2013-2014 SCHOOL IMPROVEMENT PLAN

Paul W. Bell Middle School

11800 NW 2ND ST

Miami, FL 33182

305-220-2075

http://pwbell.dadeschools.net/

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Middle School	Yes	94%

Alternative/ESE Center	Charter School	Minority Rate
No	No	98%

School Grades History

2013-14	2012-13	2011-12	2010-11
C	C	C	C

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
    - Year 1 – declined to D, or first-time graded schools receiving a D
    - Year 2 – second consecutive D, or F followed by a D
    - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
    - Year 1 – declined to F, or first-time graded schools receiving an F
    - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School
Paul W. Bell Middle School

Principal
Ingrid Soto G

School Advisory Council chair
Leatisha T. Brown

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Ingrid M. Soto	Principal
Barbara Quintero	Assistant Principal
Christine Aiken	UTD Steward/Social Studies Department Head
Ana Alvarez	Reading Department Head
Leatisha Brown	Mathematics Department Head
Patrice Brent-Harris	Language Arts Department Head
Rosana Carrasco	ESOL Department Head
Cynthia Menocal	Science Department Head
Elena Martin	ESE Department Head/MTSS and RtI Leader
Maria Rodriguez	School Psychologist
Soraya Herran	Counselor
Erika DeCastro	School Social Worker

District-Level Information

District
Dade

Superintendent
Mr. Alberto M Carvalho

Date of school board approval of SIP
12/11/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

The membership of the SAC includes :
• The Principal: Ingrid M. Soto
• The UTD Steward: Christine Aiken

• 5 teachers: Ms. Leatisha Brown (SAC Chair), Ms. Ana Alvarez, Ms. Patrice Brent-Harris, Ms. Ada Corvos, and Mr. Anthony Reid
• 1 Alternate teacher: Soraya Herran
• 5 Parents: Miguel Castellanos, Ruth Potsome, Moise Pirela, Margina Gonzalez, Marta Lopez
• 1 Alternate Parent: Luis Garcia
• 1 Educational Support: Vilma Benedetti
• 1 Alternate Educational Support: Judy Fernandez
• 2 Students: Kevin Pirela, Robert Tejidor
• 1 Alternate Student: Krissol Otero
• 3 Business/Community Representative (BCR): Alex Martinez, Ignacio Menocal, Carlos Temperan

Involvement of the SAC in the development of the SIP

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.

Activities of the SAC for the upcoming school year

The EESAC is the sole body responsible for final decision-making at the school relating to the implementation of the School Improvement Plan. The EESAC meets regularly (the third Tuesday of every month) to review and revise our School Improvement Plan.
The EESAC develops the strategies and activities to be included in the School Improvement Plan and has been involved in determining the financial implications of said strategies and making pertinent decisions after taking into consideration the funding available.

Projected use of school improvement funds, including the amount allocated to each project

The SAC will reserve $2,420.00, from the SAC budget, to purchase FCAT/Attendance Student Incentives.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff
This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

# of administrators
2

 # receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Ingrid Soto G		
Principal	Years as Administrator: 19	Years at Current School: 12

Credentials	Master of Science in Educational Leadership, Bachelor of Arts Degree in English and Spanish. Certifications: Spanish, Middle Grades English, Educational Leadership
Performance Record	2013 – School Grade – C Rdg. Proficiency, 55% Math Proficiency, 45% Rdg. Lrg. Gains, 72 points Math Lrg. Gains, 62 points Rdg. Imp. of Lowest 25% - 67 points Math Imp. of Lowest 25% - 66 points Rdg. AMO –NO Math AMO–NO 2012 – School Grade – C Rdg. Proficiency, 54% Math Proficiency, 39% Rdg. Lrg. Gains, 76 points Math Lrg. Gains, 55 points Rdg. Imp. of Lowest 25% - 76 points Math Imp. of Lowest 25% - 57 points Rdg. AMO –YES Math AMO–NO 2011 – School Grade – C Rdg. Proficiency, 64% Math Proficiency, 52% Rdg. Lrg. Gains, 64 points Math Lrg. Gains, 59 points Rdg. Imp. of Lowest 25% - 68 points Math Imp. of Lowest 25% - 61 points .2010 – School Grade – A Rdg. Proficiency, 70% Math Proficiency, 61% Rdg. Lrg. Gains, 68 points Math Lrg. Gains, 67 points Rdg. Imp. of Lowest 25% - 69 points Math Imp. of Lowest 25% - 71 points 2009 – School Grade – A Rdg. Proficiency, 67% Math Proficiency, 60% Rdg. Lrg. Gains, 67 points Math Lrg. Gains, 64 points Rdg. Imp. of Lowest 25% - 74 points Math Imp. of Lowest 25% - 68 points

