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Office of Academics and Transformation

SUBJECT: REQUEST THAT THE SCHOOL BOARD OF MIAMI-DADE COUNTY, FLORIDA APPROVE THE TURNAROUND SCHOOL SUPPLEMENTAL SERVICES ALLOCATION PLANS

COMMITTEE: ACADEMICS, INNOVATION, EVALUATION, AND TECHNOLOGY

LINK TO STRATEGIC BLUEPRINT: RELEVANT, RIGOROUS, AND INNOVATIVE ACADEMICS

As a result of Senate Bill 7070 signed by Governor DeSantis on May 9, 2019, schools that meet the following criteria are eligible to receive Turnaround School Supplemental Services Allocation (TSSSA):

- A school that is implementing a district-managed turnaround plan
- A school that has improved to a “C” or higher and is no longer in turnaround status within the last two years
- A school that has earned three consecutive grades below a “C”

Based on school grades released for the 2018-2019 school year by the Florida Department of Education, there is one school in Miami-Dade County Public Schools that is implementing a district-managed turnaround plan and one school that is no longer in turnaround status and eligible for the TSSSA allocation:

- Frederick Douglass Elementary School (currently implementing district-managed turnaround plan)
- Brownsville Middle School (no longer in turnaround status)

The school district’s allocation is based on the unweighted FTE student enrollment at the eligible schools and a per-FTE funding of \$500 as provided by the General Appropriations Act. Each school district and qualifying schools are required to submit the TSSSA Plan to the School Board for approval no later than August 1, 2020. The School Board approved plans must be submitted to the Bureau of School Improvement by September 1, 2020.

RECOMMENDED: That The School Board of Miami-Dade County, Florida approve the attached Turnaround School Supplemental Services Allocation Plans.



2020-21 TSSSA Plan

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Eligibility and Allocation

Eligibility

Eligibility for 2020-21 TSSSA will be based on 2019 school grades and meeting one of the following criteria: a school implementing a turnaround plan or a turnaround school that has improved to a C or higher and has exited turnaround status within the last two years.

The preliminary allocation is based on a per-FTE funding amount of \$500 or as provided by the General Appropriations Act. Districts are required to complete a district-level plan. In addition, school-level plans are also required. The district and school level plans must be submitted to your school board for approval by August 1. **However, at any time prior to this date, plans may be submitted for review and pre-approval to the Bureau of School Improvement (BSI).** The school board approved plan is due to the BSI no later than September 1.

Allocation

School ID	School Name	Preliminary Allocation	Final Allocation
6031	Brownsville Middle School	\$200,210.00	\$200,210.00
	2019-20 Schools Implementing Turnaround		
	Schools that Exited Turnaround by Improving to a C or Higher		Y
	Schools that Exited Turnaround in 2019 (Year 1) or Exited in 2018 (Year 2)		2
1361	Frederick R. Douglass Elementary	\$113,895.00	\$113,895.00
	2019-20 Schools Implementing Turnaround		Y
	Schools that Exited Turnaround by Improving to a C or Higher		Y
	Schools that Exited Turnaround in 2019 (Year 1) or Exited in 2018 (Year 2)		

District Assurance

Before distribution of the allocation, the school district shall develop and submit a plan for implementation to its school board for approval no later than August 1 of each fiscal year. In addition, each school district shall submit its school board approved plans to the BSI by September 1 of each fiscal year for approval.

YES

Sustainability Plan

Explain the strategies the district, by school, will implement for continuing to provide services after the school(s) is/are no longer in turnaround status by virtue of achieving a grade of "C" or higher.

Miami-Dade County Public Schools (M-DCPS) prioritizes the sustainability of initiatives through planning, effective leadership, accountability, capacity building and succession planning. Using the District Support Formula, schools are supported through a tiered approach. Literacy proficiency scores are multiplied by three, mathematics scores by two, other end-of-course assessments stand alone, and then they are ranked. Schools in Tier 3 receive the greatest level of support through human capital and funding. Tier 2, Tier 1 Watch, and Tier 1 schools receive less day-to-day support and are supported through a consultation process. The tiered approach allows a gradual release of responsibility to the school site to ensure sustainability

and prevent a “yo-yo” effect of progression.

Currently, Frederick Douglass and Brownsville Middle School are Tier 3 schools and are given the greatest consideration in providing the financial and human capital resources to provide services to the schools to ensure sustainability and on-going success.

Moreover, to ensure sustainability of improvements, M-DCPS in conjunction with Frederick Douglass and Brownsville Middle School will:

- Prioritize family engagement and provide support through practice.
- Develop systematic structures grounded on the premise that school administrators acknowledge family and community engagement as a critical component of systemic improvement efforts.
- Ensure that all newly hired teachers are paired with a mentor that provides support with teaching practices that enhance effective instruction in the academic standards.
- Ensure the continuation of Professional Learning Communities through Professional Learning Support Teams that focus on effective teaching strategies that increase student achievement and preparation for global competitiveness.
- Utilize Human Resources tools such as Teacher Match and Job Fairs to recruit highly qualified personnel to support academic excellence.
- Prioritize the use of the Community Engagement Practices Framework based on the national standards for family engagement.
- Evaluate school wide progress towards the national standards for Family-School Partnerships by reflecting on surveys from stakeholders including families, students, teachers, administrators and community organizations.
- Through the Parent Academy and Office of Community and Engagement, continuously host dual-language parent and family workshops to ensure systemic family support and engagement.
- Consistently partner with community organizations that maximize the potential of each student to reach their fullest potential.

Part V: Budget

This section will assist in viewing submitted school level TSSSA budget(s) based upon each budget item tied to a Plan Item identified in the Part III: Plan Items on a school-level TSSSA plan.

Access the budget by clicking the blue Manage Budget button. This will direct you to the Budget page. This page includes the breakdown of funds by Plan Item by eligible school.

Miami-Dade County Public Schools

Frederick R. Douglass Elementary



2020-21 TSSSA Plan

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Eligibility and Allocation

Eligibility

Eligibility for 2020-21 TSSSA will be based on 2019 school grades and meeting one of the following criteria: a school implementing a turnaround plan or a turnaround school that has improved to a C or higher and has exited turnaround status within the last two years.

The preliminary allocation is based on a per-FTE funding amount of \$500 or as provided by the General Appropriations Act. Districts are required to complete a district-level plan. In addition, school-level plans are also required. The district and school level plans must be submitted to your school board for approval by August 1. The school board approved plan is due to the Bureau of School Improvement no later than September 1.

Allocation

School ID	School Name	Implementing	Exited Year 1	Exited Year 2	Preliminary Allocation	Updated Allocation
1361	Frederick R. Douglass Elementary	Y			\$113,895.00	

Plan Assurances

Family and Community Partnerships

Assure that the school will implement strategies to establish comprehensive support services that develop family and community partnerships.

YES

Academic and Character Standards

Assure that the school will implement strategies to establish clearly defined and measurable high academic and character standards.

YES

Parental Involvement

Assure that the school will implement strategies to increase parental involvement and engagement in the child's education.

YES

Incentives for Instructional Personnel

Assure that the school will implement strategies to identify, recruit, retain, and reward instructional personnel.

YES

Professional Development

Assure that the school will implement strategies to provide professional development that focuses on academic rigor, direct instruction, and creating high academic and character standards.

YES

Focused Instruction

Assure that the school will implement strategies to provide focused instruction to improve student academic proficiency, which may include additional instruction time beyond the normal school day or school year.

