

Miami-Dade County Public Schools

Paul W. Bell Middle School



2021-22 Schoolwide Improvement Plan

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Paul W. Bell Middle School

11800 NW 2ND ST, Miami, FL 33182

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

Demographics

Principal: Rico Jones L

Start Date for this Principal: 7/16/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	88%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Hispanic Students Economically Disadvantaged Students
School Grades History	2018-19: B (57%) 2017-18: B (60%) 2016-17: C (53%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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. 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.

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Paul W. Bell Middle School

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

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	79%
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	2020-21	2019-20	2018-19	2017-18
Grade		B	B	B

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<https://www.floridacims.org>.

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. 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: School Information

School Mission and Vision

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.

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.

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Gonzalez, Jeffrey	Principal	The Principal is responsible for shaping the school's academic vision, creating a climate hospitable for education, cultivating leadership in others and managing data and processes.
Jones, Rico	Assistant Principal	Under the direction of the principal, the Assistant Principal serves as the Multi-Tiered System of Support Coordinator (MTSS), facilitates the Title I process, acts as the Title IX Liaison and ensures that effective and appropriate Professional Development is taking place.
Reid, Anthony	Magnet Coordinator	The Magnet Coordinator's main goal is to recruit students. The Magnet Coordinator achieves this goal by hosting Magnet Tours, Family Nights, Verizon Innovative Learning Schools (VILS) presentations and Winter/ Spring concerts.
Santacoloma, Julian	Instructional Technology	The Instructional Technology position entails serving as the VILS Technology Coach, integrating VILS Professional Development and ensuring Technology Tablet Utilization.
Brown, Leatisha	Administrative Support	The Administrative Support Position serves as the EESAC Chair, oversees textbook distribution, organizes Professional Development and facilitates Middle School Enrichment Tutoring.
Corvos, Ada	Administrative Support	The Administrative Support position serves as the Activities Director, organizes the monthly calendars, coordinates with school transportation, markets the United Way Campaign, and leads community engagement efforts.

Demographic Information

Principal start date

Thursday 7/16/2020, Rico Jones L

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

3

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

10

Total number of teacher positions allocated to the school

30

Total number of students enrolled at the school

432

Identify the number of instructional staff who left the school during the 2020-21 school year.

3

Identify the number of instructional staff who joined the school during the 2021-22 school year.

2

Demographic Data

Early Warning Systems

2021-22

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	172	125	135	0	0	0	0	432
Attendance below 90 percent	0	0	0	0	0	0	18	29	38	0	0	0	0	85
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	16	16	24	0	0	0	0	56
Course failure in Math	0	0	0	0	0	0	19	20	26	0	0	0	0	65
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	25	24	29	0	0	0	0	78
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	16	21	25	0	0	0	0	62
Number of students with a substantial reading deficiency	0	0	0	0	0	0	79	62	63	0	0	0	0	204

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	27	32	43	0	0	0	0	102

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	10	2	0	0	0	0	12

Date this data was collected or last updated

Monday 8/16/2021

2020-21 - As Reported

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

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		

The number of students with two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

2020-21 - Updated
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	
Number of students enrolled	0	0	0	0	0	0	172	125	135	0	0	0	0	432
Attendance below 90 percent	0	0	0	0	0	0	18	29	38	0	0	0	0	85
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	16	16	24	0	0	0	0	56
Course failure in Math	0	0	0	0	0	0	19	20	26	0	0	0	0	65
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	25	24	29	0	0	0	0	78
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	16	21	25	0	0	0	0	62

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	27	32	43	0	0	0	0	102

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	0	0	0	0	0	0	10	2	0	0	0	0	12
Students retained two or more times	0	0	0	0	0	0	0	1	0	0	0	0	0	1

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				57%	58%	54%	55%	56%	53%
ELA Learning Gains				63%	58%	54%	62%	56%	54%
ELA Lowest 25th Percentile				57%	52%	47%	53%	52%	47%
Math Achievement				56%	58%	58%	55%	56%	58%
Math Learning Gains				57%	56%	57%	64%	56%	57%
Math Lowest 25th Percentile				45%	54%	51%	54%	55%	51%
Science Achievement				51%	52%	51%	58%	52%	52%
Social Studies Achievement				71%	74%	72%	79%	73%	72%