Barbara M. Quintero		
Asst Principal	Years as Administrator: 2	Years at Current School: 2

Credentials	Masters of Science in Computer Science Education, Bachelor of Science Degree in Computer Science. Certifications: Computer Science (K-12) and Mathematics (6 – 12), Educational Leadership
Performance Record	2013 – School Grade – C Rdg. Proficiency, 55% Math Proficiency, 45% Rdg. Lrg. Gains, 72 points Math Lrg. Gains, 62 points Rdg. Imp. of Lowest 25% - 67 points Math Imp. of Lowest 25% - 66 points Rdg. AMO –NO Math AMO–NO 2012 – This data will be different from the principals because Ms. Quintero was at a different school. 2012 – School Grade – C Rdg. Proficiency, 50% Math Proficiency, 40% Rdg. Lrg. Gains, 70 points Math Lrg. Gains, 56 points Rdg. Imp. of Lowest 25% - 66 points Math Imp. of Lowest 25% - 50 points Rdg. AMO –NO Math AMO–NO 2011 – School Grade – C Rdg. Proficiency, 64% Math Proficiency, 52% Rdg. Lrg. Gains, 60 points Math Lrg. Gains, 49 points Rdg. Imp. of Lowest 25% - 61 points Math Imp. of Lowest 25% - 60 points .2010 – School Grade – C Rdg. Proficiency, 60% Math Proficiency, 41% Rdg. Lrg. Gains, 68 points Math Lrg. Gains, 57 points Rdg. Imp. of Lowest 25% - 65 points Math Imp. of Lowest 25% - 61 points 2009 – School Grade – C Rdg. Proficiency, 57% Math Proficiency, 50% Rdg. Lrg. Gains, 67 points Math Lrg. Gains, 54 points Rdg. Imp. of Lowest 25% - 64 points Math Imp. of Lowest 25% - 58 points

Instructional Coaches

# of instructional coaches

0

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Part-time / District-based	Years as Coach:	Years at Current School:
Areas	[none selected]	
Credentials		
Performance Record		

Classroom Teachers

# of classroom teachers

33

 # receiving effective rating or higher

30, 91%

 # Highly Qualified Teachers

73%

 # certified in-field

32, 97%

 # ESOL endorsed

9, 27%

 # reading endorsed

5, 15%

 # with advanced degrees

14, 42%

 # National Board Certified

2, 6%

 # first-year teachers

0, 0%

 # with 1-5 years of experience

0, 0%

 # with 6-14 years of experience

13, 39%

 # with 15 or more years of experience

20, 61%

Education Paraprofessionals

# of paraprofessionals

6

 # Highly Qualified

6, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above

0

 # receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

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.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The MTSS/RtI Leadership Team meets with the School Advisory Council (SAC) and the principal to help develop the School Improvement Plan. The team reviewed pertinent FCAT reading, mathematics, writing and 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 MTSS/RtI 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.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

The following staff members will comprise the Paul W. Bell Middle School MTSS/RtI Team:
? Ingrid M. Soto, the 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 of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS/RtI implementation, and communicates with parents regarding school-based MTSS/RtI plans and activities.

? The core department heads (reading, mathematics, language arts, science, and social studies), all general education teachers; will provide information, content area instruction and participate in student data collection and analysis. Intensive Reading and mathematics teachers will deliver instruction/intervention to FCAT Level 1 and Level 2 students. The core department heads are: Ms. Patrice Brent-Harris (Language Arts), Ms. Ana Alvarez (Reading), Ms. Leatisha Brown (Mathematics and EESAC Chair), Ms. Cynthia Menocal (Science), and Ms. Christine Aiken (Social Studies).
? Ms. Elena Martin, 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 MTSS/RtI 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 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, the 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.
Tier 2
Elena Martin (SPED Department Head and MTSS/RtI leader), the school psychologist, the school social worker, and Soraya Herran (academic counselor) will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The Tier 1 and Tier 2 worksheets document and support the academic and behavioral goals listed on the SIP plan. They also document the specific plan to monitor fidelity of MTSS implementation. These documents are the centerpiece of any discussion related to these areas in any school meeting that plans, reviews, or revises efforts at increasing academic or behavioral proficiency. The 4 step problem solving process then becomes a structure for these meetings, and fidelity data is reviewed each time a group meets. Data gathered through the MTSS process informs the discussion at MTSS leadership, grade level, attendance review, Tier 2, and Tier 3 SST meetings.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Academic
Baseline data: District Baseline Assessments through Edusoft, Florida Comprehensive Assessment Test (FCAT), Departmental pre-tests, Student Cumulative Folders, anecdotal records, CELLA, and Florida Assessments for Instruction in Reading (FAIR) data.

