
SCHOOL IMPROVEMENT PLAN

2006-2007



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 920 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, Foreign Languages, Medical Magnet, Broadcast Arts, Global Studies, After-School All Stars, About Face, Yes Program, Cool Kids Learn, 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 2005-2006 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 2006-2007 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 Standards, students in grades six through eight will improve their reading skills as evidenced by 51 percent scoring at achievement level 3 or higher on the 2007 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 51 percent scoring at achievement level 3 or higher on the 2007 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Black students will improve their reading skills as evidenced by 51 percent scoring at achievement level 3 or higher on the 2007 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Hispanic students will improve their reading skills as evidenced by 51 percent scoring at achievement level 3 or higher on the 2007 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 51 percent scoring at achievement level 3 or higher on the 2007 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 51 percent scoring at achievement level 3 or higher on the 2007 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 51 percent scoring at achievement level 3 or higher on the 2007 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, students in grades six through eight will improve their mathematics skills as evidenced by 56 percent scoring at achievement level 3 or higher on the 2007 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 56 percent scoring at achievement level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Black students will improve their mathematics skills as evidenced by 56 percent scoring at achievement level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Hispanic students will improve their mathematics skills as evidenced by 56 percent scoring at achievement level 3 or higher on the 2007 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 56 percent scoring at achievement level 3 or higher on the 2007 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 57 percentage points of students achieving high standards of 4.0 or above on the 2007 administration of the FCAT Writing Plus as compared to the 2006 administration of the FCAT Writing Plus.

Given instruction based on the Sunshine State Standards, students in grade eight will improve their science skills as evidenced by an increase of 38 percent as compared to the 2006 administration of the Science FCAT.

Given a school-wide focus on parental involvement, parental roles in assisting student learning will be integrated into the school program as evidenced by an increase of five percentage points of the number of parents attending the Title I monthly Parent Teacher Student Association meeting during the 2007 school year as documented by Parent Attendance Rosters as compared to the 2006 school year. Parent Attendance Rosters will also be used as documentation to measure the frequency of visitations to the Parent Center. The attendance for the Title I monthly Parent Teacher Student Association and Parent Center total 463 during the 2005 school year.

Given an emphasis on a safe and orderly environment, student attendance will improve as evidenced by a five percentage point increase in student attendance during the 2007 school year as compared to the 2006 school year.

Given an emphasis on the use of technology in education, teacher reports generated from Read 180, Reading Plus, and FCAT Explorer for the 2006 school year will be compared to the 2007 teacher generated reports to show an increase in students' usage in technology.

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, students in grades six through eight will increase the gold and silver awards as evidenced by 50 percent of the students meeting the one mile test requirements on the 2007 administration of the Fitness Gram Test.

Given emphasis on the benefits of learning a second language, the number of students participating in the foreign language course will increase by five percentage points during the 2007 school year as compared to 2006 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, categories. 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; we 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 920 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 306 sixth grade students, 262 seventh grade students, and 349 eighth grade students, along with 54 students enrolled in our English as a Second Language Program, and 17 students in the Occupational Trainable Mentally Handicapped program in grades six through eight. Brownsville Middle School consists of 69 instructional staff members in which 60 percent have a Bachelor's degree, 25 percent have a Master's degree, six have a Specialist degree, and three percent have a Doctorate degree. The ethnicity make-up of the staff is 21 percent White, 55 percent Black, 19 percent Hispanic, and five percent Other. 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-range 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, French was 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 fourth highest ranking category relative to the overall category rankings for Brownsville Middle School, received a score of 4.0, which is right at 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 3.6.

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 3.8, 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 4.0. Whereas, the staff least agreed with item 2a, As it plans for the future, my organization asks for my ideas, with a score of 3.7.

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 below 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 3e, I am allowed to make decisions to solve problems for my customers, with a score of 3.9.

Faculty & Staff:

According to the percentage of staff who have responded to the online survey, HUMAN RESOURCES FOCUS, the third highest ranking category relative to the overall category rankings for Brownsville Middle School, received a score of 4.0, which is just above the “FREQUENTLY” mark. The staff agreed the most with item 5a, I can make changes that will improve my work, with a score of 4.1. 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 3.8.

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 below 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 4e, I get all the important information I need to do my work, and 4f, I get the information I need to know about how my work location is doing, with a score of 4.1.

Education Design:

According to the percentage of staff who have responded to the online survey, PROCESS MANAGEMENT, the second lowest ranking category relative to the overall category rankings for Brownsville Middle School, received a score of 3.9, which is just above 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 4.0. 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 third lowest ranking category relative to the overall category rankings for Brownsville Middle School, received a score of 3.9, which is just above the "FREQUENTLY" mark. The staff agreed the most with item 7i, I am satisfied with my job, with a score of 4.1. Whereas, the staff least agreed with item 7c, I know how well my organization is doing financially with a score of 3.2.

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.

