

Miami-Dade County Public Schools

# Paul W. Bell Middle School



2016-17 Schoolwide Improvement Plan

## Paul W. Bell Middle School

11800 NW 2ND ST, Miami, FL 33182

<http://pwbell.dadeschools.net/>

### School Demographics

|   |                               |   |
|---|-------------------------------|---|
| <b>School Type and Grades Served</b><br>(per MSID File) | <b>2015-16 Title I School</b> | <b>2015-16 Economically Disadvantaged (FRL) Rate</b><br>(as reported on Survey 3) |
| Middle School<br>6-8                                    | Yes                           | 88%   |
| <b>Primary Service Type</b><br>(per MSID File)          | <b>Charter School</b>         | <b>2018-19 Minority Rate</b><br>(Reported as Non-white on Survey 2)               |
| K-12 General Education                                  | No                            | 99%   |

### School Grades History

| Year  | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|-------|---------|---------|---------|---------|
| Grade | C       | C*      | C       | C       |

*\*Informational Baseline School Grade*

**Note:** The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

### School Board Approval

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

### SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

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## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

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

### Appendices

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

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

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

### DA Regions

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

### DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

### 2016-17 DA Category and Statuses for Paul W. Bell Middle School

| DA Region and RED                                    | DA Category and Turnaround Status |
|--|-----------------------------------|
| Southeast - <a href="#">LaShawn Russ-Porterfield</a> | Not In DA - N/A                   |

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. Provide the school's mission statement.

The mission of the administration, faculty, staff, students, and community of Paul W. Bell Middle School is to develop bilingual, biliterate, and bicultural students whose knowledge will promote understanding, comprehension, tolerance, and unity in the community. To this end, the school provides the students and the community it serves with excellent educational programs that integrate reading, math, science, and technology.

##### b. Provide the school's vision statement.

The vision of Paul W. Bell Middle School is to enrich the community it serves through the development of bilingual, biliterate, and bicultural students. Its faculty, staff, parents, and business/community leaders believe that all students are individuals with varying abilities that require appropriate affective and cognitive programs to meet their needs. The school will continue to strive for excellence in the development of lifelong learners and productive citizens by improving academic competencies and infusing technology across the curriculum.

#### 2. School Environment

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

Our school climate survey and home language survey will help to provide a snapshot of our students' cultural needs. Students have a homeroom/advisement class every morning. Students receive academic information and guidance on academic and character education topics from their advisement teacher. The daily interaction between the teacher and student during advisement provides students the opportunity to have an adult in the building that is accessible to them for assistance and advice. The relationship between teachers and students is strengthened throughout the school year as teachers better understand their students' cultures and background. Teachers share information on student needs with other teachers as well as the administration and the school counselor.

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

There are clearly defined systems in place for arrival and dismissal with adult supervision at all times. School security monitors and administrators interact with students on a daily basis to establish an environment where safety is paramount. Safety procedures are in place for fire drills and lockdown events. Security monitors all wear the same shirt to clearly identify them on campus. Upon arrival, students are greeted and directed to the courtyard or cafeteria areas until it is time to go to their advisement. Through their bonds with teachers, students are able to communicate their concerns regarding safety and have these addressed immediately by teachers, security monitors and administrators. There is an anti-bullying policy in place with students encouraged to report any instances of bullying (in person or anonymously) to any adult on campus. Security monitors and administrators are in the hallways during class changes and in the cafeteria during lunch, making them easily accessible to students. At dismissal, high visibility of the security monitors, administration and additional teachers provide students a safe environment as they leave the school.

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

There is an established school-wide progressive discipline plan which is aligned with the M-DCPS Code of Student Conduct. Students and parents are provided information on accessing the Code of student Conduct in their opening of schools materials. Behavioral expectations for students are reviewed at student orientations. Reminders are given through PA announcements and by advisement teachers. The disciplinary plan is reviewed with the faculty prior to the start of the school year. It includes disciplinary actions that can be taken by teachers: calling parents, detentions, referrals to school counselor or administration). The plan includes alternatives to suspension. The administration monitors frequency of disciplinary actions by teachers (detentions and referrals for administrative action) to ensure the system is fairly and consistently enforced.

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

The school counselor meets with students regularly and on an as-needed basis. The school social worker is onsite one day each week. Teachers have been provided information on how to spot warning signs of students that are in need of assistance. They monitor their students and report to the counselor or administration any students that they feel are in need of counseling and/or other health and social services. Through the Children's Trust, a school nurse is on site daily during school hours. The nurse assists with administering medication to students as well as first aid for injuries. This program addresses some physical/medical needs. The school nurse also refers students to the school counselor and administration for additional social-emotional assistance.

### 3. Early Warning Systems

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

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

There are five primary Early Warning indicators in use at our school: attendance, suspensions, course failure and low performance on state assessments. The attendance indicator is triggered when a student's attendance is below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension. Students who receive one or more suspensions, whether in school or out of school are also flagged by the Early Warning System (EWS). Course failure in English Language Arts or mathematics as well as a Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics indicate academic difficulties which need to be analyzed and addressed to ensure student success. The final indicator is students who have failed 2 or more courses in any subject.

