

Miami-Dade County Public Schools

Paul W. Bell Middle School



2017-18 Schoolwide Improvement Plan

Paul W. Bell Middle School

11800 NW 2ND ST, Miami, FL 33182

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

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	92%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	99%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Paul W. Bell Middle School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- 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 M-DCPS 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	18	24	19	0	0	0	0	61
Level 1 on statewide assessment	0	0	0	0	0	0	45	64	62	0	0	0	0	171

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	46	71	62	0	0	0	0	179

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 Language Arts, Mathematics and Science. 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

Paul W. Bell Middle School provides parents with the opportunity to participate in parent-teacher conferences Mondays through Wednesdays throughout the school year. Additionally, we have an open door policy to our Title I Parent Resource Center. Participation in EESAC and the PTSA are promoted. The ROXY After-School Program provides parents with monthly parent workshops on various topics of interest.

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

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
Rodriguez, Maria	Psychologist
Fernandez de Castro, Erika	Attendance/Social Work
Menocal, Cynthia	Teacher, K-12
Frade, Daisy	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/RtI, conducts assessment of MTSS/RtI skills, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS/RtI implementation, and maintain open line of communication with parents.

- Barbara Quintero, Assistant Principal, will provide assistance and support to the Principal in all areas of school operations. She will schedule and facilitate the MTSS/RtI process. Additionally, Ms. Quintero will oversee all departmental bi-weekly meetings, participate in data chats, and provide

professional development.

- The core department heads (Language Arts, Mathematics, 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 2017 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. Daisy Frade (Language Arts) 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/RtI 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/RtI leader), Maria Rodriguez (the school psychologist), Erika Fernandez de Castro (the school social worker), and Soraya Herran (academic counselor) will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or area of need.

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 Educational Excellence School Advisory Council (EESAC) and the principal to help develop the School Improvement Plan. The team reviewed pertinent FSA ELA, FSA Mathematics, Civics EOC, Algebra EOC, and FCAT 2.0 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 (PFEP – 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.

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 ELL.
- 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 W. Bell Middle School 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 Middle School 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.
- 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.

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
Ketsia Largaespada	Student
Brenda Largaespada	Parent
Diana Diaz	Parent
Timothy Flynn	Business/Community
Peter Gutierrez	Business/Community
Alina Nino	Parent
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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

At the first EESAC meeting of the school year, last year's school improvement plan will be reviewed and the 2017 Science FCAT 2.0 State Assessment, Civics EOC, Algebra EOC exam and the 2017 FSA ELA and the 2017 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. EESAC 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 EESAC utilized its 2016 - 2017 budget of \$2,170.00 to provide student incentives in order to improve student achievement and attendance.

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
Cornelius, Timothy	Teacher, K-12
Frade, Daisy	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 responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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 is collected and disaggregated for instructional planning purposes by individual teachers as well as departments. Instruction is differentiated based on fluid groups' needs. ELL and SPED students are provided accommodations based on their specific instructional plans. Furthermore, ELL students are offered pull-out tutoring by the HLAP Interventionist during the school day.

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: 4,800

Middle School Enrichment Program funds will be used to provide tutoring after school to all students in need of additional assistance and support in the areas of Reading, Mathematics, and Science.

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

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.

Strategy: After School Program

Minutes added to school year: 2,400

Title III funds will be used to provide tutoring after school to ELL students in need of additional assistance and support in the areas of Reading and Mathematics.

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

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. The assessment data 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

Paul W. Bell Middle School holds an annual Magnet Fair for 8th students to explore the various magnet programs offered in high schools throughout the District. Additionally, feeder pattern high schools visit Paul W. Bell Middle School to meet with 8th graders and conduct the 9th grade subject selection process.

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

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. If core instruction is enhanced in all content areas, then student achievement will improve.

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. If core instruction is enhanced in all content areas, then student achievement will improve. 1a

G096750

Targets Supported 1b

Indicator	Annual Target
ELA Achievement District Assessment	
AMO Reading - SWD	
AMO Reading - ED	
AMO Reading - All Students	
AMO Math - All Students	
AMO Math - Hispanic	
AMO Math - ELL	
AMO Math - SWD	
AMO Math - ED	
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

- Instructional delivery is not conducted at high cognitive levels.

