in Chemistry, Biology, Middle Grades Math, Middle Grades General Science, and Educational Leadership. As an assistant principal, she has worked closely with students, teachers, and the community at large. During her leadership positions, she was the chairperson for the Curriculum Council, member of the SAC committee, and supervisor of the Student Services Department. She is a member of Phi Delta Kappa and Alpha Kappa Alpha Sorority. As chairperson for the Curriculum Council, and with the assistance of dedicated teachers, she was able to raise the school grade at Ruben Dario Middle School from a "C" to a "B", and the grade remained the same the following year. Also, during FTE period, she has been a presenter for the district to inform registrars and administrators concerning the process and requirements. Finally, she has been a chairperson for the Steering Committee representing ACCESS Center 3 assistant principals. Mrs. Lowe-Smith has also completed the Executive Training Program for principalship.

Ms. Carla Patrick, 183708, Assistant Principal for Curriculum has ten years of classroom teaching experience in the area of middle grades language arts. She was nominated "Teacher of the Year" by her peers during the 1998-1999 school year. She has held leadership positions such as team leader and Language Arts Department Chairperson. She has completed five years as an assistant principal in the middle school setting. She holds a Bachelor of Arts in English, an Master of Science in Education, and Ed. Leadership certification. She is CRISS trained and META trained. She is currently pursuing an Ed Specialist in the area of Curriculum and Instruction at Barry University.

Mrs. Erica Paramore-Respress, 221403, Assistant Principal, has nine years of teaching experience in the elementary setting. She has held positions as lead teacher and reading leader. This is her second year as an assistant principal. She holds a Bachelor of Science in Elementary Education, an Master of Science in Elementary Education, and an Educational Leadership Certification

• Teacher Mentoring:

New teachers are assigned mentors to assist in lesson planning, best practices, and any additional support required. Reading Leaders model strategies in each teacher's subject area. The Reading Leaders 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.

• School Advisory Council:

Brownsville Middle School's Educational Excellence School Advisory Council (EESAC), the governing body composed of faculty, staff, students, and community representatives, assists in the preparation and evaluation of the School Improvement Plan (SIP) and the annual school budget. In addition, the council determines how EESAC funds will be utilized to improve student achievement and support the School Improvement Plan (SIP). EESAC played an integral part in the school-wide staff development plan for early release days training and faculty meeting training. The committee reviewed and recommended instructional materials to supplement the curriculum map in all subject areas. The staff, administration, and stakeholders are consistently receiving feedback about the School Performance Excellence Plan from the EESAC. The EESAC is instrumental in various aspects of the school's daily functions. At least one of the seven areas in legislation is addressed at each EESAC meeting and these items are recorded and kept.

• Extended Learning Opportunities

Brownsville Middle School provides After-School Enhancement and Saturday School 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, FCAT Simulation, and RiverDeep. The READ 180 program is utilized with level one and two students for the purpose of addressing reading deficiencies.

Targeted students will also participate in an extended day literacy program. Students will engage in a technology based intervention for phonemic awareness, phonics, fluency, vocabulary, and comprehension. The program will be Reading Plus.

• School Wide Improvement Model

The 8-Step Continuous Improvement Model, was implemented for the 2004-2005 school year. This process will continue in the 2005-2006 school year and will regularly assess students for intervention, remediation, and enrichment. All students will be administered pre/post tests, tri-weekly, and monthly tests in core subject areas. Curriculum focus calendars and data analysis will drive the instructional focus in the classroom and emphasis will be placed on those areas where the greatest number of students need the most improvement.

The school will participate in Action Research, a process by which a survey is conducted to gather information, from teachers, on the five major school concerns. These major concerns will be studied in order to guide, correct, and evaluate decisions that will improve the quality of instruction and impact student achievement.

GOAL 1: READING

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 1 STATEMENT:

Increase reading performance of all NCLB populations.