YES

Plan Items

Family and Community Partnerships

Explain how the school will establish comprehensive support services that develop family and community partnerships.

Miami-Dade County Public Schools (M-DCPS) understands the importance of educating the whole child and engaging the parents and community in supporting these efforts. The schools collaborate with the Division of Student Services, M-DCPS Bureau of School Operations and the Educational Excellence School Advisory Council (EESAC) to ensure structures are established and followed to provide the highest quality and comprehensive support services to students and families. School counselors, Community Involvement Specialists (CIS), Community Liaison Specialists (CLS), and Success Coaches coordinate these efforts to optimize support and eliminate the duplication of services.

The CIS at Frederick Douglass Elementary School serves to augment and intensify the support of the school counselor by building relationships and trust between the families, community and the school. The CIS will continue working on increasing family and community involvement. The CIS will conduct monthly parent learning academies utilizing the modules from the District's Parent Academy that include academic topics, physical and financial wellness, etc. The CIS will conduct home visits as needed to encourage consistent attendance and serves as a liaison between the school and family needs.

Poor student attendance continues to plague Frederick Douglass Elementary School. Even though the school previously established attendance monitoring and coordinated with the District attendance task force, this has not resulted in improved student attendance. The school will use TSSSA funds to hire a part time Attendance Interventionist whose sole responsibility will be to assist in improving student attendance. This employee will make daily phone calls to the parents of student absent for that day, conduct home visits, and develop and implement an incentive program to reward students, families, and teachers for children with good attendance. The Attendance Interventionist will work twenty-five hours a week to improve the school's attendance as students cannot learn if they are not participating in school. The Attendance Interventionist will work with the CIS to coordinate social services for parents to ensure they have adequate support in getting their children to school on-time and make sure their children participate in school every day.

M-DCPS strives to identify and request wraparound services that align to the unique needs of

the families and students in their communities. Recognizing that students and families require a variety of services to address the emotional, social, health and educational needs, M-DCPS partners with various community organizations to support the overall well-being of the students and families as well as participate in the school improvement process. The Parent Academy provides on-going parent workshops to empower parents to be active participants in their child's education. The program also offers development on topics to bolster parents' skills that have a direct correlation to their daily lives.

M-DCPS, Division of Student Services, Bureau of School Operations and the Office of Community Engagement will continue to work collaboratively to ensure structures are established to provide the highest quality wraparound services for students and their families, which fosters positive relationships to ensure the continued improvement of the schools.

Academic and Character Standards

Explain the strategies the school will implement to establish clearly defined and measurable high academic and character standards.

Frederick Douglass Elementary School will be supported by the District-wide Data Disaggregation Team to provide rapid District, Region, and school site leadership teams with individualized, easily accessible data tools such as Power Bi, Performance Matters, and dashboards that track academic data. The team will provide instant access to school, teacher, and student level performance data. In addition, the team will develop and implement a School Goal Tracker, which will allow school site teams to set goals for each accountability area. The school will identify subsets of students in need of additional support and establish intervention services and strategic support based on the identified needs. Student data will be consistently monitored and refinements will be made to ensure mastery of the academic standards. At the District level, comprehensive monitoring will be conducted three times a year through Data Assessment and Technical Assistance Coordination of Management (DATA/COM) meetings. This process will allow the Education Transformation Office (ETO), District staff, Region personnel and principals to analyze Florida Standards Assessments data, Mid-Year Assessments, End-of-Course Assessment data, i-Ready data, student and teacher attendance, disruptive behavior incidents, student enrollment trends, and Least Restrictive Environment. Based on the analysis the District, Region and school principal will make strategic decisions regarding support and resources. DATA/COM will provide an opportunity for the principal to talk directly with the Superintendent and other District personnel to address any barriers that may impede success. Quarterly Strategic Planning Meetings will be held with ETO and Region personnel to collaborate with the school leadership team to evaluate the impact of the identified structures and systems as well as available resources and recommended modifications. These processes will empower the school to establish and monitor clearly defined and measurable academic standards.

During the 2020 Summer Synergy Institute, the principal, assistant principal and the Professional Learning Support Team from Frederick Douglass Elementary School, will participate in a three-day institute. The school team will evaluate data outcomes on school culture and academic programs. Based on the findings, the school will identify Essential Practices in both areas that they want to sustain and improve upon. These Essential Practices will be the cornerstone of the School Improvement Plan for the 2020-21 school year. The school will develop priority actions for the year as well as four, seven-week implementation stages to ensure sustainability and improvement within the identified Essential Practices.

M-DCPS designates additional funding to hire Transformation Coaches to provide ongoing support to teachers and interventionists at Frederick Douglass Elementary School. These

Transformation Coaches are fully released and play an integral role in teacher development in academic standards knowledge, effective pedagogical practices and support the implementation of the school-wide interventions. The content-specific school site Transformation Coaches receive an additional stipend of \$4,500, designed to recruit and retain the brightest in the field. Through the negotiated Letter of Understanding (LOU), eighty percent of the coaches' time is to provide direct instructional services related to improving and supporting classroom instruction. The coaching model (pre-planning, modeling, observing, and debriefing) is used to support teachers in effective evidenced-based instructional strategies that improve students' academic performance. The Transformation Coach assists and provides support to teachers in the development of rigorous standard-based lessons through effective collaborative planning.

M-DCPS provides prevention and intervention services to students through an integrated team of student services professionals to address the academic and social/emotional needs of all students. M-DCPS takes into consideration the unique issues faced by the diverse populations enrolled at Frederick Douglass Elementary School.

The District has several initiatives to support a safe and supportive learning environment, including Values Matter Miami. In partnership with the Sandy Hook Promise, M-DCPS implements three violence prevention programs: See Something/Say Something, Start with Hello (SWH), and the Safety Assessment and Intervention (SAI). In 2018, the District established an office for Mental Health Services and restructured the system and processes for the most fragile students to provide these children with an emotional safety net to address mental health issues.

Frederick Douglass Elementary School will continue implementing Values Matter Miami which focuses on M-DCPS' nine core values as the foundation of behavioral expectations for students. The school promotes the nine core values as the foundation of behavioral expectations and character standards in the schools and surrounding communities. Students are asked to communicate what they learn about the values and take the message to their churches, parks, community centers, and malls. The character standards of respect, responsibility, citizenship, fairness, pursuit of excellence, kindness, cooperation, honesty and integrity are emphasized throughout the District and schools. A core value is introduced each month utilizing modules, resources and select readings. School leadership, counselors and teachers use the resources to teach students appropriate behavior and skills around each of the standards. Schools highlight character education initiatives through Twitter, Instagram, Facebook and on the school's website with the #ValuesMatterMiami. Students are provided with opportunities to self-assess, identify personal strengths, areas for growth, and set goals to continuously develop and improve their character. On a monthly basis the schools highlight students, staff and families that positively represent the featured core value. M-DCPS hosts a ValuesMatterMiami Awards Ceremony, a large-scale red-carpet event in which students, staff, community partners and schools are recognized for exemplifying each core value.