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

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

| Indicator                             | Grade Level |   |   |   |   |   |    |    |    |   |    |    |    | Total |
|---------------------------------------|-------------|---|---|---|---|---|----|----|----|---|----|----|----|-------|
|                                       | K           | 1 | 2 | 3 | 4 | 5 | 6  | 7  | 8  | 9 | 10 | 11 | 12 |       |
| Attendance below 90 percent           | 0           | 0 | 0 | 0 | 0 | 0 | 14 | 22 | 22 | 0 | 0  | 0  | 0  | 58    |
| One or more suspensions               | 0           | 0 | 0 | 0 | 0 | 0 | 3  | 0  | 2  | 0 | 0  | 0  | 0  | 5     |
| Course failure in ELA or Math         | 0           | 0 | 0 | 0 | 0 | 0 | 43 | 12 | 29 | 0 | 0  | 0  | 0  | 84    |
| Level 1 on statewide assessment       | 0           | 0 | 0 | 0 | 0 | 0 | 4  | 84 | 97 | 0 | 0  | 0  | 0  | 185   |
| Fail 2 or more courses in any subject | 0           | 0 | 0 | 0 | 0 | 0 | 39 | 40 | 46 | 0 | 0  | 0  | 0  | 125   |

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

| Indicator                                  | Grade Level |   |   |   |   |   |   |   |   |   |    |    |    | Total |
|--|-------------|---|---|---|---|---|---|---|---|---|----|----|----|-------|
|  | K           | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |       |
| Students exhibiting two or more indicators | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 0     |

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

Tutoring will be provided before and after school to all students in need of additional assistance and support in the areas of reading, writing, mathematics and language arts. A Saturday Academy will be offered to help specific groups of students succeed on the statewide assessment. Pull-out and push-in tutoring will be offered during school for students in need of remediation. After-school and pull-out tutoring programs will be established to address targeted students' areas of need. Participation in these tutoring programs will be closely monitored by Administration. Additionally, parents will be notified of the availability of these tutoring services thru various forms of communication (letters will be sent home, Connect-ED messages will be sent, the CIS will inform parents, and tutoring information will be posted on the school website). Student grade reports (of targeted students participating in the tutoring program) will be reviewed on a monthly basis. Classroom tutoring walk-throughs and ongoing monitoring of tutoring activities will ensure fidelity of implementation.

Grade-level student orientation assemblies detailing school wide attendance policies and procedures will be held during the first two weeks of school. Additionally, all policies and procedures reviewed during the school wide assemblies will be posted on the school's website under the parent and student tabs. A system in which the Advisement teachers must request documentation from students/parents upon student's return after an absence will be implemented. Administration will monitor the various attendance reports through Pinnacle Gradebook and Teacher Attendance Down Load System (TADLS).

The M-DCPS Code of Student Conduct is posted on the school's website and parent letters will be sent home informing parents of this availability. Additionally, Advisement teachers to review the Code of Student Conduct with their students during the first week of school and periodically each nine weeks. Classroom walk-throughs and ongoing monitoring of student discipline and/or behavior will ensure fidelity of implementation. Administration will monitor student discipline reports on a monthly basis to determine effectiveness based on students' progress .

**B. Family and Community Engagement**

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

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



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

**a. Will the school use its PIP to satisfy this question?**

Yes

**1. PIP Link**

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/309864>.

**2. Description**

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

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

Through invitations to network with parents at our Open House and Expo events, community organizations and local businesses are able to interact with parents, students and teachers at the school site. Partnerships with non-profit organizations like Forever Bloom Alliance and The Fairchild Challenge, students are provided opportunities to go out into the community to serve as well as compete educationally. Teachers reach out to local sports teams including the Miami Marlins and Miami Heat to secure complimentary tickets to be used as student incentives. Local businesses help sponsor end-of-year activities to reward student improvement and excellence.

**C. Effective Leadership**

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

**1. School Leadership Team**

**a. Membership**

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

| Name                       | Title                  |
|----------------------------|------------------------|
| Gonzalez, Jeffrey          | Principal              |
| Quintero, Barbara          | Assistant Principal    |
| Brown, Leatisha            | Teacher, K-12          |
| Herran, Soraya             | School Counselor       |
| Corvos, Ada                | Teacher, K-12          |
| Buzainz, Michelle          | Teacher, ESE           |
| Carrasco, Rossana          | Teacher, K-12          |
| Rodriguez, Maria           | Psychologist           |
| Fernandez de Castro, Erika | Attendance/Social Work |
| Brent-Harris, Patrice      | Teacher, K-12          |
| Menocal, Cynthia           | Teacher, K-12          |