Needs Assessment

An assessment of 2004-2005 FCAT Reading Test data reveals that 20 percent of grade six students demonstrated overall mastery in all reading strands. This indicates a decrease of one percent as compared to the 2003-2004 FCAT Reading Test. Specifically in the area of Main Idea/Purpose students' scores showed a one percent decrease. The data also indicates that students in grade six demonstrated a five percent decrease in the area of Comparisons, a seventh percent decrease in Reference/Research, and a 12 percent decrease in Words/Phrases. Specifically, students in grade seven demonstrated an overall mastery of 24 percent in all reading strands on the 2005 FCAT Reading Test. This a six percent increase as compared to the administration of the 2004 FCAT Reading Test. The greatest areas of need for seventh grade students are Comparisons, with a 10 percent decrease, and Main Ideas/Purpose, with a two percent decrease. However, the data indicates that students in grade seven demonstrated an increase of 12 percent in the area of Words and Phrases, and no change in Reference/Research. Specifically, students in grade eight demonstrated an overall mastery of 16 percent in all reading strands on the administration of the 2005 FCAT Reading Test. This data indicates an increase of two percent as compared to the administration of the 2004 FCAT Reading Test. The greatest areas of need for eighth grade students are Comparisons, with an 11 percent decrease. However, the data indicates that students in grade eight demonstrated an increase of seven percent in the areas of Words/Phrases, and a 10 percent increase in Reference/Research.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATIO N RATE
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction based on the Sunshine State Standard, students in grades six through eight will improve their reading skills as evidenced by 44 percent scoring at a level 3 or higher on the 2006 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Free and Reduced Lunch students will improve their reading skills as evidenced by 44 percent scoring at a level 3 or higher on the 2006 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Black students will improve their reading skills as evidenced by 44 percent scoring at a level 3 or higher on the 2006 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Hispanic students will improve their reading skills as evidenced by 44 percent scoring at a level 3 or higher on the 2006 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 44 percent scoring at a level 3 or higher on the 2006 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 44 percent scoring at a level 3 or higher on the 2006 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 44 percent scoring at a level 3 or higher on the 2006 administration of the FCAT Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Identify students in grades six through eight who scored at FCAT level 1 and 2 and schedule them into intensive reading programs and provide Extended Day and Extended School Year activities to enhance student achievement.	Administrators, Counselors, Registrar, and Reading Coaches	8/1/2005	4/28/2006
Implement the Plan, Do, Check, Act Process, through the Reading, Language Arts, and Media Center Departments, incorporating the Middle School Rigorous Reading Requirements throughout the Extended School Year.	Administrators, Teachers, and Reading Coaches	9/6/2005	4/21/2006

Target the cluster of Main Idea/Author's Purpose and instruct the remaining clusters of Comparisons, Words/Phrases, and Reference Research according to the time line identified in the Instructional Focus Calender in order to comply with the Secondary School Reform Act which will drive instruction.	Administrators, Teachers, and Reading Coaches	9/6/2005	4/21/2006
Implement a data management system, Edusoft, to score assessments, generate disaggregated data reports to redirect classroom instruction and for placement of students in flexible tutorial groups which facilitate the use of the Continuous Improvement Model (CIM).	Administrators, Teachers, and Reading Coaches	9/6/2005	4/21/2006
Incorporate CReating Independence through Student-Owned Strategies (CRISS), based on student AIPs and the utilization of SPI information, in all levels.	Administrators, Teachers, and Reading Coaches	8/1/2005	4/21/2006

Research-Based Programs

READ 180

READ XL

Oral Reading Fluency Probe (ORF)

Diagnostic Assessment of Reading (DAR).

Reading Plus Program.

McDougal Littel Literature

RiverDeep

CRISS Strategies

Continuous Improvement Model

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-dated 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 Oral Reading Fluency Probe (ORF) and the Diagnostic Assessment of Reading (DAR). Train teachers to analyze data and redirect teaching according to the data analysis provided.

Evaluation

The proposed plan will be evaluated with the pre/post FCAT Reads, the tri-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 2004-2005 will be compared to the FCAT Reading Test 2005-2006.

GOAL 2: MATHEMATICS

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 2 STATEMENT:

Increase the mathematics performance of all NCLB populations.