Frederick Douglass will use the TSSSA funds to hire a teacher that will support the school with the Positive Behavior Support System (PBS) as part of their job responsibilities to diminish negative student behavior that interferes with students' academic success. Families will be trained in the process to support parents in the home to encourage positive behaviors. PBS provides a process to understand and resolve the problem behavior of individuals or children that is based on values and empirical research. It offers an approach to develop an understanding of why the child engages in problem behavior and strategies to prevent the occurrence of negative behavior, while teaching the child new skills. PBS offers a holistic approach that considers all factors that have an impact on a child and the child's behavior. It can be used to address problem behaviors that range from aggression, tantrums, and property

destruction to social withdrawal. The teacher will provide on-site support to students, families and teachers in the PBS system as well as providing job-embedded training for staff to enhance their skills in effectively implementing the PBS system school-wide.

By implementing the established, clearly defined and measurable high academic and character standards, the students, families and surrounding communities will mutually benefit and support M-DCPS's mission and commitment to provide the highest quality education so that all students are empowered to lead productive and fulfilling lives as lifelong learners and responsible citizens.

Parental Involvement

Explain the strategies the school will implement to increase parental involvement and engagement in the child's education.

School improvement is more effective when schools enlist families in the process. The Office of Community Engagement works with the school to conduct professional development that sets a high standard for a partnership between schools and families to promote experiences that are positive, effective and support student success. Frederick Douglass Elementary School is supported through the Office of Community Engagement to establish practices to support the Family-Friendly Schools. A volunteer community liaison will meet monthly with the principal to communicate school/family events and school progress with parents and other stakeholders in the community.

Frederick Douglass Elementary School will continue to receive services from The Parent Academy (TPA). TPA is a year-round initiative of M-DCPS that helps parents to become partners in their child's education. TPA is uniquely designed to provide quality development and support to families. TPA engages families in multi-faceted learning experiences, accelerates student achievement by educating parents, and increases involvement by integrating parents into the mainstream culture of the school. TPA works in conjunction with the Community Involvement Specialist (CIS) to develop and conduct targeted parent workshops aligned to the needs of the school families in English, Spanish and Haitian-Creole. TPA works with school personnel, the Division of Student Services, the Office of Community Engagement, and EESAC to maximize wraparound services by hosting Family Nights and Community Resource Fairs to make families aware of the available support. These strategies are directly aligned to the overall school improvement efforts.

The Community Involvement Specialist (CIS) at Frederick Douglass Elementary School serves to augment and intensify the support of the school counselor by building relationships and trust between the families, community and the school. The CIS will continue to focus on increasing family and community involvement. The CIS will conduct monthly parent learning academies utilizing the modules from the District's Parent Academy that include academic topics, physical and financial wellness, among many others. The CIS will conduct home visits as needed to encourage consistent attendance and serve as a liaison between the school and family needs.

Frederick Douglass Elementary School will continue to work with the EESAC, comprised of people representing various segments of the community, including parents, teachers, students, administrators, support staff, business representatives, and other interested community members. The purpose of the EESAC is to assist in the preparation, implementation, and evaluation of the School Improvement Plan. The initiatives to increase parental involvement and engagement in the child's education are incorporated into the improvement process to strengthen partnerships with families and the community.

M-DCPS has a long history of supporting families and community engagement by addressing challenges and barriers that impede parental involvement and provides support and services to families to promote students' success.

Incentives for Instructional Personnel

Explain the strategies the school will implement to identify, recruit, retain, and reward instructional personnel.

As referenced in the **K-12 ESEA Common Program Guidance**, Recruitment, retention and reward incentives must be based on a three-year aggregate state value-added model (VAM) score. If state VAM is not available, another student growth model may be proposed. The student growth model must be fair and reliable. The LEA must submit the model demonstrating the classification and distribution of non-state VAM teacher scores for approval. Incentives can be part of a structured pay system or a Memorandum of Understanding (MOU); however, the above criteria shall apply. Incentives for attendance and non-instructional personnel are not allowable. Recruitment incentives for teachers with less than one year of experience or for hard to staff positions will be considered on a case by case basis.

M-DCPS has established a Letter of Understanding (LOU) to confirm the collaborative agreement between M-DCPS and the United Teachers of Dade (UTD) regarding schools deemed a priority by the state and/or the District.

The following Recruit, Retain and Reward (RRR) framework is designed to ensure structures are in place to encourage and support the use of evidence-based practices at the classroom level to improve instructional outcomes for students. In order to attract, reward and retain highly effective instructional personnel at the school, the provisions identified below will be implemented:

I. Highly Effective Personnel

Instructional staff (including hourly and part-time teachers who have assigned courses and issue grades) must hold a valid Florida Professional Educators Certificate or Florida Educator Certificate or Statement of Status of Eligibility.

All reading, language arts, and mathematics teachers will have a demonstrated record of learning gains equal to or greater than the District or school average for the grade configuration. Teachers assigned to courses with an End Of Course exam will demonstrate a percentage passing rate equal to or greater than the District average.

Teachers with three year aggregated Value Added Model data classifications in the areas of Needs Improvement and Unsatisfactory will be subject to involuntary transfer pursuant to Article XII, Hiring, Assigning and Transferring Instructional Personnel, Section 8, Involuntary Transfer, of the M-DCPS/UTD Labor Contract effective the subsequent school year. As per the provision outlined in F.S. 1012.2315(2)(a). Additionally, teachers rated Needs Improvement or Unsatisfactory on their 2018-2019 Unified Summative Evaluation will be subject to involuntary transfers to an alternate location pursuant to Article XII, Section 8 of the M-DCPS/UTD Labor Contract effective the subsequent school year.

Identified schools will be given priority to interview eligible candidates to ensure that the school is fully staffed with highly effective personnel prior to opening of schools.

Transformation Coaches in the areas of reading, math, and science with Highly Effective/Effective ratings and demonstrating favorable survey results as referenced in the Transformation Coach LOU will be assigned to the identified schools to provide direct support to teachers in instructional delivery. Coaches at the Comprehensive Support and Improvement Schools will be certified in the area they coach or have completed all coursework for the areas they coach.

11. Recruitment/Retention of Highly Effective Teachers

Highly Effective instructional personnel transferring into one of the identified schools, or who remain at one of the identified schools, will commit to teach for three school years (2020-2021 through 2022-2023). At the conclusion of the 2020-2021 school year, teachers who elect to transfer into one of the identified schools will have the ability to return to their prior location and be assigned to an equivalent position for which they are certified upon mutual agreement between the teacher and the principal. In the event mutual agreement is not reached, a formal exit interview will be conducted with the employee, a representative from M-DCPS, and a representative from UTD prior to being reassigned. All supplements listed below are only available while serving as a full-time instructional employee in one of the identified schools.

Full-time core subject area teachers who have been rated Highly Effective for two consecutive years (2017-2018 and 2018-2019) and who transfer into, or remain, at one of the identified schools in Appendix A, will be eligible for a \$5,000 Recruitment/Retention supplement to teach in a core subject area at the identified school. Core subject area is defined as language arts/reading, math, science, social studies, and teachers of elementary gifted. Exceptional Education teachers must also have a core subject area certification in order to qualify.

Full-time core subject area teachers rated Effective or Highly Effective, who teach in an accountability area assessed by a state-required assessment as identified by the list below, and whose students' 2020-2021 learning gains/proficiency rates are equal to or greater than the District average for the specified content area/grade level, will receive a Learning Gains/Proficiency supplement of \$3,000.

Teachers who fall within this provision and maintain student learning gains equal to or greater than the District average for school years 2020-2021, 2021-2022, and 2022-2023, will have the \$3,000 supplement added permanently to their base salary. Teachers with multiple accountability areas will only receive one Learning Gains/Proficiency supplement.