Progress Monitoring: District Interim Assessments through Edusoft, FCAT practice tests and simulations, anecdotal records and FAIR data.
Midyear: District Interim Assessments through Edusoft, Departmental mid-year assessments and FAIR data.
End of year: FCAT, Departmental post-tests, CELLA and FAIR data.
Behavior, attendance
Student Case Management System
Detentions
Suspensions/expulsions
Referral by student behavior, staff behavior, and administrative context
Climate surveys
Attendance

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

The MTSS/RtI team will provide support for school staff to understand the basic MTSS/RtI principles and procedures through various professional development activities (provided during Early Release days, District Professional Development days, faculty meetings, and weekly departmental meetings which will be held throughout the school year). The MTSS/RtI team will also provide a network of on-going support for RtI organized through feeder patterns. Lastly, the MTSS/RtI team will be available to provide support to any staff member needing additional assistance with the MTSS/RtI process (support will provided through team and departmental meetings held weekly during the year). Furthermore, administration will be trained on the RtI Mathematics problem solving process at Tiers 1, 2, and 3 (SST), using the Tier 1 Problem Solving Worksheet, Tier 2 Problem Solving Worksheet, and Tier 3 Problem Solving Worksheet and the Intervention Plan (the same process will be repeated for Language Arts, which uses Think Alouds, and for Science, which uses inquiry-based activities). The MTSS/RtI team will meet on a quarterly basis to assess the effectiveness of the site-based implementation of the model, examine the implementation of interventions, progress monitoring, and the status of students in the process.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year:

Tutoring will be provided before and after school to all students in need of additional assistance and support in the areas of reading, writing, mathematics, science, and social studies. A Saturday Academy will be offered to help specific groups of students succeed on the FCAT 2.0. Pull-out and push-in will be offered during school for students in need of remediation. The Reading and Mathematics Department Heads will provide pull-out assistance to FCAT level 1 and 2 students during homeroom/ advisement.

Strategy Purpose(s)

- Instruction in core academic subjects
- Teacher collaboration, planning and professional development

How is data collected and analyzed to determine the effectiveness of this strategy?

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

Who is responsible for monitoring implementation of this strategy?

Administration will oversee the Before/After School tutoring program.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Ingrid M. Soto	Principal
Barbara M. Quintero	Assistant Principal
Christine Aiken	UTD Steward/Social Studies Department Head
Ana Alvarez	Reading Department Head
Patrice Brent-Harris	Language Arts Department Head
Leatisha Brown	Mathematics Department Head and PD Liaision
Rossana Carrasco	ESOL Department Head
Karen Igelsrud	Media Specialist and Test Chairperson
Soraya Herran	Student Services Department Head
Elena Martin	SPED Department Head
Cynthia Menocal	Science Department Head

How the school-based LLT functions

The Literacy Leadership Team will meet on a monthly basis in order to promote and nurture a positive culture of reading and literacy throughout the school. The Literacy Leadership Team will be dedicated to exploring ways of continuously increasing student achievement in the area of reading by monitoring and making the necessary adjustments to the various reading initiatives being implemented at the school such as the daily 30 minutes of sustained silent reading, Reading Plus labs, Compass Learning labs, labs with books on audio cd's, and small reading groups. The Leadership Team will establish and communicate high expectations for all staff related to student achievement. The team will develop, implement and maintain a problem-solving system using the Florida Continuous Improvement Model (FCIM) that will allow our school, teachers and students to attain higher levels of excellence. In addition, the team will review and analyze data in order to drive instruction and make instructional decisions. This information will also be utilized to identify professional development needs and allocate necessary resources. The team will collaborate regularly, problem-solve, share effective practices, evaluate implementation of programs, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, and making decisions in terms of instruction. Additionally, the UTD Steward will ensure the UTD Contract will be adhered to.