**b. Duties**

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

- Ingrid M. Soto, Principal, in addition to allocating the necessary resources, will also provide the leadership, expertise, and a common vision for the use of data-based decision-making, and ensure that the school-based leadership team is implementing MTSS/Rtl, conducts assessment of MTSS/Rtl skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS/Rtl implementation, and communicates with parents regarding school-based MTSS/Rtl plans and activities.
- The core department heads (reading, mathematics, language arts, science, and social studies), all general education teachers; will provide information, content area instruction and participate in student data collection and analysis. Intensive Reading and Mathematics teachers will deliver instruction/intervention to students who scored below grade on the 2016 FSA and End-of-Year Assessments (teacher input was also taken into consideration when selecting students in need of intervention). The core department heads are: Ms. Patrice Brent-Harris (Language Arts/Reading) Ms. Leatisha Brown (Mathematics and EESAC Chair), Ms. Cynthia Menocal (Science), and Ms. Ada Corvos (Social Studies).
- Ms. Michelle Buzainz, the Special Education (SPED) department head and MTSS/Rtl leader, will participate in student data collection and analysis, integrate content area instructional activities/materials into instruction, and collaborate with general education teachers through such activities as co-teaching and planning. In addition to this, she will also evaluate and monitor the effectiveness of tutorial services offered to students.
- The School Leadership Team will develop, and evaluate school core content standards/programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identify systematic patterns of student needs while working with administration and district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for students to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring.
- The school psychologist, Dr. Maria Rodriguez, will participate in collection, interpretation and analysis of data; facilitate development of intervention plans; provide support for intervention fidelity and documentation; provide professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning and program evaluation; facilitate data-based decision making activities.
- Ms. Soraya Herran, the academic counselor, will provide quality services and expertise on issues ranging from program design to assessment and intervention with individual students.
- Additionally Ms. Erika Fernandez de Castro, school social worker will link child-serving and community agencies to the school and families to support the child's academic, emotional, behavioral and social success.

In addition to Tier 1 problem solving, the Leadership Team members will meet monthly to review consensus, infrastructure, and implementation of building level MTSS. For Tier 2 interventions, Michelle Buzainz (SPED Department Head and MTSS/Rtl leader), the school psychologist, the school social worker, and Soraya Herran (academic counselor) will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization.

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

The School Leadership Team meets with the School Advisory Council (SAC) and the principal to help develop the School Improvement Plan. The team reviewed pertinent FSA reading, FSA mathematics, Civics EOC and FCAT science data, and identified areas in need of improvement. The team also

assisted in establishing clear expectations for instruction, facilitated the development of a systemic approach to teaching, and aligned processes and procedures.

The School Leadership Team will develop, and evaluate school core content standards/programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identify systematic patterns of student needs while working with administration and district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for students to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring.

#### Title I, Part A

Paul W. Bell Middle School provides services to ensure that students requiring additional remediation are assisted through after school programs such as tutoring. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are also provided to our students. The Literacy/Leadership Team develops, leads and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Team members identify systematic patterns of student needs while working with the administration and district personnel to identify appropriate, evidence-based intervention strategy; assist with whole school screening programs that provide early intervening services for students to be considered "at-risk;" assist in the design and implementation for progress monitoring, data collection and data analysis; participate in the design and the delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of the school's Parental Involvement Plan (PIP – which is provided in three languages), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. Other components that are integrated into the school-wide program include an extensive Parental Program; Supplemental Educational Services (SES); and special support services to special needs population such as homeless, migrant, and neglected and delinquent students.

#### Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.

#### Title II

The District uses supplemental funds for improving basic education at Paul W. Bell Middle School as follows:

- training to certify qualified mentors for the New Teacher (MINT) Program.
- training for ad-on endorsement programs, such as Reading, Gifted, and ESOL.
- training and substitute release time for the Professional Development Liaison (PDL) at Paul W. Bell Middle School focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.

#### Title III

Through the Bilingual Parent Outreach Program (The Parent Academy), Paul Bell offers a series of free seminars in order to provide important information and continuous support to parents and families of our ELL population.

#### Title VI, Part B - NA

#### Title X- Homeless

Paul W. Bell works with our school's Social Worker to coordinate resources (clothing, school supplies social services referrals) for students identified as homeless under the McKinney-Vento Act to

eliminate barriers for a free and appropriate education. In addition;

- The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students.
- The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
- Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization.
- Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
- Project Upstart will be proposing a 2012 summer academic enrichment camp for students in several homeless shelters in the community, pending funding.
- The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
- Each school will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

#### Supplemental Academic Instruction (SAI)

Paul W. Bell Middle School will receive funding from Supplemental Academic Instruction (SAI) as part of our Florida Education Finance Program (FEFP) allocation.

#### Violence Prevention Programs

Paul W. Middle School implements violence prevention programs through our school's counselor. Such activities/programs are Red Ribbon Week, Early Bird Intervention Counseling, Anti-bullying campaign, Peer Mediation, and various field trips such as "Jail is Hell" and special presentations by guest speakers.

#### Nutrition Programs

1. Paul W. Bell Middle School adheres to and implements the nutrition requirements stated in the District Wellness Policy.
2. Nutrition education and promoting healthy eating habits are taught through physical education classes.
3. Paul W. Bell Middle School's Food Service Program, school breakfast, and school lunch, follows the Healthy Foods and Beverage Guidelines as adopted in the District's Wellness Policy.