Measured by Learning Gains

ELA Grades 3, 4, 5, 6, 7, 8, 9, 10

Math Grades 3, 4, 5, 6, 7, 8

Algebra

Geometry

Intensive Reading and Math 6-12

Measured by Proficiency

Science Grades 5 and 8

Civics

Biology

US History

Based on the absence of 2019-2020 state assessment results that affect the 2020-2021 school

grading formula, teachers assigned to teach Reading or Mathematics in 3rd and 4th grade in the 2020-2021 school year will receive the learning gains supplement if either of the following conditions are met: the total percent of points earned in Reading (sum of proficiency, learning gains, and low-25 learning gains) OR Mathematics exceeds the percent of points earned by the school during the 2018-19 school year.

Transformation Coaches are eligible to receive the Learning Gains/Proficiency Incentive if the learning gains/proficiency, as outlined above, in the area the coach supported during the previous year were equal to or greater than the District average. The same conditions regarding the date of transfer/placement into one of the identified schools in regard to retaining the Learning Gains/Proficiency Supplement as part of their base salary apply for coaches.

Professional Development

Explain the strategies the school will implement to provide professional development that focuses on academic rigor, direct instruction, and creating high academic and character standards.

Frederick Douglass Elementary School will continue to implement the Professional Learning Support Team, which consists of the assistant principal, professional development liaison, and teacher leaders. The team will attend a two-day comprehensive training that emphasizes the shift in professional learning practices at the school. The role of the PLST is to support the development and implementation of high-quality site-based professional development that promotes a school culture of professional growth and collective responsibility for student learning which enhances educators' professional growth and effectiveness to positively impact student achievement. The PLST will determine the needs of the staff by reviewing a variety of data sources and conducting a needs assessment survey of the staff. The PLST will collaborate with the school leadership team during the Synergy Summer Institute to develop a year-long professional development plan that addresses the identified needs and is aligned to the Essential Practices in the School Improvement Process. The PLST will monitor the quality of the professional development activities and the fidelity of professional learning at the school and evaluate the success of the professional learning activities as indicated by shifts and improvement in educational practice and the impact on student learning. Teachers will participate in Professional Learning Communities to continue book studies and to study the impact on specific teaching techniques on student learning.

The Transformation Coaches will provide job-embedded professional development to teachers identified as needing support, staff new to the school and by teacher request. The Transformation Coach will work in conjunction with the principal, assistant principal and ETO support staff to determine areas of growth needed in the District's Framework of Effective Instruction. The framework includes, instructional planning, instructional delivery, knowledge of learners, engagement, assessment and learning environment. The Transformation Coach will work with the teacher to establish a goal(s) of the coaching cycle and conduct a strategic cycle with the teacher to transfer the skill to the teacher through the gradual release. The effectiveness of the cycle will be evaluated by the administration and ETO support staff and direct and consistent feedback will be given to the teacher and coach. The Transformation Coach will facilitate effective collaborative planning and individual planning to ensure the planned lessons are of the highest quality and are designed to ensure students learn at the level of the standard. The ETO support staff will provide on-going job-embedded professional development to the Transformation Coach to ensure the coaches' skill set is exemplar and will lead to improved instructional practices at the school. The Transformation Coach and ETO staff will continue to provide support to teachers at Frederick Douglass Elementary School with in-

depth data analysis. Data analysis skills empower teachers to consistently use formative data to make timely and educated decisions on students' academic and behavioral needs. Teachers will refine lessons and provide appropriate differentiation to provide explicit and direct instruction to ensure students' needs are met.

The Division of Student Services and Office of Community Engagement will collaborate with the school to provide development for school stakeholders, including the Parent-Teacher-Student Association (PTSA), EESAC and other interested community groups.

Frederick Douglass Elementary School will receive on-going professional development and coaching in using Positive Behavior Practices with their students to support relationship building, appropriate behavior, and deescalating conflict to diminish off task behavior and capitalize on positive behavior skills.

M-DCPS has a comprehensive professional development plan that will continue to support teachers, staff, and parents in implementing effective strategies that focuses on academic rigor, direct instruction, and creating high academic and character standards.

Focused Instruction

Explain the strategies the school will implement to provide focused instruction to improve student academic proficiency, which may include additional instruction time beyond the normal school day or school year.

M-DCPS is committed to ensuring students in the most fragile schools receive comprehensive services that are focused and targeted to ensure academic proficiency. According to the information gathered from the needs assessments of these schools, it is noted that there is a high student absentee rate, as well as many juvenile arrests in these communities, per capita. Equally important is for students to have access to enrichment opportunities to build background knowledge and give them experiences that might otherwise not be available. M-DCPS will continue to maximize educational opportunities for the students attending Frederick Douglass Elementary School.

Frederick Douglass Elementary School utilizes District developed strategic Pacing Guides for all courses to ensure that the core curriculum is implemented with fidelity and provides students with deep exposure to the Florida State Standards in reading, mathematics, social studies and the Next Generation State Standards in Science. The District utilizes a variety of research-based materials, resources and curriculum. High poverty, at risk students are likely to be excluded from more challenging tasks. Exposure to complex texts and a rigorous curriculum provides them with challenging opportunities to be able to compete in a global society. Core Instruction standards-based lessons are designed using the Achievement Level Descriptors to ensure the lesson progression reaches the highest level of the standard and requires students to analyze and evaluate to solve complex tasks.

Frederick Douglass Elementary School will focus on training teachers effectively and ensure that essential practices are infused in every content area. Collaborative planning will continue to be conducted on a weekly basis with each grade level and subject. Teachers will collaborate to unpack the Florida Standards and Next Generation Standards in Science. After gaining an in depth understanding of the standards, lessons will be created with the utilization of the item specifications. Lessons will be crafted with scaffolds to assist students in reaching the highest level and complexity of the standards. Student work products will be analyzed during collaborative planning and used to adjust lessons to maximize student performance and share best practices. Additionally, trends in student learning will be discussed to determine how to

refine instruction, maximize student engagement, and improve overall results. The Transformation Coaches and the assistant principal will provide support to teachers during the planning sessions. Furthermore, Transformation Coaches will provide teachers with high quality professional development sessions that address student needs in a variety of instructional domains.

The Principal and Assistant Principals will conduct strategic daily classroom walkthroughs to provide support and ensure lesson plans are translated into effective instructional delivery. Instructional Rounds will be conducted with the ETO support team. Administration and Instructional coaches will be able to observe and learn how to implement successful practices. Each Instructional Round has a clear focus and the findings are deliberated through crucial conversations between the ETO staff and the leadership team. Consistent feedback is shared with the teachers, expectations are discussed, and new goals are set.

The leadership team will continue to meet weekly to discuss the progression of the school. During leadership team meetings, all data points will be analyzed to determine the needs of specific students. Classroom teachers in need of additional support will be identified. Updates on classroom support and coaching cycles will be shared and feedback and next steps are planned. Coaching support will be assigned to support the needs of teachers based on the data outcomes as well as classroom walkthroughs. All core classes will be tiered by areas of growth and strengths. The leadership team will continue to consistently monitor student work products to ensure students are meeting the demands of the standards. The administrative team with the input from Transformation Coaches will determine a focus for classroom walkthroughs based on the ETO bi-weekly updates.

Frederick Douglass Elementary School will continue to use the faculty meetings as professional growth opportunities for the staff. This time is utilized to share best practices from teachers to emphasize effective practices across the school. During the 2020-2021 school year, the school will implement weekly professional learning communities to assist teachers in developing an effective skill set to improve student outcomes.