Name: Allen, Emma

Area(s) of Certification: Vocational Home Economics

Teaching Field: Family Consumer

Teaching Assignments: Home Economics

Type of Certificate: Professional

Name: Allen, Nathaniel

Area(s) of Certification: Middle Grade Math

Teaching Field: Middle Grade Math

Teaching Assignments: Mathematic

Type of Certificate: Pending

Name: Anioce, Evens

Area(s) of Certification: Middle Grades Math

Teaching Field: Middle Grade Math

Teaching Assignments: Mathematics

Type of Certificate: Professional

Name: Arencibia, Nicholas

Area(s) of Certification: Middle Grades Social Science; Gifted Endorsement

Teaching Field: Middle Grades Social Studies

Teaching Assignments: Social Studies

Type of Certificate: Professional

Name: Attis, Gellyn

Area(s) of Certification: Middle Grades General Science

Teaching Field: Science

Teaching Assignments: Science

Type of Certificate: Professional

Name: Bell, Mark

Area(s) of Certification: Industrial Arts – Technology Education, 6-12

Teaching Field: Vocational Technology

Teaching Assignments: Woodshop

Type of Certificate: Professional

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

Name: Betterson, Eva
Area(s) of Certification: Administration / Supervision K-12, Mentally Handicapped K-12, Physical Education 6-12, Physical Education K-8, Driver Education Endorsement
Teaching Field: Special Education
Teaching Assignments: Mathematics
Type of Certificate: Professional

Name: Bien-Aime, Bernie
Area(s) of Certification: School Social Worker Pre-K-12, Exceptional Student Education K-12
Teaching Field: Special Education
Teaching Assignments: Science
Type of Certificate: Professional

Name: Boston, Beatrice
Area(s) of Certification: Art K-12, Elementary Education 1-6
Teaching Field: Art Appreciation
Teaching Assignments: Art
Type of Certificate: Professional

Name: Brice, Wendy
Area(s) of Certification: English 6-12, ESOL/Gifted Endorsement
Teaching Field: Middle Grade English
Teaching Assignments: Reading / Language Arts
Type of Certificate: Professional

Name: Carranza, Karen
Area(s) of Certification: ESOL/Middle Grade Math
Teaching Field: Middle Grade Math
Teaching Assignments: Mathematics
Type of Certificate: Temporary

Name: Carter, Tonja
Area(s) of Certification: Pending
Teaching Field: Middle Grade English
Teaching Assignments: Reading / Language Arts
Type of Certificate: Pending

Name: Colon, Jason
Area(s) of Certification: Varying Exceptionalities
Teaching Field: Special Education

Teaching Assignments: Reading / Language Arts

Type of Certificate: Temporary

Name: Cyriaque, Marite

Area(s) of Certification: Pending

Teaching Field: Middle Grade English

Teaching Assignments: Reading / Language Arts

Type of Certificate: Pending

Name: DeLeon, Justin

Area(s) of Certification: Middle Grade English

Teaching Field: Middle Grade English

Teaching Assignments: Reading / Language Arts

Type of Certificate: Temporary

Name: Dieck, John

Area(s) of Certification: Industrial Arts – Technology Education 6-12

Teaching Field: Industrial Arts

Teaching Assignments: Exceptional Student Vocational

Type of Certificate: Professional

Name: Durden, Sonya

Area(s) of Certification: Elementary Education 1-6, Guidance and Counseling Pre-K-6

Teaching Field: Guidance and Counseling

Teaching Assignments: Counselor

Type of Certificate: Professional

Name: Estrella, Zahire

Area(s) of Certification: Elementary Education K-6

Teaching Field: Middle Grade Social Studies

Teaching Assignments: Social Studies

Type of Certificate: Professional

Name: Floyd, Latonya

Area(s) of Certification: Speech 6-12

Teaching Field: Chorus

Teaching Assignments: Speech and Debate

Type of Certificate: Professional

Name: Garcia, Regla

Area(s) of Certification: Middle Grade Mathematics

Teaching Field: Middle Grade Math

Teaching Assignments: Mathematics

Type of Certificate: Professional

Name: Gonzalez, Yuderkis

Area(s) of Certification: ESOL K-12, Foreign Language – Spanish K-12

Teaching Field: ESOL

Teaching Assignments: ESOL

Type of Certificate: Temporary

Name: Grant, Gail

Area(s) of Certification: Biology 6-12

Teaching Field: Middle Grade Science

Teaching Assignments: Science

Type of Certificate: Temporary

Name: Gunderson, Anna

Area(s) of Certification: Varying Exceptionalities

Teaching Field: Special Education

Teaching Assignments: Mathematics, Reading/Language Arts

Type of Certificate: Temporary

Name: Harris, Yamil

Area(s) of Certification: Exceptional Student Education K - 12

Teaching Field: Exceptional Student Education

Teaching Assignments: Inclusion Support

Type of Certificate: Professional

Name: Haynes-Ferguson, Damita

Area(s) of Certification: Middle Grade Mathematics

Teaching Field: Middle Grade Mathematics

Teaching Assignments: Mathematics

Type of Certificate: Professional

Name: Hernandez, Mercedes

Area(s) of Certification: Elementary Education 1-6, ESOL Endorsement

Teaching Field: Curriculum Support

Teaching Assignments: Professional Development, Data Teacher

Type of Certificate: Professional

Name: Hinds, Constantine

Area(s) of Certification: Pending

Teaching Field: Middle Grade Math

Teaching Assignments: Mathematics

Type of Certificate: Pending

Name: Johnson, Shawntira

Area(s) of Certification: Chemistry 6-12

Teaching Field: Middle Grade Science

Teaching Assignments: Science

Type of Certificate: Temporary

Name: Lafrance, Carolle
Area(s) of Certification: G-719 Registered Nurse
Teaching Field: Vocational
Teaching Assignments: Medical Magnet
Type of Certificate: Professional