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

Biweekly, from 9/1/2017 to 5/25/2018

Evidence of Completion

Data disaggregation from student performance reports, electronic gradebook reports, District 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

1 = Problem Solving Step  S123456 = Quick Key

G1. If core instruction is enhanced in all content areas, then student achievement will improve. 1

G096750

G1.B2 Instructional delivery is not conducted at high cognitive levels. 2

B260245

G1.B2.S1 There is a limited amount of instructional rigor and opportunities to enhance students' higher order thinking skills, including the incorporation of technology and hands' on activities. 4

S275682

Strategy Rationale

By increasing rigor and opportunities to enhance higher order thinking skills, students will develop the skills necessary to think critically, retain and transfer knowledge, and solve problems analytically. This will enhance students' skills and facilitate increased rigor in all content areas.

Action Step 1 5

Teachers will be provided Professional Development on infusing higher order thinking skills and rigor into daily instruction.

Person Responsible

Leatisha Brown

Schedule

Monthly, from 9/1/2017 to 5/25/2018

Evidence of Completion

PD Agenda, Sign-in Sheets, Handouts, Lesson plan sample

Action Step 2 5

Teachers will collaboratively plan and share best practices during bi-weekly department meetings and common planning time. Additionally, a collaborative planning calendar will be developed to ensure that rigor and technology are being infused into lesson plans.

Person Responsible

Barbara Quintero

Schedule

Biweekly, from 9/1/2017 to 5/25/2018

Evidence of Completion

Department meeting agendas, sign-in sheets, handouts, departmental collaborative planning calendar

Action Step 3 5

Departments will meet bi-weekly to hold data chats, identify areas of concern and share strategies to improve any areas of deficiencies.

Person Responsible

Barbara Quintero

Schedule

Biweekly, from 9/1/2017 to 5/25/2018

Evidence of Completion

Department meeting agendas, sign-in sheets, handouts, data reports

Action Step 4 5

All core subject teachers will conduct individual data chats with students to address areas of weakness and discuss strategies to remediate/improve any deficiencies. This practice will assist teachers in determining the impact of implemented interventions (higher order thinking skills activities that aide students in the acquisition of targeted benchmarks). Adjustments in the level of rigor of the activities will be made accordingly.

Person Responsible

Barbara Quintero

Schedule

Monthly, from 9/1/2017 to 5/25/2018

Evidence of Completion

Student Data Chat form, Data reports, lesson plans

Action Step 5 5

Teachers will be provided professional development on effective planning techniques and components of a lesson that incorporates rigor and technology.

Person Responsible

Leatisha Brown

Schedule

On 9/28/2017

Evidence of Completion

PD Agenda, Sign-in Sheets, Handouts, Lesson plan sample

Action Step 6 5

During common planning time and bi-weekly departmental meetings, teachers will create effective lesson plans based on their core item specifications and the incorporation of rigor. Additionally, teachers will include real-world application problems and tasks aligned to the expectation of the content standard's cognitive complexity level into daily lesson plans.

Person Responsible

Barbara Quintero

Schedule

Biweekly, from 9/28/2017 to 5/25/2018

Evidence of Completion

Department meeting agendas, sign-in sheets, completed lesson plans

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Fidelity of implementation will be assessed and insured through the implementation of regular classroom walkthroughs conducted by administration. A review of Department meeting minutes will also reflect the implementation of collaborative planning, data chats, completed lesson plans, and sharing of best practices. Additionally, a review of teachers' lesson plans will reflect the incorporation of rigorous and higher order thinking activities, and an increase in the use of technology into daily instruction.

Person Responsible

Jeffrey Gonzalez

Schedule

Monthly, from 9/28/2017 to 5/25/2018

Evidence of Completion

Classroom walkthrough logs; lesson plans, department meeting minutes

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

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

Person Responsible

Jeffrey Gonzalez

Schedule

Weekly, from 9/1/2017 to 5/25/2018

Evidence of Completion

Student performance reports, District assessment data, classroom walkthrough notes and logs