Frederick Douglass Elementary School will use TSSSA funds to hire a teacher that will teach sections of fifth grade Science to targeted students. This will assist the school in improving Science outcomes for students, which is trailing significantly below the State and District. This position will support, develop and, enhance Science instruction at the school, as well as support the Positive Behavior Support System.

Frederick Douglass Elementary School employs hourly interventionists who provide small group, explicit instruction during the school day. These academic interventions are based on progress monitoring data and will provide support for students who are not meeting mastery in the academic standards to receive extended instruction. The hourly staff will provide additional interventions beyond those provided by the core subject area teachers as part of regular instruction. The groups will be fluid and adjusted based on assessment outcomes. This will allow strategic support on specific standards that students may struggle with mastering.

To improve academic proficiency, Frederick Douglass Elementary School will continue to improve extended learning opportunities beyond the school day. These experiences will include before and after-school tutoring, Saturday School and Spring Break Academy to provide targeted and direct instruction in the core academic areas to a small groups of students based on identified needs from progress monitoring data sources.

Part V: Budget

This section will assist in generating a school TSSSA budget for submission based upon each budget item tied to a Plan Item identified in the Part III: Plan Items.

Access the budget by clicking the blue Manage Budget button. This will direct you to the Budget page. This page includes the breakdown of funds by Plan Item.

1361 Frederick Douglass Elementary School TSSSA Budget

Plan Item	Function Code	Object Code	Narrative	FTE Position	Amount
Focused Instruction	5000	120	This is to hire a teacher who will teach sections of fifth grade Science to targeted students. This position will support, develop and enhance Science instruction at the school as well as supporting the Positive Behavior Support System.	1	\$ 62,263.00
Family and Community Partnerships	5000	120	This is to fund a part time Attendance Interventionist who will work twenty-five hours per week to improve the school's attendance.		\$ 23,277.00
Focused Instruction	5000	210	This is to fund the fringe benefits for the teacher position.		\$ 13,057.00
Family and Community Partnerships	5000	210	This is to fund the fringes for the attendance interventionist.		\$ 4,881.00
Focused Instruction	5000	230	This is to fund the health insurance for the teacher.		\$ 10,417.00
Total					\$ 113,895.00

Miami-Dade County Public Schools

Brownsville Middle School



2020-21 TSSSA Plan

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Eligibility and Allocation

Eligibility

Eligibility for 2020-21 TSSSA will be based on 2019 school grades and meeting one of the following criteria: a school implementing a turnaround plan or a turnaround school that has improved to a C or higher and has exited turnaround status within the last two years.

The preliminary allocation is based on a per-FTE funding amount of \$500 or as provided by the General Appropriations Act. Districts are required to complete a district-level plan. In addition, school-level plans are also required. The district and school level plans must be submitted to your school board for approval by August 1. The school board approved plan is due to the Bureau of School Improvement no later than September 1.

Allocation

School ID	School Name	Implementing	Exited Year 1	Exited Year 2	Preliminary Allocation	Updated Allocation
6031	Brownsville Middle School			Y	\$200,210.00	

Plan Assurances

Family and Community Partnerships

Assure that the school will implement strategies to establish comprehensive support services that develop family and community partnerships.

YES

Academic and Character Standards

Assure that the school will implement strategies to establish clearly defined and measurable high academic and character standards.

YES

Parental Involvement

Assure that the school will implement strategies to increase parental involvement and engagement in the child's education.

YES

Incentives for Instructional Personnel

Assure that the school will implement strategies to identify, recruit, retain, and reward instructional personnel.

YES

Professional Development

Assure that the school will implement strategies to provide professional development that focuses on academic rigor, direct instruction, and creating high academic and character standards.

YES

Focused Instruction

Assure that the school will implement strategies to provide focused instruction to improve student academic proficiency, which may include additional instruction time beyond the normal school day or school year.

YES

Plan Items

Family and Community Partnerships

Explain how the school will establish comprehensive support services that develop family and community partnerships.

Miami-Dade County Public Schools (M-DCPS) understands the importance of educating the whole child and engaging the parents and community in supporting these efforts. The schools collaborate with the Division of Student Services, M-DCPS Bureau of School Operations and the Educational Excellence School Advisory Council (EESAC) to ensure structures are established and followed to provide the highest quality and comprehensive support services to students and families. School counselors, Community Involvement Specialists (CIS), Community Liaison Specialists (CLS), and Success Coaches coordinate these efforts to optimize support and eliminate the duplication of services.

Brownsville Middle School will use Turnaround School Supplemental Allocation (TSSSA) funds to employ a Positive Behavior Success (PBS) Coach, who actively engages in the elimination of social and emotional barriers inhibiting student success by providing services to students who meet criteria based on Early Warning Indicators. The PBS Coach provides preventative and/or responsive guidance to targeted students and families through individual and group counseling.

The CIS at Brownsville Middle School serves to augment and intensify the support of the school counselor and PBS Coach by building relationships and trust between the families, community, and the school. The CIS and the PBS Coach will continue to work together to increase family and community involvement. The CIS will conduct monthly parent learning academies utilizing the modules from the District's Parent Academy that include academic topics, physical and financial wellness, among many others. The CIS will conduct home visits as needed to encourage consistent attendance and serve as a liaison between the school and family needs. Brownsville Middle School will use TSSSA funds to continue to employ the CIS full-time to ensure the school is providing comprehensive support services to develop family and community partnerships.

M-DCPS strives to identify and request wraparound services that align to the unique needs of the families and students in their communities. Recognizing that students and families require a variety of services to address the emotional, social, health and educational needs, M-DCPS partners with various community organizations to support the overall well-being of the students and families as well as participate in the school improvement process. Brownsville Middle School will continue to partner with We Rise, an organization affiliated with The Parent Academy and provides on-going parent workshops to empower parents to be active participants in their child's education. The program also offers development on topics that bolster parental skills that directly correlate to their daily lives. The school will also continue

their partnership with The All-Stars Florida International University program which provides academic tutoring and mentoring for students and families. Additionally, the school will continue to partner with City Year through AmeriCorps which provides academic and social emotional interventions for at risk students. The corps members will make daily phone calls and partner with families to improve student attendance. Another influential partnership that will continue includes the Guitars over Guns program which focuses on using the arts to empower students focusing on building leadership skills and social-emotional capacity. It has been positively received by the parents, students, community partners, and administration.

M-DCPS, Division of Student Services, Bureau of School Operations, and the Office of Community Engagement will continue to work collaboratively to ensure structures are established to provide the highest quality wraparound services for students and their families, which fosters positive relationships to ensure the continued improvement of the schools.

Academic and Character Standards

Explain the strategies the school will implement to establish clearly defined and measurable high academic and character standards.

Brownsville Middle School will be supported by the District-wide Data Disaggregation Team to provide rapid District, Region, and school site leadership teams with individualized, easily accessible data tools such as Power Bi, Performance Matters, and dashboards that track academic data. The team will provide instant access to school, teacher, and student level performance data. In addition, the team will develop and implement a School Goal Tracker, which will allow school site teams to set goals for each accountability area. The school will identify subsets of students in need of additional support and establish intervention services and strategic support based on the identified needs. Student data will be consistently monitored and refinements will be made to ensure mastery of the academic standards. At the District level, comprehensive monitoring will be conducted three times a year through Data Assessment and Technical Assistance Coordination of Management (DATA/COM) meetings. This process will allow the Education Transformation Office (ETO), District staff, Region personnel and principals to analyze Florida Standards Assessments data, Mid-Year Assessments, End-of-Course Assessment data, i-Ready data, student and teacher attendance, disruptive behavior incidents, student enrollment trends, and Least Restrictive Environment. Based on the analysis the District, Region and school principal will make strategic decisions regarding support and resources. DATA/COM will provide an opportunity for the principal to talk directly with the Superintendent and other District personnel to address any barriers that may impede success. Quarterly Strategic Planning Meetings will be held with ETO and Region personnel to collaborate with the school leadership team to evaluate the impact of the identified structures and systems as well as available resources and recommended modifications. These processes will empower the school to establish and monitor clearly defined and measurable academic standards.