Name: Laughlin, Malika
Area(s) of Certification: Middle Grade English
Teaching Field: Middle Grade English
Teaching Assignments: Reading / Language Art
Type of Certificate: Professional

Name: Liburd, Rhonda
Area(s) of Certification: Pending
Teaching Field: Middle Grade Science
Teaching Assignments: Science
Type of Certificate: Pending

Name: Lockhart, Barbara
Area(s) of Certification: English 6-12, Middle Grade Endorsement
Teaching Field: Reading Coach
Teaching Assignments: Reading Coach
Type of Certificate: Professional

Name: Luisi, Reyna
Area(s) of Certification: General Science 5-9
Teaching Field: Middle Grade Science
Teaching Assignments: Science
Type of Certificate: Professional

Name: Mangana, Adam
Area(s) of Certification: Varying Exceptionalities
Teaching Field: Special Education
Teaching Assignments: Reading / Language Art
Type of Certificate: Temporary

Name: Merkerson, Lavern
Area(s) of Certification: Music K-12
Teaching Field: Music Appreciation
Teaching Assignments: Music
Type of Certificate: Professional

Name: Merkerson, Sandra
Area(s) of Certification: Elementary Education 1-6, Varying Exceptionalities K-12
Teaching Field: OTC Team Leader
Teaching Assignments: Exceptional Student Education
Type of Certificate: Professional

Name: Moreno, Joanne

Area(s) of Certification: Family and Consumer Science 6-12

Teaching Field: Special Education

Teaching Assignments: Home Economics Exceptional Student Education Vocational Music

Type of Certificate: Professional

Name: Nibbs, Wendell

Area(s) of Certification: Physical Education 6-12

Teaching Field: Physical Education

Teaching Assignments: Physical Education

Type of Certificate: Professional

Name: Noel, Elsy

Area(s) of Certification: School Social Worker

Teaching Field: Trust Counselor

Teaching Assignments: Trust Counselor

Type of Certificate: Temporary

Name: Okrah, George

Area(s) of Certification: Elementary Education K-6

Teaching Field: Language Arts / Reading

Teaching Assignments: Middle Grade English

Type of Certificate: Professional

Name: Osorio-Campbell

Area(s) of Certification: Pending

Teaching Field: Middle Grade English

Teaching Assignments: Reading / Language Arts

Type of Certificate: Pending

Name: Pache, Rosa

Area(s) of Certification: Health K-12

Teaching Field: Lead Teacher

Teaching Assignments: Medical Allied Health

Type of Certificate: Temporary

Name: Prophete, Andre

Area(s) of Certification: Exceptional Student Education K-12

Teaching Field: Special Education Social Studies

Teaching Assignments: Exceptional Student Education

Type of Certificate: Professional

Name: Quick, Rene

Area(s) of Certification: Educational Media Specialist Pre-K – 12, Elementary Education K-6

Teaching Field: Media Specialist

Teaching Assignments: Media Specialist

Type of Certificate: Temporary

Name: Rizo, Louis
Area(s) of Certification: Pending
Teaching Field: Middle Grade Social Studies
Teaching Assignments: Social Studies
Type of Certificate: Pending

Name: Robertson, Jon
Area(s) of Certification: Social Science Middle Grade
Teaching Field: Middle Grade Social Studies
Teaching Assignments: Social Studies
Type of Certificate: Temporary

Name: Rolle, Lakesha
Area(s) of Certification: Middle Grade English, Physical Education K-12
Teaching Field: Middle Grade English
Teaching Assignments: Reading / Language Arts
Type of Certificate: Professional

Name: Samuel, Lolita
Area(s) of Certification: Social Science 6-12
Teaching Field: Middle Grade Social Studies
Teaching Assignments: Social Studies
Type of Certificate: Temporary

Name: Saunders, Andrea
Area(s) of Certification: Mentally Handicapped and Elementary Education
Teaching Field: Special Education
Teaching Assignments: Reading / Language Arts
Type of Certificate: Professional

Name: Scales, Normia
Area(s) of Certification: Middle Grade English
Teaching Field: Middle Grade English
Teaching Assignments: Reading / Language Arts
Type of Certificate: Temporary

Name: Sinkfield, Artie
Area(s) of Certification: Administration/Supervision K-2, General Science 5-9, Business Education 6-12
Teaching Field: Middle Grade Science
Teaching Assignments: Science
Type of Certificate: Professional

Name: Small, Carlene
Area(s) of Certification: Exceptional Student Education K-12
Teaching Field: Special Education
Teaching Assignments: Exceptional Student Education