Needs Assessment

Based on the 2005 FCAT Mathematics Test data, 23 percent of the students in grades six through eight scored level three or above. This is an increase of four percentage points as compared to the 2004 FCAT Mathematics Test data. However, this is still below the state's proficiency mathematics level of 44 percent. In addition, at each grade level students showed a decrease in mastery in the areas of measurement and geometry. All grade level students data showed no increase in the area of number sense, measurement, algebraic thinking, and geometry. This revealed the need for: More demonstrated hands-on exercises for the subject of measurement and geometry; Incorporation of more technology 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.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction based on the Sunshine State Standard, students in grades six through eight will improve their mathematics skills as evidenced by 50 percent scoring at a level 3 or higher on the 2006 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Free and Reduced Lunch students will improve their mathematics skills as evidenced by 50 percent scoring at a level 3 or higher on the 2006 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Black students will improve their mathematics skills as evidenced by 50 percent scoring at a level 3 or higher on the 2006 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Hispanic students will improve their mathematics skills as evidenced by 50 percent scoring at a level 3 or higher on the 2006 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 50 percent scoring at a level 3 or higher on the 2006 administration of the FCAT Mathematics Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Increase communication with parents of students requiring additional assistance including AIP.	Administrators and Teachers	8/8/2005	4/21/2006
Provide an opportunity to enhance math skills utilizing technology for students who meet high standards.	Administrators and Teachers	8/8/2005	4/21/2006
Utilize the Instructional Focus Calendar to facilitate instruction of tested benchmarks and strands following the CIM model.	Administrators and Teachers	8/8/2005	4/21/2006
Ensure the plan, do, check, act (CIM) process is being used throughout the school year including Extended Day and Extended Year activities.	Administrators and Teachers	9/1/2005	4/21/2006
Provide sixth grade students with additional assistance and reinforcement in mathematics through the Academic Improvement Period	Administrators and Teachers	8/1/2005	4/21/2006

utilizing appropriate CRISS Strategies.			
Increase students' level and achievement by analyzing students' data by utilizing student information from SPI, student AIPs, and pre/post and tri-weekly assessments.	Administrators, Teachers, and Data Personnel	9/1/2005	4/21/2006
Provide tutorial services to all students utilizing several models, including tutoring in their home language.	Administrators, Teachers, and Home Language Assistance Program Personnel	10/11/2005	4/21/2006

Research-Based Programs

Carnegie Cognitive Tutor (Algebra and Geometry)
 Prentice Hall Textbook Series
 Classroom, Inc
 Glenco Textbook Series
 Everyday Mathematics
 RiverDeep

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 Cognitive Tutor, Classroom, Inc, and Everyday Mathematics. Also will provide on-going professional development 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.

Evaluation

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

GOAL 3: WRITING

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 3 STATEMENT:

Increase the writing performance of all NCLB populations.

Needs Assessment

Results of the 2005 FCAT Writing Plus Test indicate that 84 percent of students in the eighth grade students scored at level 3.5 or higher. However, there was no increase in the percent of students with disabilities who achieved proficiency as per the No Child Left Behind (NCLB) adequate yearly progress report. Student scores demonstrated a 3.5 overall average in Expository Writing and a 3.6 overall average for Persuasive Writing which averaged to an overall 3.5 on the 2005 FCAT Writing Plus Test. This demonstrates no change in the mean average score as compared to the 2004 FCAT Writing Plus Test. This indicates a need for an increase in the writing performance of all students.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade eight will improve their writing skills as evidenced by an 85 percent of students achieving high standards of 4.0 or above on the 2006 administration of the FCAT Writing Plus Test as compared to the 2005 administration of the FCAT Writing Plus Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide professional development for appropriate staff on strategies related to the FCAT Writing Test following the CIM.	Administrators	8/15/2005	4/28/2006
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).	Administrators	8/15/2005	4/28/2006
Utilize analyzed data from expository and persuasive writing pretests to establish differentiated instruction groups.	Administrators and Classroom Teacher	8/15/2005	4/28/2006
Incorporate writing throughout all content areas including CRISS strategies specific to each subgroup including Extended Day and Extended School Year activities.	Administrators and Classroom Teacher	8/15/2005	4/28/2006
Administer and analyze results of Pre and Post Writing Tests and instruct according to the time line identified in the Instructional Focus Calendar in order to comply with the Secondary School Reform Act which will drive instruction.	Administrators and Classroom Teacher	8/15/2005	4/28/2006
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 Test score.	Administrators and Classroom Teachers	8/15/2005	4/28/2006

Research-Based Programs

Write Traits Six -Trait Plus

CRreating 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), Best Practices, Learning Express, and holistic scoring using the U-Six scoring rubric. The new and beginning teachers will be appointed a writing mentor to receive on-going mentoring and classroom support.

Evaluation

Students' writing will be evaluated by results on the 2005-2006 FCAT Writing Plus Test, through school-wide pre-post writing tests, student portfolios, and Learning Express.