Major initiatives of the LLT

To continue to explore more effective ways to implement various school wide reading initiatives such as the Reading Plus computer-based intervention system and the Compass Learning Odyssey 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 Next Generation Sunshine State 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.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

One of our reading teachers, who was previously our Reading Coach will assist the administration in providing professional development to all teachers so that teachers can effectively implement reading strategies across all content areas. All reading teachers will assist administration with the development and implementation of a professional development calendar which will include all departments, specifically, foreign languages, social studies, science, language arts, and electives. In addition, the reading teachers will assist in modeling lessons and providing reading strategies for teachers to implement in their daily instruction. The reading teachers will assist in providing teachers with a strategy or activity that will target a specific reading benchmark.

Additionally, the responsibility of teaching reading for every teacher will also be evident through the school wide implementation of a daily 30 minute sustained silent reading Advisement. On a weekly basis, all students will visit the Media Center through their Language Arts classes so that they may check out books. All students will have an individualized Accelerated Reader (AR) goal that they must meet every 9 week grading period. When students finish reading a book, they will take an AR test for that book on the computers located in the Media Center or in their Language Arts classes. Each time they take an AR test, depending on the score obtained, they will get AR points. On a weekly basis, all Language Arts teachers will receive AR reports from the Media Specialist so that they can monitor student progress

toward their AR goal. Both students and parents will be informed that the AR grade makes up 20% of the student's Language Arts grade. Due to the commitment of all teachers at Paul Bell Middle School, the successful implementation of the AR program will ensure that all students are reading on a daily basis while building up their reading skills.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

N/A

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

N/A

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

N/A

Strategies for improving student readiness for the public postsecondary level

N/A

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	58%	55%	No	63%
American Indian				
Asian				
Black/African American				
Hispanic	58%	56%	No	63%
White	73%	64%	No	76%
English language learners	43%	24%	No	48%
Students with disabilities	48%	33%	No	53%
Economically disadvantaged	57%	55%	No	61%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	171	29%	36%
Students scoring at or above Achievement Level 4	142	24%	27%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		13%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		51%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		72%	75%
Students in lowest 25% making learning gains (FCAT 2.0)		67%	70%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	61	44%	50%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	46	31%	38%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	32	22%	30%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	117	46%	51%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	49%	45%	Yes	54%
American Indian				
Asian				
Black/African American				
Hispanic	49%	45%	No	54%
White	39%	36%	No	45%
English language learners	38%	34%	No	45%
Students with disabilities	34%	24%	No	41%
Economically disadvantaged	48%	44%	No	54%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	142	26%	39%
Students scoring at or above Achievement Level 4	55	10%	15%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		2%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		71%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		62%	66%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		66%	69%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications		50%	55%
Middle school performance on high school EOC and industry certifications		100%	100%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	29	69%	69%
Students scoring at or above Achievement Level 4	13	31%	31%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Area 4: Science

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	54	21%	25%
Students scoring at or above Achievement Level 4	51	20%	22%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	1		5
Participation in STEM-related experiences provided for students	5	12%	14%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	80	14%	16%
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses	0	0%	0%
Completion rate (%) for CTE students enrolled in *accelerated* courses		0%	0%
Students taking CTE industry certification exams	0	0%	0%
Passing rate (%) for students who take CTE industry certification exams		0%	0%
CTE program concentrators	0	0%	0%
CTE teachers holding appropriate industry certifications	0	0%	

Area 8: Early Warning Systems

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	74	12%	11%
Students who fail a mathematics course	29	5%	4%
Students who fail an English Language Arts course	61	10%	9%
Students who fail two or more courses in any subject	50	8%	7%
Students who receive two or more behavior referrals	107	18%	17%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	96	16%	15%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

SEE PIP

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1. The results of 2013 FCAT 2.0 Reading test indicate that 53% of students scored at Level 3 or above. Our goal for the 2013-2014 school year is to increase the percentage of students scoring at Level 3 or above to 63%.

G2. The results of 2013 FCAT 2.0 Writing Test indicate that 46% of students scored at Level 3.5 or above. Our goal for the 2013-2014 school year is to increase the percentage of students scoring at Level 3.5 or above to 51%.

G3. The results of 2013 FCAT 2.0 Math Test indicate that 36% of students scored at Level 3 or above. Our goal for the 2013-2014 school year is to increase the percentage of students scoring at Level 3 or above to 54%.

G4. Data results reveal that Paul W. Bell Middle School only received 50% participation percentage points in the Middle School Acceleration category.

G5. The results of 2013 Algebra End of Course Test indicate that 36% of students scored at Level 3 or above. Our goal for the 2013-2014 school year is to increase the percentage of students scoring at Level 3 or above to 54%.

G6. The results of 2013 FCAT 2.0 Science test indicate that 41% of students scored at Level 3 or above. Our goal for the 2013-2014 school year is to increase the percentage of students scoring at Level 3 or above to 47%.