Type of Certificate: Professional

Name: Soto, Tracey

Area(s) of Certification: Pending

Teaching Field: Middle Grade Math

Teaching Assignments: Mathematics

Type of Certificate: Pending

Name: Sparks, Rita

Area(s) of Certification: Business Education 6-12

Teaching Field: Business Education

Teaching Assignments: Computer Business

Type of Certificate: Professional

Name: Stewart, Lolita

Area(s) of Certification: Specific Learning Disabilities K-12

Teaching Field: Program Specialist

Teaching Assignments: Exceptional Student Education

Type of Certificate: Professional

Name: Sutton, Latosha

Area(s) of Certification: English 6-12

Teaching Field: Middle Grade English

Teaching Assignments: Reading Coach

Type of Certificate: Professional

Name: Tavarez, Marina

Area(s) of Certification: Middle Grade Social Studies

Teaching Field: Middle Grade Social Studies

Teaching Assignments: Social Studies

Type of Certificate: Temporary

Name: Taylor, Gary

Area(s) of Certification: Industrial Arts – Technology Education 6-12

Teaching Field: Vocational Technology

Teaching Assignments: Graphics Arts

Type of Certificate: Professional

Name: Taylor, Jemeica

Area(s) of Certification: Educational Leadership (All Levels), Elementary Education 1-6, ESOL Endorsement, Reading K-12

Teaching Field: Middle Grade English

Teaching Assignments: Reading / Language Arts

Type of Certificate: Professional

Name: Tellez, Tamara

Area(s) of Certification: Biology 6 -12

Teaching Field: Middle Grade Science

Teaching Assignments: Science
Type of Certificate: Professional

Name: Thomas, Jacqueline
Area(s) of Certification: Guidance Counselor
Teaching Field: Counseling
Teaching Assignments: Counselor
Type of Certificate: Professional

Name: Timothee, Jean
Area(s) of Certification: Middle Grade Social Science, French
Teaching Field: Foreign Language
Teaching Assignments: French
Type of Certificate: Professional

Name: Valle, Yamelieth
Area(s) of Certification: Physical Education K – 12
Teaching Field: Physical Education
Teaching Assignments: Physical Education
Type of Certificate: Temporary

Name: Wentzel, Emily
Area(s) of Certification: English 6 -12
Teaching Field: Middle Grade English
Teaching Assignments: Reading/Language Arts
Type of Certificate: Temporary

Name: Wheary, Roshanna
Area(s) of Certification: Elementary Education, Reading
Teaching Field: Middle Grade English
Teaching Assignments: Reading/Language Arts
Type of Certificate: Temporary

Name: Young, Tonya
Area(s) of Certification: Middle Grade Social Studies
Teaching Field: Middle Grade Social Studies
Teaching Assignments: Social Studies
Type of Certificate: Temporary

• Highly Qualified, Certified Administrators:

Mrs. Regina Lowe-Smith, 161624, Principal, has worked for the Miami-Dade County Public School system for 20 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.

Mr. Jamarv Dunn, Assistant Principal, has 13 years experience with the school system. He has been an Assistant Principal at Brownsville Middle School for five years, and three of those years, he has served as the Principal's Designee. Among his duties as an Assistant Principal at Brownsville Middle School, he has been in charge of Physical Plant, Technology, Science, Student Services, and Property Control. Mr. Dunn has taught grades second through sixth, served as a Math facilitator, a member of the Assistant Principals' Steering Committee (2000-2004), Lead Assistant Principal for Northwestern Feeder Pattern (2003), and a member of the Miami-Dade County Public School District Transportation Committee (2001). He holds a Bachelor of Science in Business Administration, a Master of Science in Elementary Education, and an Educational Leadership Certification. He was instrumental in helping to raise Brownsville Middle School's grade to a "C."

Mrs. Erica Paramore-Respress, Assistant Principal, has held positions as lead teacher and reading leader. This is her third year as an administrator. She has held the position of Assistant Principal for Curriculum for a year and a half. Mrs. Respress' experience as an elementary school teacher has enabled her to establish a rapport with not only veteran teachers but beginning teachers as well. She has worked closely with beginning teachers in making the transition from a college student as an educator in the classroom. Mrs. Respress has not only arranged for professional developments required in the School Improvement Zone but she has also become a facilitator of many of those professional developments. As an Assistant Principal for Curriculum she has worked with the Leadership Team to ensure that Brownsville Middle School is held to higher standards. She holds a Bachelor of Science in Elementary Education, a Master of Science in Elementary Education, and certification in Educational Leadership. She is CRISS trained and she acts as a Professional Learning Communities facilitator. She is currently pursuing a doctoral degree in Curriculum and Instruction.

Mr. Andy Harrison, Assistant Principal, is in his second 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. Recently, Mr. Harrison completed the Assistant Principal Preparation Program (A3P) and the Assistant Principal Academy (APA). He holds certification in Elementary Education, Middle Grades Mathematics, Clinical Supervision and is ESOL Endorsed.

• Teacher Mentoring:

New teachers are assigned mentors to assist in lesson planning, best practices, and any additional support required. Reading Coach 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 received a strategy booklet that can be utilized in the classroom, along with on-going support throughout the school year. Professional Growth Teams have been established to meet the needs of teachers. These Professional Growth Teams are 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 2005-2006 school year. This process will continue in the 2006-2007 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, as identified by the Organizational Performance Improvement Snapshot 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

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

GOAL 1 STATEMENT:

Reading

Needs Assessment

An assessment of 2006 FCAT Reading Test data reveals that 35 percent of grade six students demonstrated overall mastery in all reading strands. This indicates an increase of 16 percentage points as compared to the 2005 FCAT Reading Test. However, in the area of Main Idea/Purpose students' scores showed a two percentage point decrease. Specifically, students in grade seven demonstrated an overall mastery of 34 percent in all reading strands on the 2006 FCAT Reading Test. This is a 10 percentage point increase as compared to the administration of the 2005 FCAT Reading Test. The greatest area of need for seventh grade students is Comparisons. Although the students maintained their score for the 2006 administration of the FCAT Reading Test, improvement is still needed in the area of Comparisons. Specifically, students in grade eight demonstrated an overall mastery of 17 percent in all reading strands on the administration of the 2006 FCAT Reading Test. This data indicates a two percentage point increase as compared to the administration of the 2005 FCAT Reading Test. The greatest areas of need for eighth grade students are Words and Phrases, with a one percentage point decrease, Main Idea/Author's Purpose with a two percentage point decrease, and Comparisons with a two percentage point decrease. However, the data indicates that students in grade eight demonstrated an increase of three percentage points in the areas of Reference and Research. Specifically, the tested subgroups did not make Adequate Yearly Progress on the 2006 FCAT administration. In addition, 48 percent of all students tested scored at achievement level one, while 24 percent scored at achievement level two.

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 Standards, students in grades six through eight will improve their reading skills as evidenced by 51 percent scoring at achievement level 3 or higher on the 2007 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 51 percent scoring at achievement level 3 or higher on the 2007 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Black students will improve their reading skills as evidenced by 51 percent scoring at achievement level 3 or higher on the 2007 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Hispanic students will improve their reading skills as evidenced by 51 percent scoring at achievement level 3 or higher on the 2007 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 51 percent scoring at achievement level 3 or higher on the 2007 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 51 percent scoring at achievement level 3 or higher on the 2007 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 51 percent scoring at achievement level 3 or higher on the 2007 administration of the FCAT Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		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	8/7/2006	4/27/2007	Continuous Improvement Model	\$0.00
Implement an after-school tutorial program that addresses the academic deficiencies of level one and two students	Administrators Teachers Reading Coaches	8/7/2006	4/27/2007	Continuous Improvement Model	\$0.00

Implement a data management system, Edusoft, to score tri-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).	Administrators, Teachers, and Reading Coaches	8/7/2006	4/21/2006	Continuous Improvement Model	\$0.00
Increase communication with parents by sharing tri-weekly assessment results at Parent Teacher Student Association meetings	Administrators Reading Coaches Teachers	8/7/2006	4/27/2007	District Strategic Plan	\$0.00
Target the cluster of Main Idea/Author's Purpose and instruct the remaining clusters of Comparisons, 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.	Administrators, Teachers, and Reading Coaches	8/7/2006	4/27/2007	Continuous Improvement Model	\$0.00
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.	Administrators, Teachers, and Reading Coaches	8/7/2006	4/27/2007	Continuous Improvement Model	\$0.00
Incorporate CReating Independence through Student-Owned Strategies (CRISS), based on students' tri-weekly assessments results and the utilization of Snapshot information, in all levels.	Administrators, Teachers, and Reading Coaches	8/7/2006	4/27/2007	Continuous Improvement Model	\$0.00

Research-Based Programs

READ 180

READ XL

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 Maze Assessment 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 2006 administration will be compared to the FCAT Reading Test 2007 administration.

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

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

GOAL 2 STATEMENT:

Mathematics

Needs Assessment

An assessment of the 2006 FCAT Mathematics Test reveals that 28 percent of grade six students demonstrated overall mastery in all math strands. This indicates an increase of ten percentage points as compared to the 2005 FCAT Mathematics Test. However, in the area of Geometry, sixth grade students' scores showed a one percentage point decrease. Specifically, students in grade seven demonstrated an overall mastery of 24 percent in all math strands on the 2006 FCAT Mathematics Test. However, in the area of Data Analysis, seventh grade students showed a decrease of one percentage point. Specifically, students in the eighth grade demonstrated an overall mastery of 24 percent in all math strands on the 2006 FCAT Mathematics Test. However, in the areas of Number Sense and Measurement, eighth grade students showed the greatest need. Number Sense was decreased by one percentage point and Measurement was decreased by one percentage point. This revealed the need for: More 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. Specifically, students in the tested subgroups did not make Adequate Yearly Progress. In addition, 52 percent of all students tested scored at achievement level one, while 22 percent scored at achievement level two.

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

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades six through eight will improve their mathematics skills as evidenced by 56 percent scoring at achievement level 3 or higher on the 2007 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 56 percent scoring at achievement level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Black students will improve their mathematics skills as evidenced by 56 percent scoring at achievement level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Hispanic students will improve their mathematics skills as evidenced by 56 percent scoring at achievement level 3 or higher on the 2007 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 56 percent scoring at achievement level 3 or higher on the 2007 administration of the FCAT Mathematics Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Utilize the Instructional Focus Calendar to facilitate instruction of tested benchmarks and strands following the CIM model.	Administrators and Teachers	8/7/2006	4/27/2007	Continuous Improvement Model	\$0.00
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	8/7/2006	4/27/2007	Continuous Improvement Model	\$0.00
Provide tutorial services to all students utilizing several models, including tutoring in their home language.	Administrators, Teachers, and Home Language Assistance Program Personnel	8/7/2006	4/27/2007	Continuous Improvement Model	\$0.00
Provide sixth grade students with additional assistance and reinforcement in mathematics through the Academic Improvement Period utilizing appropriate CRIS Strategies.	Administrators and Teachers	8/7/2006	4/27/2007	Continuous Improvement Model	\$0.00