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.B2.S1.A5 A370404	Teachers will be provided professional development on effective planning techniques and components...	Brown, Leatisha	9/28/2017	PD Agenda, Sign-in Sheets, Handouts, Lesson plan sample	9/28/2017 one-time
G1.MA1 M398783	Classroom walkthroughs, classroom-based assessments, District Topic and Quarterly assessments and...	Gonzalez, Jeffrey	9/1/2017	Data disaggregation from student performance reports, electronic gradebook reports, District 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,	5/25/2018 biweekly
G1.B2.S1.MA1 M398781	Classroom walkthroughs, classroom-based assessments, and data from other technological tools will...	Gonzalez, Jeffrey	9/1/2017	Student performance reports, District assessment data, classroom walkthrough notes and logs	5/25/2018 weekly
G1.B2.S1.MA1 M398782	Fidelity of implementation will be assessed and insured through the implementation of regular...	Gonzalez, Jeffrey	9/28/2017	Classroom walkthrough logs; lesson plans, department meeting minutes	5/25/2018 monthly
G1.B2.S1.A1 A370400	Teachers will be provided Professional Development on infusing higher order thinking skills and...	Brown, Leatisha	9/1/2017	PD Agenda, Sign-in Sheets, Handouts, Lesson plan sample	5/25/2018 monthly
G1.B2.S1.A2 A370401	Teachers will collaboratively plan and share best practices during bi-weekly department meetings...	Quintero, Barbara	9/1/2017	Department meeting agendas, sign-in sheets, handouts, departmental collaborative planning calendar	5/25/2018 biweekly
G1.B2.S1.A3 A370402	Departments will meet bi-weekly to hold data chats, identify areas of concern and share strategies...	Quintero, Barbara	9/1/2017	Department meeting agendas, sign-in sheets, handouts, data reports	5/25/2018 biweekly
G1.B2.S1.A4 A370403	All core subject teachers will conduct individual data chats with students to address areas of...	Quintero, Barbara	9/1/2017	Student Data Chat form, Data reports, lesson plans	5/25/2018 monthly
G1.B2.S1.A6 A370405	During common planning time and bi-weekly departmental meetings, teachers will create effective...	Quintero, Barbara	9/28/2017	Department meeting agendas, sign-in sheets, completed lesson plans	5/25/2018 biweekly

V. Professional Development Opportunities

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

G1. If core instruction is enhanced in all content areas, then student achievement will improve.

G1.B2 Instructional delivery is not conducted at high cognitive levels.

G1.B2.S1 There is a limited amount of instructional rigor and opportunities to enhance students' higher order thinking skills, including the incorporation of technology and hands' on activities.

PD Opportunity 1

Teachers will be provided Professional Development on infusing higher order thinking skills and rigor into daily instruction.

Facilitator

Leatisha Brown

Participants

All teachers

Schedule

Monthly, from 9/1/2017 to 5/25/2018

PD Opportunity 2

Teachers will be provided professional development on effective planning techniques and components of a lesson that incorporates rigor and technology.

Facilitator

Leatisha Brown

Participants

All teachers

Schedule

On 9/28/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B2.S1.A1	Teachers will be provided Professional Development on infusing higher order thinking skills and rigor into daily instruction.	\$0.00
2	G1.B2.S1.A2	Teachers will collaboratively plan and share best practices during bi-weekly department meetings and common planning time. Additionally, a collaborative planning calendar will be developed to ensure that rigor and technology are being infused into lesson plans.	\$0.00
3	G1.B2.S1.A3	Departments will meet bi-weekly to hold data chats, identify areas of concern and share strategies to improve any areas of deficiencies.	\$0.00
4	G1.B2.S1.A4	All core subject teachers will conduct individual data chats with students to address areas of weakness and discuss strategies to remediate/improve any deficiencies. This practice will assist teachers in determining the impact of implemented interventions (higher order thinking skills activities that aide students in the acquisition of targeted benchmarks). Adjustments in the level of rigor of the activities will be made accordingly.	\$0.00
5	G1.B2.S1.A5	Teachers will be provided professional development on effective planning techniques and components of a lesson that incorporates rigor and technology.	\$0.00
6	G1.B2.S1.A6	During common planning time and bi-weekly departmental meetings, teachers will create effective lesson plans based on their core item specifications and the incorporation of rigor. Additionally, teachers will include real-world application problems and tasks aligned to the expectation of the content standard's cognitive complexity level into daily lesson plans.	\$0.00
Total:			\$0.00