During the 2020 Summer Synergy Institute, the principal, assistant principal and the Professional Learning Support Team from Brownsville Middle School, will participate in a three-day institute. The school team will evaluate data outcomes on school culture and academic programs. Based on the findings, the school will identify Essential Practices in both areas that they want to sustain and improve upon. These Essential Practices will be the cornerstone of the School Improvement Plan for the 2020-21 school year. The school will develop priority actions for the year as well as four, seven-week implementation stages to ensure sustainability and improvement within the identified Essential Practices.

M-DCPS designates additional funding to hire Transformation Coaches to provide ongoing

support to teachers and interventionists at Brownsville Middle School. These Transformation Coaches are fully released and play an integral role in teacher development in academic standards knowledge, effective pedagogical practices, and support the implementation of the school-wide interventions. The content-specific school site Transformation Coaches will receive an additional stipend of \$4,500, designed to recruit and retain the brightest in the field. Through the negotiated Letter of Understanding (LOU), eighty percent of the coaches' time will focus on providing direct instructional services related to improving and supporting classroom instruction. The coaching model (pre-planning, modeling, observing, and debriefing) will be used to support teachers in effective evidenced-based instructional strategies that improve students' academic performance. The Transformation Coach will assist and provide support to teachers in the development of rigorous standard-based lessons through effective collaborative planning.

M-DCPS provides prevention and intervention services to students through an integrated team of student services professionals to address the academic and social/emotional needs of all students. M-DCPS takes into consideration the unique issues faced by the diverse populations enrolled at Brownsville Middle School.

The District has several initiatives to support a safe and supportive learning environment, including Values Matter Miami. In partnership with the Sandy Hook Promise, M-DCPS implements three violence prevention programs: See Something/Say Something, Start with Hello, and the Safety Assessment and Intervention. In 2018, the District established an office for Mental Health Services and restructured the system and processes for the most fragile students to provide these children with an emotional safety net to address mental health issues.

Brownsville Middle School will continue implementing Values Matter Miami which focuses on M-DCPS' nine core values as the foundation of behavioral expectations for students. The school promotes the nine core values as the foundation of behavioral expectations and character standards in the schools and surrounding communities. Students are asked to communicate what they learn about the values and take the message to their churches, parks, community centers, and malls. The character standards of respect, responsibility, citizenship, fairness, pursuit of excellence, kindness, cooperation, honesty and integrity are emphasized throughout the District and schools. A core value is introduced each month utilizing modules, resources and select readings. School leadership, counselors and teachers use the resources to teach students appropriate behavior and skills around each of the standards. Schools highlight character education initiatives through Twitter, Instagram, Facebook and on the school's website with the #ValuesMatterMiami. Students are provided with opportunities to self-assess, identify personal strengths, areas for growth, and set goals to continuously develop and improve their character. On a monthly basis the schools highlight students, staff and families that positively represent the featured core value. M-DCPS hosts a ValuesMatterMiami Awards Ceremony, a large-scale red-carpet event in which students, staff, community partners and schools are recognized for exemplifying each core value.

Brownsville Middle School will continue implementing Restorative Justice Practices (RJP) school wide. RJP are a set of social science activities and techniques that provide an outline on how to build social capital and achieve social discipline through participatory learning and decision making. RJP includes a set of informal and formal strategies to build relationships and a sense of community to prevent conflict and transgressions. RJP allows staff and students to respond to misbehavior, with the intention to repair harm that was caused by the offense. The consistent use of RJP helps to reduce incidents of crime, violence, harassment, bullying, defiance, disruptions, and fights while improving human behavior, strengthening civil society, providing effective leadership, restoring relationships, and repairing harm. RJP encourages

community involvement, celebrates accomplishments, and reintegrates students into a school culture of favorable social interactions. These practices produce global citizens who are an asset to a productive and healthy world.

Additionally, teachers at Brownsville Middle School will continue utilizing the Mawi Learning tools to support social emotional learning to develop positive character traits in middle school students. Mawi Learning is devoted to unlocking student potential through evidence-based social and emotional teaching and learning approaches. Their tools and services have been used by students in all 50 states and more than one million students worldwide to build growth mindset, resilience and foundational SEL skills such as goal setting and time management.

Brownsville Middle School will continue implementing Positive Behavior Support Systems (PBS) at the school to diminish negative student behavior that interferes with students' academic success. Families are trained in the process to support parents in the home to encourage positive behaviors. PBS provides a process to understand and resolve the problem behavior of individuals or children that is based on values and empirical research. It offers an approach to develop an understanding of why the child engages in problem behavior and strategies to prevent the occurrence of negative behavior, while teaching the child new skills. PBS offers a holistic approach that considers all factors that have an impact on a child and the child's behavior. It can be used to address problem behaviors that range from aggression, tantrums, and property destruction to social withdrawal. Brownsville Middle School will utilize the TSSSA funds to continue to employ a full-time PBS coach to provide on-site support to students, families and teachers in the PBS system as well as providing job-embedded training for staff to enhance their skills in effectively implementing the PBS system school-wide.

By implementing the established, clearly defined and measurable high academic and character standards, the students, families and surrounding communities will mutually benefit and support M-DCPS' mission and commitment to provide the highest quality education so that all students are empowered to lead productive and fulfilling lives as lifelong learners and responsible citizens.

Parental Involvement

Explain the strategies the school will implement to increase parental involvement and engagement in the child's education.

School improvement is more effective when schools enlist families in the process. The Office of Community Engagement works with the school to conduct professional development that sets a high standard for a partnership between schools and families to promote experiences that are positive, effective and support student success. Brownsville Middle School is supported through the Office of Community Engagement to establish practices to support the Family-Friendly Schools. A volunteer community liaison will meet monthly with the principal to communicate school/family events and school progress with parents and other stakeholders in the community.

Brownsville Middle School will continue to utilize the services of The Parent Academy (TPA). TPA is a year-round initiative of M-DCPS that helps parents to become partners in their child's education. TPA is uniquely designed to provide quality development and support to families. TPA engages families in multi-faceted learning experiences, accelerates student achievement by educating parents, and increases involvement by integrating parents into the mainstream culture of the school. TPA works in conjunction with the Community Involvement Specialist to develop and conduct targeted parent workshops aligned to the needs of the school families in

English, Spanish and Haitian-Creole. TPA works with school personnel, the Division of Student Services, the Office of Community Engagement, and EESAC to maximize wraparound services by hosting Family Nights and Community Resource Fairs to make families aware of the available support. These strategies are directly aligned to the overall school improvement efforts.

Brownsville Middle School will continue to work with the EESAC, comprised of people representing various segments of the community, including parents, teachers, students, administrators, support staff, business representatives, and other interested community members. The purpose of the EESAC is to assist in the preparation, implementation, and evaluation of the School Improvement Plan. The initiatives to increase parental involvement and engagement in the child's education are incorporated into the improvement process to strengthen partnerships with families and the community.