#### Career and Technical Education

At Paul W. Bell Middle School all 7th grade students will be placed in a Civics & Career Planning course. This course will incorporate career and education planning and will culminate in the completion of an electronic Personalized Education Plan (ePEP), which must be signed by the student, the student's guidance counselor, and the student's parent. Career guidance and career exploration will help our students to begin making more informed educational and career choices. Students will receive information on high school course offerings, career options, and the type of academic and occupational training and skills needed to succeed in their field of interest. Additionally, our students will participate in a Career Fair which will introduce students to various career opportunities. Lastly, it is Paul W. Bell Middle's mission to increase enrollment in our vocational courses in order to further promote our Information Technology Academy.

## 2. School Advisory Council (SAC)

**a. Membership**

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

| Name                 | Stakeholder Group          |
|----------------------|----------------------------|
| Ingrid M. Soto       | Principal                  |
| Leatisha Brown       | Teacher                    |
| Ada Corvos           | Teacher                    |
| Anthony Reid         | Teacher                    |
| Ana Alvarez          | Teacher                    |
| Patrice Brent-Harris | Teacher                    |
| Christine Plyler     | Teacher                    |
| Vilma Benedetti      | Education Support Employee |
| Miguel Castellanos   | Parent                     |
| Emanuel Pina         | Student                    |
| Ketsia Largaespada   | Student                    |
| Brenda Largaespada   | Parent                     |
| Diana Diaz           | Parent                     |
| Timothy Flynn        | Business/Community         |
| Peter Gutierrez      | Business/Community         |
| Alina Nino           | Student                    |
| Isabella Nino        | Student                    |
| Christopher Cuan     | Business/Community         |

**b. Duties**

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

*a. Evaluation of last year's school improvement plan*

At the first SAC meeting of the school year, last year's school improvement plan will be reviewed and the 2016 Science FCAT state assessment, Civics end of course exam, Algebra end of course exam and the 2016 FSA Reading and the 2016 FSA Mathematics results will be analyzed to determine the effectiveness of the plan.

*b. Development of this school improvement plan*

The purpose of Paul W. Bell Middle School's Educational Excellence School Advisory Council is to work together to ensure improved student achievement. One of the ways the council will achieve this is by preparing, monitoring and evaluating the School Improvement Plan. SAC members will be able to provide input for discussion and integration into the school improvement plan, as appropriate.

*c. Preparation of the school's annual budget and plan*

As in previous years, it is anticipated that the EESAC will allocate its funds to the provision of after school tutorial programs in Reading and Mathematics for students. The funds will be used to pay hourly rates to certified teachers who will serve as tutors. It is also anticipated that funds will be reserved for student incentives.

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

The SAC will reserve \$2,170.00, from the SAC budget, to purchase Testing/Attendance Student Incentives.

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

Yes

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

**3. Literacy Leadership Team (LLT)**

**a. Membership**

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

| Name                  | Title               |
|-----------------------|---------------------|
| Gonzalez, Jeffrey     | Principal           |
| Quintero, Barbara     | Assistant Principal |
| Brown, Leatisha       | Teacher, K-12       |
| Buzainz, Michelle     | Teacher, ESE        |
| Herran, Soraya        | School Counselor    |
| Carrasco, Rossana     | Teacher, K-12       |
| Corvos, Ada           | Teacher, K-12       |
| Brent-Harris, Patrice | Teacher, K-12       |
| Menocal, Cynthia      | Teacher, K-12       |

**b. Duties**

**1. Describe how the LLT or similar group promotes literacy within the school, if applicable.**

To continue to explore more effective ways to implement various school wide reading initiatives such as the Scholastic System44 computer-based intervention system and the i-Ready computer-based curriculum with fidelity and in a way that not only maximizes the use of the school’s current technological resources but that will also positively impact student achievement. The implementation of these two curricular programs has to also be coordinated to supplement the implementation of various other initiatives such as computer labs to be used for audio cd’s provided by Recording for the Blind and Dyslexic (RFBD), the school wide Accelerated Reader Program which includes 30 minutes of uninterrupted reading through Advisements classes, and the pull out tutoring program targeting bubble students. Additionally, the LLT will continuously review/revise the existing Instructional Focus Calendars and ensure the alignment to the Florida Standards. Furthermore, the LLT will develop Lesson Studies that will focus on developing and implementing instructional routines that use complex text and incorporate text dependent questions. Lastly, the LLT will encourage teachers to incorporate multidisciplinary activities, into their lessons, that provide students with opportunities for research and incorporate writing throughout.

**D. Public and Collaborative Teaching**

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

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

Collaborative planning time is provided every Friday morning as well as twice a month after school. Administrators attend these collaborative sessions to determine the resources needed by teachers in order to deliver effective instruction. The teachers work together to develop Instructional Focus Calendars and share best practices with their colleagues. Professional development is provided on how to effectively plan while incorporating higher order thinking skills into each lesson.

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

1. Assigning mentor teachers to teachers with 3 years or less of teaching experience (Professional Growth Teams).
2. Offer leadership positions such as Department Head and Team Leader to highly qualified teachers.
3. Offer available teaching supplements and other stipends to highly qualified teachers.