GOAL 4: SCIENCE

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 4 STATEMENT:

All NCLB students will increase their performance on the state-wide FCAT Science Test.

Needs Assessment

An analysis of the 2005 FCAT Science Test data shows the school's means scale score of 239 which is below the district's and state's mean scale score. This data indicates the need for improvement in all tested strands of the FCAT Science Test.

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade eight will improve their science skills as evidenced by an increase in the mean scale score to meet or exceed the District's mean scale score on the 2006 administration of the FCAT Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Incorporate scientific applications in the classroom that connect students' real-life goals through participation in the South Florida Regional Science Fair.	Administrators and Teachers	9/26/2005	1/12/2006
Conduct weekly science investigations to assist in mastery of the science process.	Administrators and Teachers	9/6/2005	4/21/2006
Increase the number of inquiry-based science investigations using technology to collect and analyze data.	Administrators and Teachers	9/6/2005	4/21/2006
Incorporate current events that involve scientific research resulting in written summaries and oral and multimedia presentations.	Administrators and Teachers	10/11/2005	4/21/2006
Utilize data derived from the FCAT Science Test and school created quarterly assessments to determine students' strengths and weaknesses and tailor instruction and content to address needs.	Administrators, Teachers, and Science department head	9/6/2005	4/21/2006
Utilize CRISS and Reciprocal Teaching strategies to assist students throughout Extended Day and Extended School Year activities.	Administrators and Teachers	10/11/2005	4/21/2006

Research-Based Programs

Science Voyagers Series (Glencoe)

RiverDeep

Science and Technology for Children (STC)

Professional Development

Professional development will be provided to teachers and the appropriate staff during the extended professional development day. Training will include the core science program, science lab probes, intervention programs, and assesment used at the middle school level. Provide professional development to instruct staff in the following: 1. Focus Calendars 2. CReating Independence for Student-owned Strategies (CRISS) 3. Contiunous Improvement Model 4. Criteria for grading FCAT Science 5. Science and Tehnology Workshop.

Evaluation

The objective will be evaluated through monthly school development Science Benchmark Tests, quarterly assessments provided in-house through the science department, and the 2005-2006 FCAT Science Test results.

GOAL 5: PARENTAL INVOLVEMENT

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 5 STATEMENT:

Increase School-Sponsored activities for parents during the 2005-2006 school year.

Needs Assessment

Analysis of parental involvement in school-sponsored activities indicates that both the number of activities and the number of parents attending these activities increased within the last school year. However, Data derived from the Monthly Title I Parental Involvement Report indicated that an average of 63 parents visited the Parent Outreach Center. Additionally, data also indicated that an average of 128 parents attended parent workshops and school-sponsored activities during the 2004 - 2005 school year. This low participation indicates a need for increased focus in generating activities that will stimulate parental involvement.

Measurable Objective

Given a school-wide focus on parental involvement, parental roles in assisting student learning will be intergrated into the school program as evidenced by an increase of five percentage points in the number of parents attending related school-sponsored events during the 2005-2006 school year as documented by Parent Attendance Rosters as compared to the 2004-2005 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Continue report card pick-up activities.	Administrators	10/17/2005	5/26/2006
Conduct PTSA membership drive to increase parental participation in order to address school-wide planning and concerns which follows the Secondary School Reform Act.	Administrators, Community Involvement Specialist, PTSA President, and Social Workers	9/1/2005	5/26/2006
Develop Academic Improvement Plans (AIP) for those students who are not meeting grade level standards and schedule conferences collaboratively with parents to support improved student performance.	Administrators, Counselors, and Social Workers	8/1/2005	5/26/2006
Provide informational workshops to all parents and students of each sub-group through Title I that focus on mathematics skills, health care, reading skills, and the use of technology utilizing the Parent Resource Center.	Administrators, Community Involvement Specialist, Department Chairpersons, and Social Workers	9/18/2005	5/26/2006
Provide information and encourage participation relative to the District Parent Academy and Literacy initiatives that promote personal growth for parents.	Administrators, Social Workers, and Community Involvement Specialist	8/1/2005	5/26/2006
Encourage and promote increased community involvement through collaboration with Dade Partners and School Volunteer Program and other local family-oriented initiatives.	Administrators, Community Involvement Specialist, and Social Workers	8/1/2005	5/26/2006
Distribute, the school's parent compact to encourage home learning, supervision, and test awareness.	Administrators, Community Involvement Specialist, and Social Workers	8/1/2005	5/26/2006
Issue a parental needs assessment which will guide the school in providing workshops and home learning activities, which will assist in increasing student achievement following the CIM.	Administrators, Community Involvement Specialist, Department Chairpersons, and Social Workers	8/18/2005	5/26/2006