Implement a data management system, Edusoft, to score tri-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).	Administrators Deptment Chair Teachers	8/07/2006	4/27/2007	District Strategic Plan	\$0.00
Increase communication with parents by sharing tri-weekly assessment data at the Parent Teacher Student Assosiation meeting.	Administrators and Teachers	8/7/2006	4/27/2007	District Strategic Plan	\$0.00
Utilize technology to implement a mandatory research component for all students to incorporate real life mathematical situations and math related topics.	Administrators Department Chair and Teachers	8/7/2006	4/27/2007	District Strategic Plan	\$0.00
Increase students' achievement level by analyzing students' data utilizing information from Snapshot, pre/post and tri-weekly assessments.	Administrators, Teachers, and Data Personnel	8/7/2006	4/27/2007	Continuous Improvement Model	\$0.00

Research-Based Programs

Carnegie Cognitive Tutor (Algebra and Geometry)

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.

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.

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

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

GOAL 3 STATEMENT:

Writing

Needs Assessment

Results of the 2005 FCAT Writing Plus indicate that 86 percent of students in the eighth grade scored at level 3.5 or higher. Student scores demonstrated a 3.6 overall average in Expository Writing and a 3.8 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 two-tenths percentage point as compared to the 2005 FCAT Writing Plus administration. However, there is still a need for extensive pre-writing and writing strategies that target specific weaknesses in Expository writing.

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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 57 percentage points of students achieving high standards of 4.0 or above on the 2007 administration of the FCAT Writing Plus as compared to the 2006 administration of the FCAT Writing Plus.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
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	8/7/2006	4/27/2007	Continuous Improvement Model	\$0.00
Implement a Writing tutorial utilizing the Six Trait Model and additional writing strategies	Administrators Reading Coaches Teachers	8/7/2006	4/27/2007	District Strategic Plan	\$1500.00
Provide professional development for appropriate staff on strategies related to the FCAT Writing Plus following the CIM.	Administrators and Reading Coaches	8/7/2006	4/27/2007	District Strategic Plan	\$0.00
Utilize analyzed data from expository and persuasive writing pretests to establish differentiated instruction groups.	Administrators, Reading Coaches and Classroom Teachers	8/7/2006	4/27/2007	District Strategic Plan	\$0.00
Incorporate writing throughout all content areas, including CRISS strategies specific to each subgroup including Extended Day and Extended School Year activities.	Administrators, Reading Coaches and Classroom Teachers	8/7/2006	4/27/2007	District Strategic Plan	\$0.00
Administer and analyze results of Pre and Post Writing Tests and instruct according to the timeline identified in the Instructional Focus Calendar in order to comply with the Secondary School Reform Act which will drive instruction.	Administrators, Reading Coaches and Classroom Teachers	8/7/2006	4/27/2007	District Strategic Plan	\$0.00
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.	Administrators, Reading Coaches and Classroom Teachers	8/7/2006	4/27/2007	District Strategic Plan	\$0.00

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.

Evaluation

Students' writing will be evaluated by results on the 2007 FCAT Writing Plus Test, as well as 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"/>

Miami-Dade County Public Schools

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

GOAL 4 STATEMENT:

Student will increase their science performance skills to meet the state standards.

Needs Assessment

An analysis of the 2006 FCAT Science data shows that 13 percent of tested students scored at achievement level 3 or higher. Specifically, 67 percent scored at achievement level one and 21 percent scored at achievement level two. The total possible points in Physical and Chemical Sciences were 11, however, tested students earned four points. In the areas of Earth and Space Sciences, the total possible points were 13, however, the tested students earned five points. In the areas of Life and Environmental Sciences, the total possible points were 13, however the tested students earned six points. In the area of Scientific Thinking, the total possible points were 14, however, the tested students earned five points. 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 of 38 percent as compared to the 2006 administration of the Science FCAT.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Increase the number of inquiry-based science investigations demonstrated by students via closed-circuit television.	Administrators Department Chair Teachers	8/7/2006	4/27/2007	Continuous Improvement Model	\$0.00
Utilize the District's developed Science Pacing Guide to enhance the delivery of instruction in science and ensure that all science benchmarks are taught in grades six through eight.	Administrators Department Chair Teachers	8/07/2006	4/27/2007	District Strategic Plan	\$0.00
Conduct staff development workshops to promote the teaching of science process skills.	Administrators Department Chair Teachers	8/7/2006	4/27/2007	District Strategic Plan	\$0.00
Conduct weekly science investigations to assist in mastery of the science process.	Administrators, Department Chair and Teachers	8/7/2006	4/27/2007	Continuous Improvement Model	\$0.00
Utilize data derived from the FCAT Science and school created tri-weekly assessments to determine students' strengths and weaknesses and tailor instruction and content to address needs.	Administrators, Teachers, and Department Chair	8/7/2006	4/27/2007	Continuous Improvement Model	\$0.00
Implement a Science Brain Bowl for eighth grade students to promote an awareness of Physical and Chemical, Earth and Space, Life and Environmental, and Scientific Thinking	Administrators Department Chair Teachers	8/7/2006	4/27/2007	District Strategic Plan	\$150.00
Incorporate scientific applications in the classroom that connect students' real-life goals through participation in the South Florida Regional Science Fair.	Administrators, Department Chair and Teachers	8/7/2006	4/27/2007	Continuous Improvement Model	\$0.00
Utilize CRISS strategies, such as learning logs to assist students in labs.	Administrators, Department Chair and Teachers	8/7/2006	4/7/2007	Continuous Improvement Model	\$0.00

Research-Based Programs

Florida Science Grades 6- 8(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 tri-weekly school developed Science Benchmark Tests, quarterly assessments provided by the district through the science department, and the 2006-2007 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.)