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	52%	58%	-6%	54%	-2%
Cohort Comparison						
07	2021					
	2019	42%	56%	-14%	52%	-10%
Cohort Comparison		-52%				
08	2021					
	2019	63%	60%	3%	56%	7%
Cohort Comparison		-42%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	53%	58%	-5%	55%	-2%
Cohort Comparison						
07	2021					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	45%	53%	-8%	54%	-9%
Cohort Comparison		-53%				
08	2021					
	2019	44%	40%	4%	46%	-2%
Cohort Comparison		-45%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	47%	43%	4%	48%	-1%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	90%	68%	22%	67%	23%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	62%	73%	-11%	71%	-9%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	100%	63%	37%	61%	39%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	54%	-54%	57%	-57%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

The progress monitoring tool used to compile the data below is the iReady diagnostic results where available and Midyear assessments for other subject areas and grade levels. The value displayed is percent of students that are proficient.

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	46.4	42.7	43.9
	Economically Disadvantaged	43.5	40.2	41.6
	Students With Disabilities	32.4	35.3	26.5
	English Language Learners	8.3		
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	30.6	51.4	45.8
	Economically Disadvantaged	29.0	50.5	42.7
	Students With Disabilities	20.6	35.3	28.1
	English Language Learners		7.7	

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	41.5	49.6	46.9
	Economically Disadvantaged	40.2	46.8	46.4
	Students With Disabilities	20.0	16.7	23.3
	English Language Learners	10.0	10.0	
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	28.1	37.7	46.3
	Economically Disadvantaged	28.2	36.6	45.3
	Students With Disabilities	10.7	16.7	20.0
	English Language Learners			
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students		67.0	
	Economically Disadvantaged		67.0	
	Students With Disabilities		40.0	
	English Language Learners		58.0	

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	44.1	49.7	50.7
	Economically Disadvantaged	43.4	50.4	50.8
	Students With Disabilities	19.4	18.8	16.1
	English Language Learners	7.1		21.4
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	39.0	49.7	46.1
	Economically Disadvantaged	39.4	48.9	44.1
	Students With Disabilities	9.4	18.8	10.0
	English Language Learners		7.1	14.3
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students		67.0	
	Economically Disadvantaged		67.0	
	Students With Disabilities		40.0	
	English Language Learners		58.0	

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	25	32	23	20	32	41	17	48			
ELL	38	43	31	31	19	24	27	57	50		
HSP	49	48	30	41	29	34	44	65	56		
FRL	48	47	31	39	29	32	44	66	51		
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	25	39	38	22	36	27	28	35			
ELL	45	62	61	47	55	48	41	57	44		
HSP	56	63	56	55	56	45	49	70	61		
FRL	55	62	56	55	55	44	46	70	57		

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	33	54	45	33	50	42	43	59			
ELL	30	55	54	32	60	55	41	60			
HSP	55	62	53	55	63	54	59	78	59		
FRL	54	61	53	54	64	53	57	79	52		

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	44
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	47
Total Points Earned for the Federal Index	440
Total Components for the Federal Index	10
Percent Tested	93%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	30
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	37
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	

Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	44
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	43
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

The school to district comparison shows an increase in the achievement gap widening for students in 6th and 7th grade in both English Language Arts (ELA) and Mathematics. All ELA Subgroups Achievement levels increased except for Students With Disabilities (SWD) which decreased by 8 percentage points. All ELA Subgroups Learning Gains increased except for the SWD subgroup, which significantly decreased by 15 percentage points.

All ELA Subgroups Learning Gains L25 increased except for the SWD subgroup, which decreased by 7 percentage points. All Mathematics Subgroups Achievement levels decreased except for the Free and Reduced Lunch (FRL) subgroup, which increased by 1 percentage point. All Science and Social Studies Subgroups achievement levels decreased by an average of 7.5 percentage points. The 2021 FSA Achievement data revealed a decrease in student achievement. All core subject areas including the Learning Gains and Lowest 25% decreased by an average of 14.8 points. There is a need to address the student achievement of Tier 2 and Tier 3 students.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