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

Teachers new to the school are provided with orientation and support beginning with their arrival. The Leadership Team ensures that new teachers are made familiar with all policies, procedures and resources available, and identify a grade-level/departmental colleague to serve as a school-based mentor. Newly-hired teachers are also enrolled in the district's Mentoring and Induction Program for New Teachers (MINT).

## **E. Ambitious Instruction and Learning**

### **1. Instructional Programs and Strategies**

#### **a. Instructional Programs**

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

All teachers are provided with applicable Florida Standards or End of Course Exam Specifications for their assigned grade levels and subjects. Additionally, resources provided through the district's Curriculum and Instruction website include instructional pacing guides and curriculum frameworks pertaining to the Florida Standards. Core instructional materials reflect the curriculum content in the Florida Standards for each grade level and subject area.

#### **b. Instructional Strategies**

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

Progress monitoring data on all students are collected and disaggregated for instructional planning purposes by individual teachers as well as departments. Instruction is differentiated based on fluid groups. ELL and ESE students are provided accommodations based on their specific instructional plans.

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

**Strategy: After School Program**

**Minutes added to school year:**

Tutoring will be provided before and after school to all students in need of additional assistance and support in the areas of reading, writing, mathematics, science, and social studies. A Saturday Academy will be offered to help specific groups of students succeed on the statewide assessments. Pull-out and push-in will be offered during school for students in need of remediation. The Reading and Mathematics Department Heads will provide pull-out assistance to students scoring below grade level on the 2015 End of year I-Ready Diagnostic during homeroom/ advisement.

**Strategy Rationale**

To provide students with additional exposure to an environment that encourages student success while providing one to one and small group assistance thereby addressing academic deficiencies.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Gonzalez, Jeffrey, pr6041@dadeschools.net

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

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

**2. Student Transition and Readiness**

**a. PreK-12 Transition**

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

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

N/A

**b. College and Career Readiness**

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

N/A

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

N/A



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

N/A

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

N/A

## II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

### A. Problem Identification

#### 1. Data to Support Problem Identification

##### b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

*No files were uploaded*

#### 2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

### B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

### C. Strategic Goals

## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

**G1.** To increase student achievement by improving core instruction in all content areas.

## Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

**G1. To increase student achievement by improving core instruction in all content areas. 1a**

G087725

**Targets Supported 1b**

| Indicator                            | Annual Target |
|--------------------------------------|---------------|
| ELA Achievement District Assessment  |               |
| AMO Reading - SWD                    | 69.0          |
| AMO Reading - ED                     | 74.0          |
| AMO Reading - All Students           | 75.0          |
| AMO Math - All Students              | 70.0          |
| AMO Math - Hispanic                  | 70.0          |
| AMO Math - ELL                       | 63.0          |
| AMO Math - SWD                       | 61.0          |
| AMO Math - ED                        | 69.0          |
| Algebra I EOC Pass Rate              | 95.0          |
| Math Gains                           | 55.0          |
| Math Lowest 25% Gains                | 60.0          |
| CELLA Listening/Speaking Proficiency | 53.0          |
| CELLA Reading Proficiency            | 38.0          |
| ELA/Reading Gains                    | 76.0          |
| ELA/Reading Lowest 25% Gains         | 76.0          |
| FCAT 2.0 Science Proficiency         | 52.0          |
| CELLA Writing Proficiency            | 32.0          |

**Targeted Barriers to Achieving the Goal 3**

- Effective Planning

**Resources Available to Help Reduce or Eliminate the Barriers 2**

- Model classrooms in core subject areas, Curriculum Support Specialists in Math and Literacy, Department Chairs in Language Arts, Math, Science, Social Studies, SPED and ELL, 10 computer labs, Core texts and materials, Math and Reading Advisements, Math and Reading activities during Advisement, Science activities during Advisement, Co-teaching model, Strong literacy community, Veteran teachers, Technology: Smart/Promethean Boards in every classroom, audio books, tablets; Software: Imagine Learning, Accelerated Reader (AR), Learning Allied, Achieve 3000, Reflex Math, I-Ready, Gizmos, BrainPop, FLREA, Edgenuity, Faculty and Departmental meetings, Media Center

**Plan to Monitor Progress Toward G1. 8**

Classroom walkthroughs, classroom-based assessments, District Topic and Quarterly assessments and utilization data from literacy and mathematics resources and other technological tools will be reviewed for consistent progress towards goal

**Person Responsible**

Jeffrey Gonzalez

**Schedule**

Weekly, from 9/9/2016 to 5/26/2017

***Evidence of Completion***

Data disaggregation from student performance reports, electronic gradebook reports, Interim Assessment data, I-Ready Diagnostic Exam reports, District Topic and Quarterly Assessment data, classroom walkthrough notes and logs; Florida Standards Assessments, EOC's and FCAT Science 2.0,

## Action Plan for Improvement

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

### Problem Solving Key

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

 = Problem Solving Step     S123456 = Quick Key

**G1. To increase student achievement by improving core instruction in all content areas. 1**

G087725

**G1.B1 Effective Planning 2**

B233231

**G1.B1.S1** Utilize effective planning protocols including the use of the MAFS (math) and FCAT 2.0 (science) Item Specifications to develop effective instructional strategies to maximize the use of the mathematics and science instructional block by selectively choosing real-world application problems and tasks aligned to the expectations of the content standard's cognitive complexity level. 4

S246161

**Strategy Rationale**

By planning effectively, instructors will have a better understanding of the assessment standards and deliver content in a way that will enhance student skills and remediate deficiencies.