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

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

GOAL 5 STATEMENT:

Parental Involvement

Needs Assessment

An 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 2005 as compared to 228 in 2006. Additionally, data also indicated that an average of 128 parents attended parent workshops and school-sponsored activities during the 2005 school year as compared to 235 in 2006. Although parental involvement increased from 2005 to 2006 there is still a new 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 integrated into the school program as evidenced by an increase of five percentage points of the number of parents attending the Title I monthly Parent Teacher Student Association meeting during the 2007 school year as documented by Parent Attendance Rosters as compared to the 2006 school year. Parent Attendance Rosters will also be used as documentation to measure the frequency of visitations to the Parent Center. The attendance for the Title I monthly Parent Teacher Student Association and Parent Center total 463 during the 2005 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Continue report card pick-up activities.	Administrators	8/7/2006	4/27/2007	Community Partnerships	\$0.00
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	8/7/2006	4/27/2007	Community Partnerships	\$0.00
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	8/7/2006	4/27/07	Community Partnerships	\$0.00
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	8/7/2006	4/27/2007	District Strategic Plan	\$0.00
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	8/7/2006	4/27/2007	District Strategic Plan	\$0.00
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	8/7/2006	4/27/2007	Community Partnerships	\$0.00
Schedule conferences with parents to review data from the Maze and tri-weekly assessments to improve student performance. student performance.	Administrators, Counselors, and Social Workers	8/7/2006	4/27/2007	District Strategic Plan	\$0.00
Distribute the school's parent compact to	Administrators, Community	8/7/2006	4/27/2007	Community	\$0.00

encourage home learning, supervision, and test awareness.	Involvement Specialist, and Social Workers		Partnerships	
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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

An increase in parental involvement will be evaluated by Parent Attendance Rosters such as Title I Parent Survey, PTSA membership rosters, parent conferences, 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

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

GOAL 6 STATEMENT:

Discipline and Safety

Needs Assessment

An analysis of the data from the 2006 Final Attendance Report indicates that an average of 87.01 percent of students attended school during the 2006 school year. The data also indicates a progressive decline in student attendance from 90.35 percent in 2005 as compared to 87.01 in the 2006 school year. This data indicates that there was a 3.35 percentage points decrease in attendance throughout the 2006 school year.

Measurable Objective

Given an emphasis on a safe and orderly environment, student attendance will improve as evidenced by a five percentage point increase in student attendance during the 2007 school year as compared to the 2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
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	8/7/2006	4/27/2007	District Strategic Plan	\$0.00
Maintain and promote attendance awareness through the Parent Resource Center.	Administrators and Community Involvement Specialist	8/7/2006	4/27/2007	District Strategic Plan	\$0.00
Notify parents of student absences through the Connect-Ed System.	Administrators and Attendance Clerk	8/7/2006	4/27/2007	District Strategic Plan	\$0.00
Implement a Transition Academy for sixth graders using Middle Moves.	Administrators, Teachers, and Counselors	9/12/2005	4/21/2006	District Strategic Plan	\$0.00
Provide monthly incentives and recognition for students who attain and/or maintain perfect attendance for the 2006-2007 school year.	Administrators, PTSA, and EESAC	8/7/2006	4/27/2007	District Strategic Plan	\$1000.00
Incorporate Character Education and Project P.R.O.U.D. as motivation tools to increase student attention.	Administrators Student Services Department Community Involvement Specialist	8/7/2006	4/27/2007	District Strategic Plan	\$0.00
Provide parents with state attendance rules and procedures.	Administrators, Counselors and Teachers	8/7/2006	4/27/2007	District Strategic Plan	\$0.00

Research-Based Programs

Safe and Drug Free Schools

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 daily attendance reports and reports generated by 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.)

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

GOAL 7 STATEMENT:

Technology

Needs Assessment

An analysis of the 2006 FCAT Explorer and Read 180 report Results demonstrate a need to increase the use of technology across the curriculum. Students in grades six through eight demonstrated weaknesses in Mathematics, Reading and Science. Based on these results there is a need to improve FCAT Mathematics scores in Measurement, Algebraic Thinking, and Geometry; and FCAT Reading scores in Main Idea, Context Clues, and Reference and Research. In addition, the 2006 Science FCAT results indicated that the areas of need were Physical and Chemical, Earth and Space, Life and Environmental, and Scientific Thinking.