Research-Based Programs

The National Standards for PTSA Programs
Passport to Success

Professional Development

The research based Passport to Success Program which has been proven to increase parental involvement as indicated by Gloria Butler, B.E.S.T. Coordinator will be used for professional development in the parental involvement component.

Evaluation

Parental involvement increases will be evaluated by Parent Attendance Rosters such as Title I Parent Survey, PTSA membership rosters, parent conference, and workshops.

GOAL 6: DISCIPLINE & SAFETY

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 6 STATEMENT:

To increase student attendance to enhance student achievement.

Needs Assessment

An analysis of the data from the 2004-2005 Final Attendance Report indicates that an average of 90.34 percent of students attended school during the 2004-2005 school year. The data also indicates a progressive decline in student attendance from 93.58 percent in the first nine weeks to 85.02 percent in the fourth nine weeks. This data indicates that there was an 8.56 percent decrease in attendance throughout the 2004-2005 school year.

Measurable Objective

Given an emphasis on a safe and orderly environment, student attendance will improve as evidenced by a five percent increase in student attendance during the 2005-2006 school year as compared to the 2004-2005 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement a Transition Academy for sixth graders using Classroom, Inc.	Administrators and Teachers	9/12/2005	4/21/2006
Notify parents of student absences through the L & R Electronic Telephone System.	Administrators and Attendance Clerk	8/1/2005	5/26/2006
Maintain and promote attendance awareness through the Parent Resource Center.	Administrators and Community Involvement Specialist	9/12/2005	5/26/2006
Report habitual truants to school social workers so that proper procedures are aligned with the Secondary School Reform Act.	Administrators and School-site social workers	8/1/2005	5/26/2006
Provide incentives for students who attain and/or maintain perfect attendance for the 2005-2006 school year.	Administrators, PTSA, and EESAC	8/1/2005	5/26/2006
Provide to parents state attendance rules and procedures.	Administrators and Teachers	8/1/2005	5/26/2006

Research-Based Programs

District-Wide Truancy Intervention Program
 State Mandated Attendance Procedures
 Safe and Drug Free Schools
 Character Education
 Project Proud (Peacefully Resolving Our Unsettled Differences)

Professional Development

Train the Community Involvement Specialist and School's Social Workers to inform parents of truant students on District-Wide Truancy Intervention Program. Invite parents to participate in parent academies to educate them in promoting increased student attendance.

Evaluation

This objective will be evaluated by final attendance reports provided by the district reflecting data obtained from daily school attendance reports and Excelsior Gradebook.

GOAL 7: TECHNOLOGY

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 7 STATEMENT:

Provide quality skill support for the core academic areas.

Needs Assessment

An analysis of the 2005 FCAT Report Results and according to the 2004 STAR school profile, students in grades six through eight demonstrated weaknesses in Mathematics and Reading. Based on these results there is a need to improve FCAT Mathematics scores in number sense and data analysis, in addition to, FCAT Reading scores in words and phrases, main idea/details, author's purpose and reference and research.

Measurable Objective

Given an emphasis on the use of technology in education, students will augment their usage of Miami-Dade Academic Support Program that will increase their reading and mathematics skills, as evidenced by teacher reports, by five percentage points on their 2006 post-test compared to their 2005 pre-test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Engage students in Technology multi media presentations using Class Act Response System	Administrators and Technology Teachers	10/3/2005	5/26/2006
Utilize Question-Answer Response (QAR), a CRISS strategy, during the fifty minute daily literacy period to enhance reading instruction.	Administrators and Teachers	8/1/2005	5/26/2006
Analyze data from the 2005 FCAT Reading and Mathematics Test to identify strengths and weaknesses in students' performance as aligned with the CIM.	Administrators, Technology teachers, and Elective Teachers	10/3/2005	5/26/2006
Implement, monitor, and enroll all Technology Education students in Miami-Dade Academic Support Program	Administrators and Technology Teacher	9/26/2005	5/26/2006
Utilize professional development for Reading Plus, FCAT Explorer, and reading and mathematics strategies to improve student achievement.	Administrators, Technology teachers, and Elective Teachers	7/29/2005	5/26/2006

Research-Based Programs

Class Act Student Response System
 Miami-Dade Academic Support Programs
 (www.classcampus.com/mdcps/)

Professional Development

All Technology Teachers will be trained on how to demonstrate mastery utilizing the Miami-Dade Academic Support Program. In addition, technology and elective teachers that require training will be provided the opportunity to be trained in CReating Independence through Student-Owned Strategies (CRISS), and the Excelsior Electronic Grade Book.