M-DCPS has a long history of supporting families and community engagement by addressing challenges and barriers that impede parental involvement and provides support and services to families to promote students' success.

Incentives for Instructional Personnel

Explain the strategies the school will implement to identify, recruit, retain, and reward instructional personnel.

As referenced in the **K-12 ESEA Common Program Guidance**, Recruitment, retention and reward incentives must be based on a three-year aggregate state value-added model (VAM) score. If state VAM is not available, another student growth model may be proposed. The student growth model must be fair and reliable. The LEA must submit the model demonstrating the classification and distribution of non-state VAM teacher scores for approval. Incentives can be part of a structured pay system or a Memorandum of Understanding (MOU); however, the above criteria shall apply. Incentives for attendance and non-instructional personnel are not allowable. Recruitment incentives for teachers with less than one year of experience or for hard to staff positions will be considered on a case by case basis.

M-DCPS has established a Letter of Understanding (LOU) to confirm the collaborative agreement between M-DCPS and the United Teachers of Dade (UTD) regarding schools deemed a priority by the state and/or the District.

The following Recruit, Retain and Reward (RRR) framework is designed to ensure structures are in place to encourage and support the use of evidence-based practices at the classroom level to improve instructional outcomes for students. In order to attract, reward and retain highly effective instructional personnel at the school, the provisions identified below will be implemented:

In order to attract and retain highly effective instructional personnel at the identified locations, the provisions identified below will be implemented.

I. Highly Effective Personnel

Instructional staff (including hourly and part-time teachers who have assigned courses and issue grades) must hold a valid Florida Professional Educators Certificate or Florida Educator Certificate or Statement of Status of Eligibility.

All reading, language arts, and mathematics teachers will have a demonstrated record of

learning gains equal to or greater than the District or school average for the grade configuration. Teachers assigned to courses with an End Of Course exam will demonstrate a percentage passing rate equal to or greater than the District average.

Teachers with three year aggregated Value Added Model data classifications in the areas of Needs Improvement and Unsatisfactory will be subject to involuntary transfer pursuant to Article XII, Hiring, Assigning and Transferring Instructional Personnel, Section 8, Involuntary Transfer, of the M-DCPS/UTD Labor Contract effective the subsequent school year. As per the provision outlined in F.S. 1012.2315(2)(a). Additionally, teachers rated Needs Improvement or Unsatisfactory on their 2018-2019 Unified Summative Evaluation will be subject to involuntary transfers to an alternate location pursuant to Article XII, Section 8 of the M-DCPS/UTD Labor Contract effective the subsequent school year.

Identified schools will be given priority to interview eligible candidates to ensure that the school is fully staffed with highly effective personnel prior to opening of schools.

Transformation Coaches in the areas of reading, math, and science with Highly Effective/Effective ratings and demonstrating favorable survey results as referenced in the Transformation Coach LOU will be assigned to the identified schools to provide direct support to teachers in instructional delivery. Coaches at the Comprehensive Support and Improvement Schools will be certified in the area they coach or have completed all coursework for the areas they coach.

II. Recruitment/Retention of Highly Effective Teachers

Highly Effective instructional personnel transferring into one of the identified schools, or who remain at one of the identified schools, will commit to teach for three school years (2020-2021 through 2022-2023). At the conclusion of the 2020-2021 school year, teachers who elect to transfer into one of the identified schools will have the ability to return to their prior location and be assigned to an equivalent position for which they are certified upon mutual agreement between the teacher and the principal. In the event mutual agreement is not reached, a formal exit interview will be conducted with the employee, a representative from M-DCPS, and a representative from UTD prior to being reassigned.

All supplements listed below are only available while serving as a full-time instructional employee in one of the identified schools.

Full-time core subject area teachers who have been rated Highly Effective for two consecutive years (2017-2018 and 2018-2019) and who transfer into, or remain, at one of the identified schools in Appendix A, will be eligible for a \$5,000 Recruitment/Retention supplement to teach in a core subject area at the identified school. Core subject area is defined as language arts/reading, math, science, social studies, and teachers of elementary gifted. Exceptional Education teachers must also have a core subject area certification in order to qualify.

Full-time core subject area teachers rated Effective or Highly Effective, who teach in an accountability area assessed by a state-required assessment as identified by the list below, and whose students' 2020-2021 learning gains/proficiency rates are equal to or greater than the District average for the specified content area/grade level, will receive a Learning Gains/Proficiency supplement of \$3,000.

Teachers who fall within this provision and maintain student learning gains equal to or greater than the District average for school years 2020-2021, 2021-2022, and 2022-2023, will have

the \$3,000 supplement added permanently to their base salary. Teachers with multiple accountability areas will only receive one Learning Gains/Proficiency supplement.

Measured by Learning Gains

ELA Grades 3, 4, 5, 6, 7, 8, 9, 10

Math Grades 3, 4, 5, 6, 7, 8

Algebra

Geometry

Intensive Reading and Math 6-12

Measured by Proficiency

Science Grades 5 and 8

Civics

Biology

US History

Based on the absence of 2019-2020 state assessment results that affect the 2020-2021 school grading formula, teachers assigned to teach Reading or Mathematics in 3rd and 4th grade in the 2020-2021 school year will receive the learning gains supplement if either of the following conditions are met: the total percent of points earned in Reading (sum of proficiency, learning gains, and low-25 learning gains) OR Mathematics exceeds the percent of points earned by the school during the 2018-19 school year.

Transformation Coaches are eligible to receive the Learning Gains/Proficiency Incentive if the learning gains/proficiency, as outlined above, in the area the coach supported during the previous year were equal to or greater than the District average. The same conditions regarding the date of transfer/placement into one of the identified schools in regard to retaining the Learning Gains/Proficiency Supplement as part of their base salary apply for coaches.

Professional Development

Explain the strategies the school will implement to provide professional development that focuses on academic rigor, direct instruction, and creating high academic and character standards.

Brownsville Middle School will continue to implement the Professional Learning Support Team, which consists of the assistant principal, professional development liaison, and teacher leaders. The team will attend a two-day comprehensive training that emphasizes the shift in professional learning practices at the school. The role of the PLST is to support the development and implementation of high-quality site-based professional development that promotes a school culture of professional growth and collective responsibility for student learning which enhances educators' professional growth and effectiveness to positively impact student achievement. The PLST will determine the needs of the staff by reviewing a variety of data sources and conducting a needs assessment survey of the staff. The PLST will collaborate with the school leadership team during the Synergy Summer Institute to develop a year-long professional development plan that addresses the identified needs and is aligned to the Essential Practices in the School Improvement Process. The PLST will monitor the quality of the professional development activities and the fidelity of professional learning at the school and evaluate the success of the professional learning activities as indicated by shifts and improvement in educational practice and the impact on student learning. Teachers will participate in Professional Learning Communities to continue book studies and to study the impact on specific teaching techniques on student learning.