The majority of Mathematics Subgroups Learning Gains L25 decreased by at least 7 percentage points. SWD students decreased by 15 percentage points, English Language Learners (ELL) students decreased by 7 percentage points and FRL students decreased by 9 percentage points. Based on the 2021 data review, Mathematics proficiency levels decreased by 16 percentage points from assessment years 2019 to 2021. Mathematics Learning Gains decreased 28 percentage points from assessment years 2019 - 2021. Finally, the Mathematics Lowest 25% student subgroup decreased 10 percentage points from assessment years 2019 - 2021.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Creating and implementing a Focus Pull-Out Calendar to address students' areas of weakness in Mathematics proved to be the least effective action step. The Focus Pull-Out Calendar was created, however, the school's rotating block schedule played a role in the inability of students to participate in tutoring due to student absences and tardies. To better serve our students, the school will provide afterschool tutoring, remediating during the advisement, and Mathematics boot camps to meet the needs of our students who require academic assistance. The implementation of the iReady Mathematics schedule that was created to ensure students complete the required lessons proved to be a challenge to fully implement. The intent of the schedule was to allow students to complete lessons and address learning gaps via small group sessions. Dedicating 45 minutes bi-weekly to complete iReady during instructional time detracted from the time allotted by the district to fully implement the benchmarks required by the District Pacing Guide. A modification to this action step will include adjusting the class framework to allow for Differentiated Instruction during the first 30 minutes. The Verizon Grant for ipads will provide every students a device which will enable students to complete iReady lessons designed to remediate and enrich student learning. Students that finish coursework early during the day will be given the opportunity to use their ipad to complete any required i-Ready lessons during class.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

The 2019 State Assessment data for ELA achievement increased by 15 percentage points in the ELL subgroup. The 2021 State Assessment data did not reveal improvements in proficiency in the core academic areas. However, the subject area of Social Studies only decreased by 6 percentage points.

What were the contributing factors to this improvement? What new actions did your school take in this area?

All teachers attended a workshop on Differentiated Instruction and made an attempt infuse the strategies that they learned into their daily instruction. Monthly departmental data chats were held to determine students' areas of deficiency and brainstorm targeted interventions. Additionally, push-in was utilized during the Advisement period in a smaller setting to address student deficiencies in all core subjects. Lastly, weekly administrative walkthroughs, provided feedback to provide extra support to teachers and students, and ensure that instruction was aligned to educational goals. The student services department conducted meetings and distributed information in regards to Growth Mindset.

What strategies will need to be implemented in order to accelerate learning?

Data driven differentiated instruction will need to be provided across the curriculum and infused into the advisement block. In addition, teachers will conduct subject specific boot camps to target student needs for remediation. Furthermore, effective progress monitoring of iReady, Baseline Assessments, Interim Assessments, and Benchmark Assessments will work in tandem with data chats and goal setting to drive instruction that meets the needs of the entire student body.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

The School Leadership Team (SLT) plans on supporting teachers and leaders by providing monthly professional development sessions and growth mindset strategies for all stakeholders. We will also continue to utilize Restorative Justice Practices (RJP) to make transformative reforms at the school. Coaching Cycles will be implemented with teachers to support specific needs. The SLT will consult with district personnel to elicit recommendations in regards to long term planning that support difficult decisions and policies by improving learning for all students, regardless of ethnicity and background. Additionally, time will be allotted, via the Standing Meeting Calendar, to provide teachers with time to collaborate and share best practices on a bi-weekly basis.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Collaborative planning will be scheduled and monitored by the SLT to ensure that content is aligned to the standards and instruction is driven by data. Extended learning opportunities will be provided before and after school through tutoring, clubs, extracurricular activities, and academies.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Small Group Instruction