Evaluation

This objective will be measured by utilizing the Miami-Dade Academic Support Program's data analysis report which will be shared with students to analyze their strengths and weaknesses. Educational software updates will be used tri-weekly to analyze data and compare it at the end of the year to data from 2004-2005.

GOAL 8: HEALTH & PHYSICAL FITNESS

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 8 STATEMENT:

To increase student achievement and awareness in health and physical fitness.

Needs Assessment

An analysis of the data from the data compiled from the 2004-2005 FitnessGram final report indicates that the percentage of students meeting high standards in running will increase by 10 percentage points when compared to the 2005-2006 data. Data indicates that 32 percent of the students in grades six through eight tested on the one mile run met high standards in running.

Measurable Objective

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, students in grades six through eight will improve their running skills as evidenced by 50 percent of the students meeting high standards in running the one mile test on the 2005 - 2006 administration of the Fitness Gram Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Monitor students' progress on a bi-weekly basis towards mastery of the one mile run.	Administrators and Physical Education Teacher	11/1/2005	5/26/2006
Discuss proper nutrition to be able to achieve a one mile run.	Administrators, Physical Education Teacher, and Medical Magnet Teacher	10/11/2005	5/26/2006
Instruct students on the proper techniques that will facilitate their goal of a one mile run.	Administrators and Physical Education Teachers	11/1/2005	5/26/2006
Discuss proper nutrition to achieve optimal performance on health issues.	Administrators, Physical Education Teachers, and Medical Magnet Teachers	10/11/2005	5/26/2006
Reward students who meet or exceed high standards in District mandated FITNESSGRAM Program.	Administrators and Physical Education Teacher	5/22/2006	5/26/2006

Research-Based Programs

District mandated FITNESSGRAM Program
Diversified Health Occupations (Delmar)

Professional Development

All Physical Education teachers will attend District Professional Development Physical Education Workshop. In addition, all teachers will be provided the opportunity to be trained in CReating Independence through Student-Owned Strategies (CRISS), and the Excelsior Electronic Grade Book.

Evaluation

Students will be evaluated by Pre and Post test results for the District mandated FITNESSGRAM Program, bi-weekly assessments on the Diversified Health Occupations textbook, and student developed projects as it relates to health and physical fitness.

GOAL 9: ELECTIVES & SPECIAL AREAS

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 9 STATEMENT:

Increase the enrollment of students participating in foreign language courses.

Needs Assessment

Based on an analysis of the 2004 - 2005 master schedule, data indicates that there needs to be an increase in the amount of students enrolled in foreign language courses. The 2004 - 2005 master schedule data indicates that a total of 18 students were enrolled in the offered foreign language course.

Measurable Objective

Given emphasis on the benefits of learning a second language, the number of students participating in foreign language courses will increase by five percent during the 2005 - 2006 school year as compared to 2004-2005 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Offer a variety of foreign language courses to attract and increase student enrollment.	Administrators and Foreign Language Teachers.	8/1/2005	5/26/2006
Celebrate students' successes in attaining high standards in foreign language courses through Awards Assembly Programs.	Administrators and Foreign Language Teachers	10/31/2005	5/26/2006
Display culturally diverse posters and student completed projects to encourage in-house students to enroll in a foreign language course.	Administrators and Foreign Language Teachers	1/9/2006	5/26/2006
Develop thematic units on Global Awareness through the foreign language courses thereby enhancing students' connections to other countries.	Administrators and Foreign Language Teachers	1/9/2006	5/26/2006
Recruit students from the elementary schools through visitations by Global Magnet Lead Teacher to inform parents and students of courses available in foreign languages as aligned with the CIM model.	Administrators, Global Magnet Teachers, Lead Teacher, and Counselors	1/9/2006	5/26/2006

Research-Based Programs

Rosetta Stone Computer-Based Program
 Glencoe Bon Voyage Program Series
 McGraw Hill Como Te Va? Program Series

Professional Development

Provide teachers the opportunity to be trained in CReating Independence through Student-Owned Strategies (CRISS). Provide teachers with training in the utilization of the various Research-based Programs.