**Action Step 1 5**

Provide Professional Development on Effective Planning (components of a lesson)

**Person Responsible**

Jeffrey Gonzalez

**Schedule**

On 9/9/2016

**Evidence of Completion**

PD Agenda, Sign-in Sheets, Handouts, Sample Lesson Plan

**Action Step 2 5**

Create an effective lesson plan during common planning

**Person Responsible**

Leatisha Brown

**Schedule**

On 9/16/2016

**Evidence of Completion**

Completed Lesson Plan

### Action Step 3 5

Monitor the implementation of the components of created lesson plans.

**Person Responsible**

Barbara Quintero

**Schedule**

Weekly, from 9/16/2016 to 10/14/2016

***Evidence of Completion***

Administrative walkthrough notes

### Action Step 4 5

Initiate the coaching cycle to implement the components of an effective lesson plan based on teachers' needs.

**Person Responsible**

Barbara Quintero

**Schedule**

Weekly, from 10/7/2016 to 10/21/2016

***Evidence of Completion***

Math teacher reflection notes, completed lesson plans. AP walkthrough notes, CSS notes/ logs

### Action Step 5 5

Debrief with selected teachers with revisions to lesson plan as necessary.

**Person Responsible**

Barbara Quintero

**Schedule**

Weekly, from 10/11/2016 to 10/14/2016

***Evidence of Completion***

Revised lesson plan, CSS post conference notes, AP walkthrough notes

## Action Step 6 5

Monitor effective planning

### **Person Responsible**

Barbara Quintero

### **Schedule**

Weekly, from 9/9/2016 to 11/22/2016

### **Evidence of Completion**

Principal/Assistant Principal walkthrough notes

## Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Fidelity of implementation will be assessed and insured through the implementation of regular classroom walkthroughs conducted by the administration. A review of Department meeting minutes will also reflect the implementation of collaborative planning.

### **Person Responsible**

Barbara Quintero

### **Schedule**

Weekly, from 9/9/2016 to 11/22/2016

### **Evidence of Completion**

Classroom walkthrough logs; reviews of debrief conversations following walkthrough and instructional rounds

## Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Classroom walkthroughs, classroom-based assessments, and data from other technological tools will be reviewed to assess consistent progress toward goal

### **Person Responsible**

Barbara Quintero

### **Schedule**

Weekly, from 9/9/2016 to 11/22/2016

### **Evidence of Completion**

Student performance reports, Interim and other assessment data, classroom walkthrough notes and logs



**G1.B1.S2** Plan for and deliver instruction that is based on standards and/or specific course benchmarks in ELA and social studies. Students will experience and master course content and skills, as a result of rigorous, purposeful, and engaging instructional activities. Stakeholders will use student data to ascertain strengths and weaknesses to identify clear and accessible future instructional paths. 4

S246162

### **Strategy Rationale**

By planning effectively, instructors will have a better understanding of the assessment standards and deliver content in a way that will enhance student skills and remediate deficiencies.

### **Action Step 1** 5

Provide effective structures on the components of effective common planning

#### **Person Responsible**

Jeffrey Gonzalez

#### **Schedule**

On 9/9/2016

#### **Evidence of Completion**

Meeting agenda, Sign-in sheets, Handouts

### **Action Step 2** 5

Utilize Common Planning time to unwrap LAFS (ELA) and introduce a collaborative framework.

#### **Person Responsible**

#### **Schedule**

On 9/16/2016

#### **Evidence of Completion**

Meeting agenda, Sign-in sheets, Handouts

### Action Step 3 5

During Common Planning, teachers will develop lesson plans infusing LAFS (ELA) and rigor (social studies).

#### **Person Responsible**

Patrice Brent-Harris

#### **Schedule**

Weekly, from 9/12/2016 to 10/7/2016

#### **Evidence of Completion**

Meeting Sign-in Sheet and lesson plan

### Action Step 4 5

Administrative Team will monitor implementation of effective lessons infusing the LAFS (ELA) and rigorous lessons (social studies) developed during common planning.

#### **Person Responsible**

Jeffrey Gonzalez

#### **Schedule**

Weekly, from 10/4/2016 to 10/7/2016

#### **Evidence of Completion**

Classroom walkthrough logs

### Action Step 5 5

Provide coaching to identified teachers in need of additional support in the effective implementation of LAFS infused lessons or in increasing rigor.

#### **Person Responsible**

Barbara Quintero

#### **Schedule**

Weekly, from 10/10/2016 to 11/11/2016

#### **Evidence of Completion**

Coaching Log (ELA) and classroom walkthrough notes

### Action Step 6 5

Monitor effective implementation of rigorous lesson plans infusing LAFS (ELA).