Area of Focus Description and Rationale:	The 2019 Subgroup State Assessment data indicated a decrease in student achievement especially evident in the Student With Disability (SWD) subgroup across all assessed subject areas. In addition, all Math, Science, and Social Studies State test Achievement data reflects a decrease in academic achievement. The 2021 FSA Achievement data revealed a decrease in student achievement. All core subject areas including the Learning Gains and Lowest 25% decreased by an average of 14.8 points. There is a need to address the student achievement of Tier 2 and Tier 3 students.
Measurable Outcome:	If Paul W. Bell Middle School successfully implements small group data-driven instruction/ interventions in all core subjects, then our SWD scores will increase by an average of 2 percentage points as evident by the 2022 State Assessments in all core subject areas.
Monitoring:	The area of focus will be monitored by the school administration. The ESE teachers, in their consultation logs, will document the students' specific subject progress and support the General Ed teachers in the area of the students' weakness. Monthly data reports will reveal an increase in student learning gains on formal and informal assessments. ESE subgroup data progress will be monitored by ESE Department Chair and discussed during curriculum council meetings as evidenced by agenda items and sign-in sheets on a bi-weekly basis. The leadership team will progress monitor iReady (Mathematics) and play a role in adjusting instructional delivery based on major data points.
Person responsible for monitoring outcome:	Jeffrey Gonzalez (pr6041@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of instructional practice, Paul W. Bell Middle school will focus on the evidence-based strategy of: Interventions/RTI. Focusing on Interventions and RTI will allow the teachers to identify and address the needs of students with learning and/or behavior needs. The evidenced based strategy mandates progress monitoring from ESE teachers, SPED Chair and administration alike. The goal will be to increase the proficiency of the SWD subgroup by an average of 2 percentage points as evidenced by the 2022 State Assessments.
Rationale for Evidence-based Strategy:	Small Group Instruction/interventions will allow teachers to evaluate students' learning strengths and tailor lessons to them. In addition, this evidenced based strategy will encourage opportunity for feedback and collaboration from all stakeholders.

Action Steps to Implement

8/31/21 – 10/11/21: Create a Focus Push-In/Pull-Out Calendar to target students' areas of weakness. Students will be pulled from elective classes for 30 minutes to address their deficiencies on targeted benchmarks in Mathematics.

Person Responsible Leatisha Brown (tisha7@dadeschools.net)

8/31/21 – 10/11/21: Provide Academic Interventions during 45 minute Advisement period. Students will be provided interventions in Mathematics. A schedule will be created and disseminated to all Advisement Teachers.

Person Responsible Leatisha Brown (tisha7@dadeschools.net)

8/31/21 – 10/11/21: Provide Pull-Out tutoring during 45 minute Advisement period to address student deficiencies on targeted benchmarks. Students will be given benchmark activities in the areas of Mathematics.

Person Responsible Leatisha Brown (tisha7@dadeschools.net)

8/31/21 – 10/11/21: The Student Services and the ESE Department will provide students in need with additional social emotional support. Offering mental health interventions and counseling sessions with the School Behavior Management Teacher (BMT) and School Counselor will help establish a growth mindset amongst to the student body.

Person Responsible Jeffrey Gonzalez (pr6041@dadeschools.net)

11/1/21 – 12/17/21: Monitor Home Language Assistance Program (HLAP) for English Learners (EL) through Mathematics, Science and Civics courses. Providing HLAP assistance to EL students will reinforce learning objectives and ensure comprehension in small group settings.

Person Responsible Rico Jones (jonesrl@dadeschools.net)

11/1/21 – 12/17/21: Begin subject area data chats to determine students' areas of deficiency and brainstorm targeted interventions. Targeted interventions will include small group instruction. Data reports will reveal an increase in student proficiency on benchmarks tested.

Person Responsible Jeffrey Gonzalez (pr6041@dadeschools.net)

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:	Based on the data review, all Mathematics subgroups achievement levels decreased except for the Free and Reduced Lunch (FRL) subgroup, which increased by 1 percentage point. The majority of our Math Subgroups Learning Gains L25 decreased by at least 7 percentage points. Students with Disabilities (SWD) decreased by 15 percentage points, English Language Learners (ELL) students decreased by 7 percentage points. Based on the 2021 data review, Mathematics proficiency levels decreased by 16 percentage points from assessment years 2019 to 2021. Mathematics Learning Gains decreased 28 percentage points from assessment years 2019 - 2021. Finally, the Mathematics Lowest 25% student subgroup decreased 10 percentage points from assessment years 2019 - 2021.
Measurable Outcome:	If Paul W. Bell Middle School successfully implements Differentiated Instruction, then student proficiency will increase in all Mathematics proficiency by an average of 3 percentage points as evidenced by the 2022 State Assessments.
Monitoring:	The Leadership Team will conduct teacher data chats throughout the school year to address the needs of Tier 2 and Tier 3 students. The Leadership Team will ensure that academic Interventions are taking place during the 45 minute Advisement period. Mathematics boot camps will be created to address key standards. Administrators will conduct classroom walkthroughs to ensure that strategies discussed during data chats and planning are taking place in the classrooms.
Person responsible for monitoring outcome:	Leatisha Brown (tisha7@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of instructional practice, Paul W. Bell Middle School will focus on the evidence-based strategy of: Differentiated Instruction (DI). The effective implementation of DI will allow all students within a classroom to learn effectively, regardless of differences in ability. DI will also ensure that Individual Education Plan (IEP's) accommodations are being addressed with integrity.
Rationale for Evidence-based Strategy:	Differentiated Instruction builds teacher capacity and provides students more opportunities to succeed by adjusting content, process, or product in the classroom. Differentiation promotes a student locus of control in the classroom. Students will be able to set goals, work at their own pace and track their own progress.