G7. Based on 2012 – 2013 master schedule records, there were 10 Advanced/Honors/Gifted Math and Science courses offered. For the 2013 – 2014 school year Paul Bell Middle School will increase the number of Advanced/Honors/Gifted courses offered by 10%

G8. Based on 2012 - 2013 master schedule records, 14% of the students were enrolled in a middle school CTE course. For the 2013-2014 school year, Paul Bell Middle School will increase student enrollment in middle school CTE course by 2%.

G9. During the 2013-2014 school year, students will be required to complete CIvics EOC examinations. During the 2013-2014 year, 60% of seventh grade students will score at or above Achievement Level 3 on the Civics EOC test.

G10. During the 2013-2014, Paul Bell Middle will reduce the percentage of student absences, retentions, and academic failures in Math and Language Arts, while improving student behavior and minimizing lost instructional time.

Goals Detail

G1. The results of 2013 FCAT 2.0 Reading test indicate that 53% of students scored at Level 3 or above. Our goal for the 2013-2014 school year is to increase the percentage of students scoring at Level 3 or above to 63%.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)

Resources Available to Support the Goal

- Teachers, Administrators, Professional Development, McDougall Littell series, District Pacing Guides, Reading Plus 4.0, Accelerated Reader, Florida Focus Achieves, Before/After School tutoring, Computer Lab

Targeted Barriers to Achieving the Goal

- Results of the 2013 FCAT 2.0 Reading Test indicate that 29% of students achieved Level 3 proficiency. Our goal for the 2013-2014 school year is to increase student proficiency to 36%. The area of deficiency for students scoring FCAT level 3, as noted on the 2013 administration of the FCAT 2.0 Reading Test, was Reporting Category 1: Vocabulary due to limited exposure of a variety of activities that work with words that are semantically related.

- Data from the 2013 FCAT 2.0 Reading test indicate that 24% of students scored at FCAT Level 4 or 5. Our goal for the 2013-2014 school year is to increase student proficiency to 27%. The area of deficiency for students scoring at or above achievement level 4 and 5, as noted on the 2012 administration of the FCAT 2.0 Reading Test, was Reporting Category 4 Informational Text/ Research Process due to limited exposure to informational text.

- Data from the 2013 Florida Alternate Assessment (FAA) indicate that 10% of students achieved Levels 4 - 6. Our goal for the 2013-2014 school year is to increase student proficiency to 13%. The area of deficiency of students maintaining levels 4, 5, or 6 or moving to levels 7, 8, or 9, as noted on the 2013 administration of the Florida Alternate Assessment (FAA), was in Strand 1: Reading Process, specifically fluency, vocabulary development, and reading comprehension.

- Data from the 2013 Florida Alternate Assessment (FAA) indicate that 5% of students achieved Levels 7 - 9. Our goal for the 2013 -2014 school year is to increase student proficiency to 51%. The area of deficiency of students maintaining levels levels 7, 8, or 9, as noted on the 2013 administration of the Florida Alternate Assessment (FAA), was in Strand 2: Literary Analysis, Fiction and Non-Fiction.

- Data from the 2013 FCAT 2.0 Reading test indicate that 72% of students made learning gains. Our goal for the 2013-2014 school year is to increase student proficiency to 75%.The area of deficiency in the students making learning gains, as noted on the 2013 administration of the FCAT 2.0 Reading Test, was Reporting Category 3: Literary Analysis Fiction and Non-Fiction due to limited exposure to literary elements and figurative language.

- Data from the 2013 FCAT 2.0 Reading test indicate that 67% of students in the lowest 25% made learning gains. Our goal for the 2013-2014 school year is to increase student proficiency to 70%.The area of deficiency in the lowest 25% making learning gains, as noted on the 2013 administration of the FCAT 2.0 Reading Test, was Reporting Category 2: Reading Application due to limited practice in making inferences, drawing conclusions, and identifying implied main idea and author's purpose.

- The results of the 2013 CELLA indicate that 44% of the students achieved proficiency on the Listening/Speaking portion. Our goal for the 2013-2014 school year is to increase student proficiency to 50%. Students did not achieve proficiency due to deficiencies in the areas of listening comprehension – extended speech and speaking – extended speech and vocabulary.

- The results of the 2013 CELLA indicate that 31% of the students achieved proficiency on the Reading portion. Our goal for the 2013-2014 school year is to increase student proficiency to 38%.Students did not achieve proficiency due to a deficiency in the area of reading comprehension.