**Person Responsible**

Jeffrey Gonzalez

**Schedule**

Weekly, from 9/9/2016 to 11/22/2016

**Evidence of Completion**

Classroom walkthrough logs

### Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

The fidelity of implementation will be assessed and insured through the implementation of regular classroom walkthroughs conducted by the administration. A review of Department meeting minutes will also reflect the implementation of collaborative and reflective activities.

**Person Responsible**

Jeffrey Gonzalez

**Schedule**

Weekly, from 9/9/2016 to 11/22/2016

**Evidence of Completion**

Classroom walkthrough logs; reviews of debrief conversations following walkthrough and instructional rounds

### Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Effectiveness of strategies will be determined through a review of student performances in ELA and social studies as measured on Interim, standardized and classroom-based assessments.

**Person Responsible**

Jeffrey Gonzalez

**Schedule**

Weekly, from 9/9/2016 to 11/22/2016

**Evidence of Completion**

Student performance reports, electronic gradebook reports, Civics Interim Assessment data, I-Ready Diagnostic Exam reports, District Topic and Quarterly Assessment data

## IV. Implementation Timeline

| Source                  | Task, Action Step or Monitoring Activity  | Who                   | Start Date (where applicable) | Deliverable or Evidence of Completion  | Due Date/ End Date |
|-------------------------|---|-----------------------|-------------------------------|--|--------------------|
| <b>2017</b>             |   |                       |                               |  |                    |
| G1.B1.S1.A1<br>A319136  | Provide Professional Development on Effective Planning (components of a lesson)                       | Gonzalez, Jeffrey     | 9/9/2016                      | PD Agenda, Sign-in Sheets, Handouts, Sample Lesson Plan  | 9/9/2016 one-time  |
| G1.B1.S2.A1<br>A319142  | Provide effective structures on the components of effective common planning                           | Gonzalez, Jeffrey     | 9/9/2016                      | Meeting agenda, Sign-in sheets, Handouts   | 9/9/2016 one-time  |
| G1.B1.S1.A2<br>A319137  | Create an effective lesson plan during common planning  | Brown, Leatisha       | 9/16/2016                     | Completed Lesson Plan  | 9/16/2016 one-time |
| G1.B1.S2.A2<br>A319143  | Utilize Common Planning time to unwrap LAFS (ELA) and introduce a collaborative framework.            |                       | 9/16/2016                     | Meeting agenda, Sign-in sheets, Handouts   | 9/16/2016 one-time |
| G1.B1.S2.A3<br>A319144  | During Common Planning, teachers will develop lesson plans infusing LAFS (ELA) and rigor (social...   | Brent-Harris, Patrice | 9/12/2016                     | Meeting Sign-in Sheet and lesson plan  | 10/7/2016 weekly   |
| G1.B1.S2.A4<br>A319145  | Administrative Team will monitor implementation of effective lessons infusing the LAFS (ELA) and...   | Gonzalez, Jeffrey     | 10/4/2016                     | Classroom walkthrough logs   | 10/7/2016 weekly   |
| G1.B1.S1.A3<br>A319138  | Monitor the implementation of the components of created lesson plans.                                 | Quintero, Barbara     | 9/16/2016                     | Administrative walkthrough notes   | 10/14/2016 weekly  |
| G1.B1.S1.A5<br>A319140  | Debrief with selected teachers with revisions to lesson plan as necessary.                            | Quintero, Barbara     | 10/11/2016                    | Revised lesson plan, CSS post conference notes, AP walkthrough notes   | 10/14/2016 weekly  |
| G1.B1.S1.A4<br>A319139  | Initiate the coaching cycle to implement the components of an effective lesson plan based on...       | Quintero, Barbara     | 10/7/2016                     | Math teacher reflection notes, completed lesson plans. AP walkthrough notes, CSS notes/logs  | 10/21/2016 weekly  |
| G1.B1.S2.A5<br>A319146  | Provide coaching to identified teachers in need of additional support in the effective...             | Quintero, Barbara     | 10/10/2016                    | Coaching Log (ELA) and classroom walkthrough notes   | 11/11/2016 weekly  |
| G1.B1.S1.MA1<br>M332409 | Classroom walkthroughs, classroom-based assessments, and data from other technological tools will...  | Quintero, Barbara     | 9/9/2016                      | Student performance reports, Interim and other assessment data, classroom walkthrough notes and logs   | 11/22/2016 weekly  |
| G1.B1.S1.MA1<br>M332410 | Fidelity of implementation will be assessed and insured through the implementation of regular...      | Quintero, Barbara     | 9/9/2016                      | Classroom walkthrough logs; reviews of debrief conversations following walkthrough and instructional rounds  | 11/22/2016 weekly  |
| G1.B1.S1.A6<br>A319141  | Monitor effective planning  | Quintero, Barbara     | 9/9/2016                      | Principal/Assistant Principal walkthrough notes  | 11/22/2016 weekly  |
| G1.B1.S2.MA1<br>M332411 | Effectiveness of strategies will be determined through a review of student performances in ELA and... | Gonzalez, Jeffrey     | 9/9/2016                      | Student performance reports, electronic gradebook reports, Civics Interim Assessment data, I-Ready Diagnostic Exam reports, District Topic and Quarterly Assessment data   | 11/22/2016 weekly  |
| G1.B1.S2.MA1<br>M332412 | The fidelity of implementation will be assessed and insured through the implementation of regular...  | Gonzalez, Jeffrey     | 9/9/2016                      | Classroom walkthrough logs; reviews of debrief conversations following walkthrough and instructional rounds  | 11/22/2016 weekly  |
| G1.B1.S2.A6<br>A319147  | Monitor effective implementation of rigorous lesson plans infusing LAFS (ELA).                        | Gonzalez, Jeffrey     | 9/9/2016                      | Classroom walkthrough logs   | 11/22/2016 weekly  |
| G1.MA1<br>M332413       | Classroom walkthroughs, classroom-based assessments, District Topic and Quarterly assessments and...  | Gonzalez, Jeffrey     | 9/9/2016                      | Data disaggregation from student performance reports, electronic gradebook reports, Interim Assessment data, I-Ready Diagnostic Exam reports, District Topic and Quarterly Assessment data, classroom walkthrough notes and logs; Florida Standards Assessments, EOC's and FCAT Science 2.0, | 5/26/2017 weekly   |