Action Steps to Implement

8/31/21 – 10/11/21: Provide the schedule for Academic Interventions during 45 minute Advisement period. Students will be provided interventions in the areas of Reading, Math, Science, and Civics. A schedule will be created and disseminated to all Advisement Teachers.

Person Responsible Leatisha Brown (tisha7@dadeschools.net)

8/31/21 – 10/11/21: Hold teacher data chats. Data results will be utilized to modify instructional delivery and incorporate bell ringers based on deficient benchmarks.

Person Responsible Jeffrey Gonzalez (pr6041@dadeschools.net)

8/31/21 - 10/11/21: Conduct administrative walkthroughs with feedback to provide extra support to teachers and students. Conducting administrative walkthroughs will ensure compliance with educational goals.

Person Responsible Jeffrey Gonzalez (pr6041@dadeschools.net)

8/31/21 - 10/11/21: Offer after school STEAM enrichment program. The STEAM enrichment program will emphasize the Engineering Design Principal of, 'Ask, Imagine, Plan, Create and Improve'.

Person Responsible Leatisha Brown (tisha7@dadeschools.net)

11/1/21 – 12/17/21: Create a push-in/pull out tutoring schedule where the Mathematics Interventionist targets deficiencies in the mathematics classes. Creating the interventionist schedule will allow for remediation of weak standards.

Person Responsible Leatisha Brown (tisha7@dadeschools.net)

11/1/21 – 12/17/21: Implement an afterschool tutoring program, which will include mathematics tutoring. The tutoring will focus on identified lowest benchmarks in mathematics. Tutoring will be offered Mondays - Thursdays, before school (in person), after school (in person), and/or Saturday morning. The tutoring program will assist with the reinforcement of learning objectives and remediation.

Person Responsible Jeffrey Gonzalez (pr6041@dadeschools.net)

#3. Culture & Environment specifically relating to Student Attendance

Area of Focus Description and Rationale:	Based on the data review, 14% of the student body was absent from 16 - 30 days and 18% of the student body was absent 11 - 15 days. The area of critical need is attendance because research shows that there is a direct correlation between student attendance and student achievement.
Measurable Outcome:	<p>If Paul W. Bell Middle School successfully implement the Targeted Element of Student Attendance, our students will be able to capitalize on their educational opportunities through academic instruction, community service and extracurricular activities. During the 2021 - 2022 school year, targeted attendance interventions will decrease the percentage of students who were absent between 16 - 30 days by an average of 2% points.</p> <p>The area of focus will be monitored by the checking of the daily attendance bulletin, Truancy Report, and Early Warning Indicators by the school Administration and Student Services Department. The school administration will ensure that automated school messenger calls, personal phone calls, attendance letters, parent conferences and truancy meetings are being utilized to monitor and increase student attendance. The school counselor, community involvement specialist, mental health coordinator and social worker will meet on a monthly basis to address truant students and offer the appropriate services. The school leadership team will provide class incentives for the students who demonstrate exemplary attendance.</p>
Monitoring:	
Person responsible for monitoring outcome:	Jeffrey Gonzalez (pr6041@dadeschools.net)
Evidence-based Strategy:	<p>The evidence-based strategy being implemented for this Area of Focus is Communicating with all Stakeholders: The area of focus will include several evidenced based strategies. The administration will communicate the importance of attendance through parent and student orientations. The Community Involvement Specialist will organize parent workshops with an encompassing theme of emphasizing student attendance. The student services department will utilize data to determine the best way to meet the needs of truant students. Data reports such as the Early Warning Indicators (EWI), Truancy and Absentee reports indicating the number of student absences will all be analyzed to address the needs of Tier 2 and Tier 3 students from a socio-economic and mental health perspective. The school attendance review committee will reach out to stakeholders to acquire the resources necessary to provide incentives for students to attend school.</p>
Rationale for Evidence-based Strategy:	Reaching attendance goals will require data analysis, community connections, communicating with families and student incentives. A comprehensive approach by the school leadership team can increase student achievement by increasing student attendance.