Measurable Objective

Given an emphasis on the use of technology in education, teacher reports generated from Read 180, Reading Plus, and FCAT Explorer for the 2006 school year will be compared to the 2007 teacher generated reports to show an increase in students' usage in technology.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Engage students in Technology multi media presentations using Class Act Response System	Administrators and Technology Teachers	8/7/2006	4/27/2007	Continuous Improvement Model	\$0.00
Implement, monitor, and enroll all Technology Education students in Miami-Dade Academic Support Program	Administrators and Technology Teacher	8/7/2006	4/27/2007	Continuous Improvement Model	\$0.00
Utilize professional development for Reading Plus, FCAT Explorer, and reading and mathematics strategies to improve student achievement.	Administrators, Technology Teachers, and Elective Teachers	8/7/2006	4/27/2007	Continuous Improvement Model	\$0.00
Implement and monitor a record keeping system to ensure accuracy and efficiency of teacher generated reports.	Administrators Deptment Chairs Reading Coaches Teachers	8/7/2006	4/27/2007	District Strategic Plan	\$0.00

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. In addition, all technology teachers will be given instructional strategies that target specific Science FCAT Benchmarks.

Evaluation

This objective will be measured by utilizing the Read 180, Reading Plus, and FCAT Explorer's data analysis report which will be shared with students to analyze their strengths and weaknesses. Updated teacher generated reports will be used tri-weekly to analyze data and compared at the end of the year to 2006's data.

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

GOAL 8 STATEMENT:

Health and Physical Fitness

Needs Assessment

An analysis of the data compiled from the 2006 FitnessGram final report indicates that the percentage of students receiving gold and silver awards in running will increase by 10 percentage points when compared to the 2007 data. Data indicates that 32 percent of the students in grades six through eight tested met the one mile run requirements.

Measurable Objective

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, students in grades six through eight will increase the gold and silver awards as evidenced by 50 percent of the students meeting the one mile test requirements on the 2007 administration of the Fitness Gram Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Monitor students' progress on a bi-weekly basis towards mastery of the one mile run.	Administrators and Physical Education Teacher	8/7/2006	4/27/2007	District Strategic Plan	\$0.00
Reward students who meet or exceed high standards in District mandated FITNESSGRAM Program.	Administrators and Physical Education Teacher	8/7/2006	4/27/2007	District Strategic Plan	\$0.00
Instruct students on the proper techniques that will facilitate their goal of the two muscular endurance components of the Fitness Gram: push up and sit up test.	Administrators and Physical Education Teachers	8/7/2006	4/27/2007	District Strategic Plan	\$0.00
Implement an inter class competition to promote health and physical fitness/	Administrators Teachers	8/7/2006	4/27/2007	District Strategic Plan	\$0.00

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 to receive training in the FITNESS GRAM.

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.)

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

GOAL 9 STATEMENT:

Electives and Special Areas

Needs Assessment

Based on an analysis of the 2006 master schedule, data indicates that there needs to be an increase in opportunities for advancement in Foreign Language Courses. Specifically, the 2007 master schedule data indicates that a total of 25 students are enrolled in the offered foreign language course as compared to a total of 18 students for the 2006 school year. The number of Foreign Language Courses will increase by five percentage points.

Measurable Objective

Given emphasis on the benefits of learning a second language, the number of students participating in the foreign language course will increase by five percentage points during the 2007 school year as compared to 2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Offer a foreign language course to attract and increase student enrollment.	Administrators and Foreign Language Teachers.	8/7/2006	4/27/2007	Dual Language Education	\$0.00
Celebrate students' successes in attaining high standards in foreign language courses through Awards Assembly Programs.	Administrators and Foreign Language Teachers	8/7/2006	4/27/2007	Dual Language Education	\$0.00
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	8/7/2006	4/27/2007	Dual Language Education	\$0.00
Develop thematic units on Global Awareness through the foreign language courses thereby enhancing students' connections to other countries.	Administrators and Foreign Language Teachers	8/7/2006	4/27/2006	Dual Language Education	\$0.00
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	8/7/2006	4/27/2007	Dual Language Education	\$0.00

Research-Based Programs

Rosetta Stone Computer-Based Program

Glencoe Bon Voyage Program Series

Mcgraw Hill Como Te Va? Program Series

Professional Development

Provide opportunities for Team Leaders, Team Teachers, and Student Services Department to become involved in articulation. Articulation will stimulate incoming students to have a desire to enroll in the Foreign Language Program.

Evaluation

This objective will be evaluated by utilizing the master schedule to compare the number of students enrolled in Foreign Language for the 2007 school year as compared to the 2006 school year.

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 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 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		ALIGNMENT	BUDGET
		START	END		
Analyze student data analysis results to find or construct more effective educational strategies that fit the needs of students and staff	Administrators	8/7/02006	4/27/2007	District Strategic Plan	\$0.00
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Administrators	8/7/2006	4/27/2007	District Strategic Plan	\$0.00
Consider shared use of facilities, partnering with community agencies.	Administrators	8/7/2006	4/27/2007	District Strategic Plan	\$0.00
Identify lowest quartile students early and provide additional assistance	Administrators, Teachers, Counselors, and Reading Coaches	8/7/2006	4/28/2007	District Strategic Plan	\$0.00

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"/>	<p><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></p>

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, Success Maker, 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.

Budget Summary

BY GOAL	TOTAL BUDGET
Goal 1: Reading	\$0.00
Goal 2: Mathematics	\$0.00
Goal 3: Writing	\$1,500.00
Goal 4: Science	\$150.00
Goal 5: Parental Involvement	\$0.00
Goal 6: Discipline & Safety	\$1,000.00
Goal 7: Technology	\$0.00
Goal 8: Health & Physical Fitness	\$0.00
Goal 9: Electives & Special Areas	\$0.00
Goal 10: Return On Investment	\$0.00
Total:	\$2,650.00

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