## V. Professional Development Opportunities

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

**G1.** To increase student achievement by improving core instruction in all content areas.

### **G1.B1** Effective Planning

**G1.B1.S1** Utilize effective planning protocols including the use of the MAFS (math) and FCAT 2.0 (science) Item Specifications to develop effective instructional strategies to maximize the use of the mathematics and science instructional block by selectively choosing real-world application problems and tasks aligned to the expectations of the content standard's cognitive complexity level.

#### **PD Opportunity 1**

Provide Professional Development on Effective Planning (components of a lesson)

##### **Facilitator**

Leatisha Brown and Barbara Quintero

##### **Participants**

Math and Science Teachers

##### **Schedule**

On 9/9/2016

#### **PD Opportunity 2**

Create an effective lesson plan during common planning

##### **Facilitator**

Leatisha Brown

##### **Participants**

Math and science teachers

##### **Schedule**

On 9/16/2016

**G1.B1.S2** Plan for and deliver instruction that is based on standards and/or specific course benchmarks in ELA and social studies. Students will experience and master course content and skills, as a result of rigorous, purposeful, and engaging instructional activities. Stakeholders will use student data to ascertain strengths and weaknesses to identify clear and accessible future instructional paths.

### **PD Opportunity 1**

Provide effective structures on the components of effective common planning

#### **Facilitator**

Patrice Brent-Harris/ Ingrid Soto

#### **Participants**

ELA and Social Studies teachers

#### **Schedule**

On 9/9/2016

### **PD Opportunity 2**

Utilize Common Planning time to unwrap LAFS (ELA) and introduce a collaborative framework.

#### **Facilitator**

Leatisha Brown

#### **Participants**

ELA and Social Studies Teachers

#### **Schedule**

On 9/16/2016

## VI. Technical Assistance Items

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

## VII. Budget

|               |             |  |               |
|---------------|-------------|--|---------------|
| 1             | G1.B1.S1.A1 | Provide Professional Development on Effective Planning (components of a lesson)  | \$0.00        |
| 2             | G1.B1.S1.A2 | Create an effective lesson plan during common planning   | \$0.00        |
| 3             | G1.B1.S1.A3 | Monitor the implementation of the components of created lesson plans.  | \$0.00        |
| 4             | G1.B1.S1.A4 | Initiate the coaching cycle to implement the components of an effective lesson plan based on teachers' needs.  | \$0.00        |
| 5             | G1.B1.S1.A5 | Debrief with selected teachers with revisions to lesson plan as necessary.   | \$0.00        |
| 6             | G1.B1.S1.A6 | Monitor effective planning   | \$0.00        |
| 7             | G1.B1.S2.A1 | Provide effective structures on the components of effective common planning  | \$0.00        |
| 8             | G1.B1.S2.A2 | Utilize Common Planning time to unwrap LAFS (ELA) and introduce a collaborative framework.   | \$0.00        |
| 9             | G1.B1.S2.A3 | During Common Planning, teachers will develop lesson plans infusing LAFS (ELA) and rigor (social studies).   | \$0.00        |
| 10            | G1.B1.S2.A4 | Administrative Team will monitor implementation of effective lessons infusing the LAFS (ELA) and rigorous lessons (social studies) developed during common planning. | \$0.00        |
| 11            | G1.B1.S2.A5 | Provide coaching to identified teachers in need of additional support in the effective implementation of LAFS infused lessons or in increasing rigor.                | \$0.00        |
| 12            | G1.B1.S2.A6 | Monitor effective implementation of rigorous lesson plans infusing LAFS (ELA).   | \$0.00        |
| <b>Total:</b> |             |  | <b>\$0.00</b> |