Action Steps to Implement

8/19/21: The administrative team will conduct 6th Grade and New Student Orientation. Stakeholders will be advised about the importance of school attendance and its correlation with student achievement.

Person Responsible Jeffrey Gonzalez (pr6041@dadeschools.net)

8/31/21: The School Leaderships Team will conduct Grade Level Assemblies. Students will learn the importance of FSA scores, attendance, social emotional learning and sanitation as it relates to COVID 19.

Person Responsible Jeffrey Gonzalez (pr6041@dadeschools.net)

8/31/21 - 10/11/21: Student Services Meetings will be held on a bi-weekly basis. During the Student Services Meetings; Early Warning Indicators, Truancy reports, Project UPSTART, ELL/ESE student reports will be utilized to make decisions as it relates to the Multi Tiered System of Support.

Person Responsible Jeffrey Gonzalez (pr6041@dadeschools.net)

8/31/21 - 10/11/21: Truancy Meetings will be conducted for students who are chronically absent and/or tardy. Truant students will be referred to community organizations who will assist families.

Person Responsible Jeffrey Gonzalez (pr6041@dadeschools.net)

11/1/21 – 12/17/21: The administration will utilize the Targeted Student Status Form (TSSF) on a monthly basis. The TSSF tracks the number of students with attendance issues and documents the number of times that services have been provided through counseling or community resources.

Person Responsible Rico Jones (jonesrl@dadeschools.net)

11/1/21 – 12/17/21: The administration will institute Truancy Intervention Program Referrals for students between the ages of 6-17, who have 15 unexcused absences within 90 calendar days. Truancy meetings initiate the process of utilizing truancy diversion services to at-risk youth and their families.

Person Responsible Rico Jones (jonesrl@dadeschools.net)

#4. Leadership specifically relating to Walkthroughs

Area of Focus Description and Rationale:	Based on qualitative data from the SIP survey, 11% of teachers expressed that their administrator provided them with feedback to improve student outcomes. The administration will build upon its leadership capacity by emphasizing a targeted element of walkthroughs to provide more consistent and developmental feedback.
Measurable Outcome:	If successfully implemented, 15% of teachers will express that their administrator provided them with feedback to improve student outcomes on the SIP survey 2021 - 2022. This expected outcome represents a 9% increase.
Monitoring:	The school administration will identify specific elements of the lesson plan to focus on. For example, one week the focus may be alignment. Another week may feature delivery and instruction. Building a walkthrough schedule that spirals lesson plan elements will allow for the administration to see evidence of the use of data driven instruction in the classroom.
Person responsible for monitoring outcome:	Jeffrey Gonzalez (pr6041@dadeschools.net)
Evidence-based Strategy:	Within the Targeted Element of Instructional Leadership, the administration will focus on the evidenced based strategy of: Consistent and Developmental Feedback. Providing effective teacher feedback will increase teacher efficacy and student achievement. This initiative will be evident by the increase in student proficiency during the Fall, Winter and Spring iReady Assessments. The administration will reinforce its finding by systematically teaching the Framework of Effective Instruction and IPEGS standards to teachers throughout the school year.
Rationale for Evidence-based Strategy:	Conducting administrative walkthroughs with a focus on consistent and developmental feedback, will ensure that instruction begins as soon as the bell rings, teacher lessons and assessments are aligned to the standard, and checks for understanding are evident throughout the class period.

Action Steps to Implement

8/9/21: Analyze and discuss the mission, vision and theme of the superintendent of the Miami-Dade County Public School System. We will expand upon the district's goals of providing classroom innovation, academic rigor, innovative choice programs, mental health guidance, access and equity, as well as increased efficiencies in operations. This action step will allow the administration to prioritize goals and objectives.

Person Responsible Jeffrey Gonzalez (pr6041@dadeschools.net)

8/16/21: Create an administrative walkthrough calendar. Teachers new to the profession will be targeted first to allow time for growth and development.