The Transformation Coaches will provide job-embedded professional development to teachers identified as needing support, staff new to the school and by teacher request. The Transformation Coach will work in conjunction with the principal, assistant principal and ETO support staff to determine areas of growth needed in the District's Framework of Effective Instruction. The framework includes, instructional planning, instructional delivery, knowledge of learners, engagement, assessment and learning environment. The Transformation Coach will work with the teacher to establish a goal(s) of the coaching cycle and conduct a strategic cycle with the teacher to transfer the skill to the teacher through the gradual release. The effectiveness of the cycle will be evaluated by the administration and ETO support staff and direct and consistent feedback will be given to the teacher and coach. The Transformation Coach will facilitate effective collaborative planning and individual planning to ensure the planned lessons are of the highest quality and are designed to ensure students learn at the level of the standard. The ETO support staff will provide on-going job-embedded professional development to the Transformation Coach to ensure the coaches' skill set is exemplar and will lead to improved instructional practices at the school. The Transformation Coach and ETO staff will continue to provide support to teachers at Brownsville Middle School with in-depth data analysis. Data analysis skills empower teachers to consistently use formative data to make timely and educated decisions on students' academic and behavioral needs. Teachers will refine lessons and provide appropriate differentiation to provide explicit and direct instruction to ensure students' needs are met.

The Division of Student Services and Office of Community Engagement will collaborate with the school to provide development for school stakeholders, including the Parent-Teacher-Student Association (PTSA), EESAC and other interested community groups.

Brownsville Middle School will receive on-going professional development and coaching in using Positive Behavior Practices with their students to support relationship building, appropriate behavior, and deescalating conflict to diminish off task behavior and capitalize on positive behavior skills.

M-DCPS has a comprehensive professional development plan that will continue to support teachers, staff, and parents in implementing effective strategies that focuses on academic rigor, direct instruction, and creating high academic and character standards.

Focused Instruction

Explain the strategies the school will implement to provide focused instruction to improve student academic proficiency, which may include additional instruction time beyond the normal school day or school year.

M-DCPS is committed to ensuring students in the most fragile schools receive comprehensive services that are focused and targeted to ensure academic proficiency. According to the information gathered from the needs assessments of these schools, it is noted that there is a high student absentee rate, as well as many juvenile arrests in these communities, per capita. Equally important is for students to have access to enrichment opportunities to build background knowledge and give them experiences that might otherwise not be available. M-DCPS will continue to maximize educational opportunities for the students attending Brownsville Middle School.

Brownsville Middle School will continue utilizing District developed strategic Pacing Guides for all courses to ensure that the core curriculum is implemented with fidelity. The Pacing Guides provide students with deep exposure to the Florida State Standards in reading, mathematics, social studies, and the Next Generation State Standards in Science. The District utilizes a

variety of research-based materials, resources and curriculum.

High poverty, at risk students are likely to be excluded from more challenging tasks, therefore, exposure to complex texts and a rigorous curriculum provides these students with challenging opportunities to be able to compete in a global society. Core Instruction standards-based lessons are designed using the Achievement Level Descriptors to ensure the lesson progression reaches the highest level of the standard and requires students to analyze and evaluate to solve complex tasks.

Brownsville Middle School will focus on training teachers effectively and ensure that essential practices are infused in every content area. Collaborative planning will continue to be conducted on a weekly basis with each grade level and subject. Teachers will collaborate to unpack the Florida Standards and Next Generation Standards in Science. After gaining an in depth understanding of the standards, lessons will be created with the utilization of the item specifications. Lessons will be crafted with scaffolds to assist students in reaching the highest level and complexity of the standards. Student work products will be analyzed during collaborative planning and used to adjust lessons to maximize student performance and share best practices. Additionally, trends in student learning will be discussed to determine how to refine instruction, maximize student engagement, and improve overall results. The Transformation Coaches and the assistant principal will provide support to teachers during the planning sessions. Furthermore, Transformation Coaches will provide teachers with high quality professional development sessions that address student needs in a variety of instructional domains.

The Principal and Assistant Principals will conduct strategic daily classroom walkthroughs to provide support and ensure lesson plans are translated into effective instructional delivery. Instructional Rounds will be conducted with the ETO support team. Administration and Instructional coaches will be able to observe and learn how to implement successful practices. Each Instructional Round has a clear focus and the findings are deliberated through crucial conversations between the ETO staff and the leadership team. Consistent feedback is shared with the teachers, expectations are discussed, and new goals are set.

The leadership team will continue to meet weekly to discuss the progression of the school. During leadership team meetings, all data points will be analyzed to determine the needs of specific students. Classroom teachers in need of additional support will be identified. Updates on classroom support and coaching cycles will be shared and feedback and next steps are planned. Coaching support will be assigned to support the needs of teachers based on the data outcomes as well as classroom walkthroughs. All core classes will be tiered by areas of growth and strengths. The leadership team will continue to consistently monitor student work products to ensure students are meeting the demands of the standards. The administrative team with the input from Transformation Coaches will determine a focus for classroom walkthroughs based on the ETO bi-weekly updates.

Brownsville Middle School will continue to use the faculty meetings as professional growth opportunities for the staff. This time is utilized to share best practices from teachers to emphasize effective practices across the school. During the 2020-2021 school year, the school will implement weekly professional learning communities to assist teachers in developing an effective skill set to improve student outcomes.

Brownsville Middle School will use TSSSA funds to secure hourly interventionists who will provide small group, explicit instruction during the school day. These academic interventions are based on progress monitoring data and will provide support for students who are not meeting mastery in the academic standards to receive extended instruction. The hourly staff will provide additional interventions beyond those provided by the core subject area teachers

as part of regular instruction. The groups will be fluid and adjusted based on assessment outcomes. This will allow strategic support on specific standards that students may struggle with mastering.

To improve academic proficiency, Brownsville Middle School will use TSSSA funds to provide extended learning opportunities beyond the school day. These experiences will include before and after-school tutoring, Saturday School and Spring Break Academy to provide targeted and direct instruction in the core academic areas to small groups of students based on identified needs from progress monitoring data sources.

Part V: Budget

This section will assist in generating a school TSSSA budget for submission based upon each budget item tied to a Plan Item identified in the Part III: Plan Items.

Access the budget by clicking the blue Manage Budget button. This will direct you to the Budget page. This page includes the breakdown of funds by Plan Item.

6031 Brownsville Middle School TSSSA Budget

Plan Item	Function Code	Object Code	Narrative	FTE Position	Amount
Academic and Character Standards	2110	200	This is to provide funds for the PBS coach's fringe benefits.		\$13,460.00
Family and Community Partnerships	2110	200	This is to provide funds for the CIS's Fringe Benefits.		\$5,530.00
Family and Community Partnerships	2110	230	This is to provide funds for the CIS's health insurance cost.		\$10,417.00
Academic and Character Standards	2110	230	This is to provide funds for the PBS coach's health insurance.		\$10,417.00
Focused Instruction	5000	120	These funds will be used to hire hourly teachers and interventionists to work part time twenty-five hours a week during the day, before/after school tutoring, Saturday School and Spring Academy to provide targeted, explicit, small group instruction to provide additional academic support to students' based on data.		\$57,726.00
Academic and Character Standards	5000	130	Brownsville Middle will employ a full-time PBS coach utilizing TSSSA funds that will provide on-site support and job-embedded training for staff to enhance their skills in effectively implementing the PBS system schoolwide. Additionally, support students and parents in building strong global citizens.	1	\$64,185.00
Family and Community Partnerships	5000	160	Brownsville Middle School will use TSSSA funds to employ a Community Involvement Specialist on full-time this year to ensure the school is providing comprehensive support services to develop family and community partnerships.	1	\$26,370.00
Focused Instruction	5000	210	This is to pay for the hourly teachers' fringe benefits.		\$12,105.00
Total					\$200,210.00