- The results of the 2013 CELLA indicate that 22% of the students achieved proficiency on the Writing portion. Our goal for the 2013-2014 school year is to increase student proficiency to 30%.Students did not achieve proficiency due to deficiencies in the areas of writing paragraphs and editing.

- Data from the 2013 FCAT 2.0 Reading test indicate that 56% of students in the Hispanic subgroup and 63% of students in the Economically Disadvantaged subgroup achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency to 63%.The area of deficiency for the Hispanic and Economically Disadvantaged subgroup, as noted on 2013 FCAT 2.0 Reading Test, was in Reporting Category 1: Vocabulary due to limited exposure of a variety of activities that work with words that are semantically related.

- Data from the 2013 FCAT 2.0 Reading test indicate that 24% of students in the English Language Learner (ELL) subgroup achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency to 48%.The area of deficiency for the English Language Learners (ELL) subgroup, as noted on 2013 FCAT 2.0 Reading Test, was in Reporting Category 4: Informational Text/Research Process, due to limited exposure to informational text.

- Data from the 2013 FCAT 2.0 Reading test indicate that 33% of students in the Students With Disabilities (SWD) subgroup achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency to 53%.The areas of deficiencies for the SWD, as noted on the 2013 FCAT 2.0 Reading Test, were in Reporting Category 1: Vocabulary and Reporting Category 2: Reading Application.

Plan to Monitor Progress Toward the Goal

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Administration

Target Dates or Schedule:

Quarterly

Evidence of Completion:

2014 Reading 2.0 Test

G2. The results of 2013 FCAT 2.0 Writing Test indicate that 46% of students scored at Level 3.5 or above. Our goal for the 2013-2014 school year is to increase the percentage of students scoring at Level 3.5 or above to 51%.

Targets Supported

- Writing

Resources Available to Support the Goal

- McDougal-Littell Literature series and workbooks, District Pacing Guides, various online sources that incorporate writing techniques into daily instruction, computer lab.

- McDougal-Littell Literature series and workbooks, District Pacing Guides, various online sources that incorporate writing techniques into daily instruction, computer lab.

Targeted Barriers to Achieving the Goal

- Results of the 2013 FCAT 2.0 Writing Test indicate that 46% of students achieved Level 3.5 proficiency. Our goal for the 2013-2014 school year is to increase student proficiency to 51%.The area of deficiency as noted on the 2013 FCAT Writing 2.0 administration was informational/expository writing, specifically focus on a topic and organization.

Plan to Monitor Progress Toward the Goal

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Administration

Target Dates or Schedule:

Quarterly

Evidence of Completion:

2014 FCAT 2.0 Writing Assessment

G3. The results of 2013 FCAT 2.0 Math Test indicate that 36% of students scored at Level 3 or above. Our goal for the 2013-2014 school year is to increase the percentage of students scoring at Level 3 or above to 54%.

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)

Resources Available to Support the Goal

- Teachers, Professional Development, District Pacing guides, Holt McDougal Littell textbook and online resources, Florida Focus-Achieves, Riverdeep/Destination Math online resources, Reflex Math online program, District Math website supplemental activities/lessons, iPrep Math Lab, Algebra Nation online resources, Reflex Math online resources, computer lab, Manipulatives, Before/After School tutoring.

Targeted Barriers to Achieving the Goal

- Data from the 2013 FCAT 2.0 Mathematics Test indicate that 26% of students scored at FCAT Level 3. Our goal for the 2013-2014 school year is to increase student proficiency to 39%.The area of deficiency of students scoring at FCAT Level 3 was in the Geometry and Measurement Reporting Category (Category 3). Students lack the ability to determine a missing dimension and compare, contrast and convert units of measurement.

- Data from the 2013 FCAT 2.0 Mathematics Test indicate that 10% of students scored at or above FCAT Level 4. Our goal for the 2013-2014 school year is to increase student proficiency to 5%. The area of deficiency of students scoring at or above Achievement Level 4, as noted on the 2013 administration of the FCAT 2.0 Mathematics Test was in the Geometry and Measurement Reporting Category (Category 3). Students lack the ability to apply the various geometric properties necessary to solve real world application problems. This is due to limited classroom opportunities to develop exploration and inquiry activities.

- Data from the 2013 Florida Alternate Assessment (FAA) indicate that 0% of students scored at Level 4 - 6. Our goal for the 2013-2014 school year is to increase student proficiency to 2%. The area of deficiency of students maintaining levels 4, 5, or 6 or moving to levels 7, 8, or 9, as noted on the 2013 administration of the Florida Alternate Assessment (FAA), was in the Supporting Idea: Geometry and Measurement.