Evaluation

This objective will be evaluated by utilizing the master schedule, attendance in foreign language courses based on the daily attendance report, and the electronic gradebook for enrollment information and benchmarks.

GOAL 10: RETURN ON INVESTMENT

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 10 STATEMENT:

Brownsville Middle School will rank at or above the 90th percentile statewide in the ROI index value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied by the FLDOE indicates that in 2003, Brownsville Middle School ranked at the 9th percentile on the State of Florida ROI index.

Measurable Objective

Brownsville Middle School will improve its ranking on the State of Florida ROI index publication from the 9th percentile in 2003 to the 12th percentile on the next publication index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Collaborate with the district on resources allocation.	Administrators	8/1/2005	5/26/2006
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Administrators	8/1/2005	5/26/2006
Consider shared use of facilities, partnering with community agencies.	Administrators	8/1/2005	5/26/2006
Become more informed about the use of financial resources in relation to school programs.	Administrators	8/1/2005	5/26/2006

Research-Based Programs

N/A

Professional Development

N/A

Evaluation

On the next State of Florida ROI index publication, Brownsville Middle School will show progress toward reaching the 12th percentile.

EESAC Compliance

YES	NO	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<i>The majority of the Board of Directors/EESAC members are not employed by the school. The Board of Directors SAC is composed of the principal, and an appropriately balanced number of teachers, education support employees, students (for middle, junior high and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.</i>

Budget:

Educational Excellence School Advisory Council's (EESAC) budget provides expenditures for student learning through educational fieldtrips, transportation for tutoring, and technology advancements. Parent development is provided through tutorial service which encompasses technology enhancement.

Training:

EESAC will continue staff development by correlating reading/social studies and math/science in order to receive the highest possible results for testing purposes. Technology integration will serve as a pivotal role in training for students and staff in order to achieve the established objectives.

Instructional Materials:

EESAC determined that the instructional materials needed to achieve the set objectives are visible because textbooks, novels, classroom libraries, computers, and consumable books are present in the classrooms.

Technology:

Technology is easily accessible in math and reading. These areas utilize a structured computer-based district program to target students' strengths and weaknesses. The reading programs are READ 180, READ XL, Reading Plus and FCAT Explorer. The math programs are RiverDeep, Chelsea Banks, SuccessMaker, and FCAT Explorer. An overhead projector can be found throughout the classrooms in other subject areas.

Staffing:

The demographics of the student population represent the students in relation to staff. Many staff members facilitate learning through participating in tutorial programs for students and parents provided after school.

Student Support Services:

EESAC has provided counseling services to continue the development of its students through peer counseling and group counseling which resolves conflict resolutions issues or addresses family concerns. The counseling services offered are provided by facilitators within the school and outside the school. The counseling provided ensures that students are in school in order to take advantage of the opportunities which are offered during and after school hours.

Other Matters of Resource Allocation:

There will be an established amount of money allocated for teachers' professional development training.

Benchmarking:

Students' progression is monitored through the use of developing and assessing tri-weekly tests through Edusoft and teacher made assessments as it relates to the Sunshine State Standards which correlates to the benchmarks.

School Safety & Discipline:

When the parents and students were surveyed, it revealed that both felt that the school's climate was safe and conducive to learning. There was no hysteria concerning drugs and gang violence prohibiting students from learning. It was determined that the school's environment promoted learning. The students at the school adhere to the Miami Dade County Public Schools' Student Code of Conduct which is distributed and reviewed by teachers as often as necessary.

This School Improvement Plan has been developed cooperatively by administrators, teachers, parents, students, and business/community representatives.

The original signature page, including signatures of all persons listed below, is on file at the Region Office.

Required Signatures:

Principal

EESAC Chair

UTD Steward

EESAC Parent Representative

EESAC Business/Community Representative

EESAC Student Representative, as applicable

Additionally, the signature of the Region Superintendent/District Administrator certifies that this plan has been reviewed by appropriate personnel to ensure compliance with state and district rules.

Region Superintendent