Person Responsible Jeffrey Gonzalez (pr6041@dadeschools.net)

8/18/21: Review 2021 -2022 IPEGS Time Line. Reviewing the timeline will allow administrators to meet deadlines and plan for professional development based on teacher feedback.

Person Responsible Jeffrey Gonzalez (pr6041@dadeschools.net)

8/31/21 - 10/11/21: Begin administrative walkthroughs. Administrators will use a shared online application to track the frequency of walkthroughs and collaborate with one another.

Person Responsible Jeffrey Gonzalez (pr6041@dadeschools.net)

11/1/21 – 12/17/21: The administration and Behavior Management Teacher will conduct walkthroughs to monitor the progress of Social/Emotional Learning by engaging in weekly Restorative Justice Practices circles schoolwide. The circles will create safe and supportive spaces in our school to give our students and staff a sense of community and common ground.

Person Responsible Rico Jones (jonesrl@dadeschools.net)

11/1/21 – 12/17/21: The administration and student services department will conduct walkthroughs with the purpose of monitoring the Mental and Emotional Health lessons being conducted through the English Language Arts Department. Monthly student discipline reports will show a decrease in the amount of student disciplinary actions as students and parents are aware of the various mental health professionals that may assist prior to an issue escalating.

Person Responsible Rico Jones (jonesrl@dadeschools.net)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

According to the State Safety Dashboard, Paul W. Bell Middle reported 2.5 incidents per 100 students. When compared to all middle/junior high schools statewide, it falls into the low category. The primary area of concern was vaping incidents. Paul W. Bell Middle will capitalize on the presence of the School Resource Officer and a robust Student Services Department to combat the prevalent teenage issue. Not only will Paul W. Bell campaign against the issue but it will educate parents on the short-term side effects of vaping that include nicotine dependence, acid reflux, coughing, fevers and a higher likelihood of contracting lipoid pneumonia.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Paul W. Bell Middle School will build a positive school culture and environment by emphasizing the development of its bilingual, biliterate, and bicultural students. Its faculty and staff believe that students are individuals with varying abilities that require affective and cognitive programs to meet their needs. The school continues to strive for excellence in the development of lifelong learners and productive citizens. Our magnet theme, Navigating Towards a Complete Education for Every Child, is our goal and it is manifested through the implementation of four primary components of our program: Advanced Academics, Performing Arts and Culture, Infusing Technology, and Global Education. We strongly believe that these four components form the foundation of well-rounded students who strive towards higher education and becoming effective global citizens. By challenging our students with engaging and rigorous coursework, giving them the opportunity to explore various cultures and express themselves through the performing arts, providing them with opportunities to utilize hands-on and web-based technology, and encouraging them through meaningful activities to think and act globally, our program is giving students a comprehensive education. With assistance from teachers, who support the philosophy that holds the teacher as primarily the facilitator for learning and understand the importance of implementing these four competencies throughout both electives and core courses, students learn to create traditional and online assignments that encourage critical and creative thinking. Whether using pen and paper, or tablets and computers, students build models, design webpages, teach lessons, create their own quizzes, and play an important role in their curriculum.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Paul W. Bell Middle School works collaboratively with all stakeholders to reinforce a positive culture and school environment. The administration collaborates with teachers to promote several programs such as "Do The Right Thing", Restorative Justice Practices and Values Matters. The Student Services Department collaborates with students, parents, and teachers alike to promote a growth mindset and to ensure the mental health of all stakeholders. Paul W. Bell has formed partnerships with local businesses, such as the Miami Marlins, Flannigan's, Texas Road House and a host of parent owned restaurants, which provide our students with incentives and awards for promoting excellent academic achievement and conduct. The Verizon Grant has provided each student with individual ipads and equitable access to technology and wifi. Experts from Wells Fargo Bank voluntarily share with our civics student's materials promoting financial literacy and responsibility. As part of the FIU Teach program, Florida International University sends teams of college students who work with our STEM classes and create problem-solving activities aimed at teaching students how to code computer programs, build and operate robots, and collaborate virtually on tech-related projects.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: Small Group Instruction	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
3	III.A.	Areas of Focus: Culture & Environment: Student Attendance	\$0.00
4	III.A.	Areas of Focus: Leadership: Walkthroughs	\$0.00
Total:			\$0.00