- Data from the 2013 Florida Alternate Assessment (FAA) indicate that 70% of students scored at Level 7 - 9. Our goal for the 2013-2014 school year is to increase student proficiency to 71%. The area of deficiency of students maintaining levels 7, 8, or 9, as noted on the 2013 administration of the Florida Alternate Assessment (FAA) was in the Supporting Idea: Geometry and Measurement.

- Data from the 2013 FCAT 2.0 Mathematics Test indicate that 62% of students made learning gains. Our goal for the 2013-2014 school year is to increase the percentage of students making learning gains to 66%.The area of deficiency of students making learning gains was in Reporting Category 1.

- Data from the 2013 FCAT 2.0 Mathematics Test indicate that 66% of students in the lowest 25% made learning gains. Our goal for the 2013-2014 school year is to increase the percentage of students in the lowest 25% making learning gains to 69%.The area of deficiency of students in the lowest 25%, as noted on the 2013 FCAT 2.0 Mathematics test, was in Reporting Category 2.

- Data from the 2013 FCAT 2.0 Mathematics Test indicate that 45% of students in the Hispanic Subgroup and 36% of students in the White Subgroup achieved proficiency.The area of deficiency in the Hispanic and White subgroups, as noted by the 2013 FCAT 2.0 Mathematics Test was Reporting Category 3: Geometry and Measurement. Students lack the ability to

correctly solve real world application problems involving conversions between different measurement systems.

- Data from the 2013 FCAT 2.0 Mathematics Test indicate that 24% of students in the Students with Disabilities (SWD) Subgroup achieved proficiency.The area of deficiency in the Students With Disabilities (SWD) subgroup, as noted by the 2013 FCAT 2.0 Mathematics Test, was in Reporting Category 1.

Plan to Monitor Progress Toward the Goal

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible
Administration

Target Dates or Schedule:
Quarterly

Evidence of Completion:
2014 FCAT 2.0 Mathematics Test

G4. Data results reveal that Paul W. Bell Middle School only received 50% participation percentage points in the Middle School Acceleration category.

Targets Supported
- Math (Elementary and Middle School, Middle School Acceleration)

Resources Available to Support the Goal
- FCAT test results, Algebra I enrollment records, teachers, administration

Targeted Barriers to Achieving the Goal
- A limited number of students enrolled in an Algebra class during the 2012-2013 school year.

Plan to Monitor Progress Toward the Goal

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible
Administration

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Algebra course enrollment records

G5. The results of 2013 Algebra End of Course Test indicate that 36% of students scored at Level 3 or above. Our goal for the 2013-2014 school year is to increase the percentage of students scoring at Level 3 or above to 54%.

Targets Supported

- Math (Elementary and Middle School)

- Algebra 1 EOC

Resources Available to Support the Goal

- Teachers, Professional Development, District Pacing guides, Carneige Math program and online resources, Florida Focus-Achieves, Riverdeep/Destination Math online resources, District Math website supplemental activities/lessons, iPrep Math Lab, Algebra Nation online resources, Reflex Math online resources, computer lab, Manipulatives, Before/After School tutoring.

Targeted Barriers to Achieving the Goal

- One hundred percent of students that took the Algebra End of Course exam, scored a Level 3 or above, with 69% scoring Level 3 and 31% scoring Level 4 or above. Paul W. Bell Middle School wants to maintain our 100% passing rate on the Algebra EOC. According to the results of the 2013 Algebra EOC assessment, the area of greatest difficulty for students scoring Level 3 was Reporting Category 2 – Polynomials.

Plan to Monitor Progress Toward the Goal

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Administration

Target Dates or Schedule:

Quarterly

Evidence of Completion:

2014 Algebra End of Course Exam

G6. The results of 2013 FCAT 2.0 Science test indicate that 41% of students scored at Level 3 or above. Our goal for the 2013-2014 school year is to increase the percentage of students scoring at Level 3 or above to 47%.

Targets Supported

- Science

- Science - Middle School

Resources Available to Support the Goal

- Teachers, Professional Development, District Pacing Guides, FCAT Explorer/Florida Focus Achieves, Gizmos, Discovery Learning, Science Labs, Before/After SchoolTutorials for students, Lesson Plans using the 5E model, Pearson textbook series and online resources, Computer Lab

Targeted Barriers to Achieving the Goal

- Data from the 2013 FCAT 2.0 Science Test indicate that 41% of students scored at or above FCAT Level 3. Our goal for the 2013-2014 school year is to increase student proficiency to 47%. The area of deficiency was Physical Science .

Plan to Monitor Progress Toward the Goal

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible
Administration

Target Dates or Schedule:
Quarterly

Evidence of Completion:
2014 FCAT 2.0 Science Test

G7. Based on 2012 – 2013 master schedule records, there were 10 Advanced/Honors/Gifted Math and Science courses offered. For the 2013 – 2014 school year Paul Bell Middle School will increase the number of Advanced/Honors/Gifted courses offered by 10%

Targets Supported
- STEM
- STEM - All Levels

Resources Available to Support the Goal
- Mathematics Department Head, Science Department Head, Master schedule records, Excelsior Gradebook records, STEM projects

Targeted Barriers to Achieving the Goal
- Based on data gathered from the 2013 FCAT Mathematics test, only 45% of the student population achieved mastery on the mathematics test, which is a requirement for being placed in upper level mathematics and science courses.

Plan to Monitor Progress Toward the Goal

Administration will look for increased enrollment in Advanced/Honors classes; thus increasing participation in STEM activities.

Person or Persons Responsible
Administration

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Advanced Math course enrollment records, Reports from Excelsior Gradebook

G8. Based on 2012 - 2013 master schedule records, 14% of the students were enrolled in a middle school CTE course. For the 2013-2014 school year, Paul Bell Middle School will increase student enrollment in middle school CTE course by 2%.

Targets Supported

- CTE

Resources Available to Support the Goal

- Teachers, Professional Development, District Pacing Guides

Targeted Barriers to Achieving the Goal

- Enrollment is not strong enough for student completion of CTE program or acquiring skills necessary for certification.

Plan to Monitor Progress Toward the Goal

Monitor the effective promotion of career-related activities and increased enrollment in CTE courses

Person or Persons Responsible

Administration

Target Dates or Schedule:

Quarterly

Evidence of Completion:

CTE enrollment records, master schedule, and Articulation Meeting Attendance Records

G9. During the 2013-2014 school year, students will be required to complete CIvics EOC examinations. During the 2013-2014 year, 60% of seventh grade students will score at or above Achievement Level 3 on the Civics EOC test.

Targets Supported

- Social Studies

- Civics EOC

Resources Available to Support the Goal

- Teachers, Professional Development, District Pacing Guides, Common Core Standards, McGraw-Hill textbook series and online resources

Targeted Barriers to Achieving the Goal

- Results from the 2013-2014 District Civics Baseline Assessment indicate that 1% of seventh graders demonstrated proficiency. All seventh grade students must complete Civics as part of their instructional program. However, the introduction of the Common Core Standards into the District Social Studies Pacing Guides has created an obstacle to preparing students for the 2013-2014 Civics EOC. Teachers need to effectively incorporate the Common Core Standards/ NGSSS into daily lessons to enhance classroom instruction and develop rigorous questions for students. Additionally, primary source documents will be utilized on a daily basis to enhance student comprehension of applicable Civics content and promote higher order thinking skills.

- Results from the 2013-2014 District Civics Baseline Assessment indicate that 1% of seventh graders demonstrated proficiency. All seventh grade students must complete Civics as part of their instructional program. Students lack the necessary subject specific vocabulary to comprehend primary source documents included in the Civics EOC.

Plan to Monitor Progress Toward the Goal

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible
Social Studies Department Head and Administration

Target Dates or Schedule:
Quarterly

Evidence of Completion:
2014 Civics End of Course (EOC) Assessment

G10. During the 2013-2014, Paul Bell Middle will reduce the percentage of student absences, retentions, and academic failures in Math and Language Arts, while improving student behavior and minimizing lost instructional time.

Targets Supported
- EWS
- EWS - Middle School

Resources Available to Support the Goal
- Attendance reports, teachers, Student Services, Communication with selected students and parents, EESAC budget for student incentives, after school tutoring services, Student Code of Conduct, School website, Discipline & suspension reports, academic records from Excelsior Gradebook and/or ISIS, Teacher Attendance Down Load System (TADLS), school website.

Targeted Barriers to Achieving the Goal
- An analysis of early warning system data reveals 12% of the students missed 10% or more instructional time during the 2012-2013 school year. These results are due to parents being unfamiliar with the consequences of students missing the entire school day and/or being picked up early. There needs to be further clarification to parents so that is is understood that lost instructional time contributes directing to increasing the probability of student failure and retention, due to the fact that students that are not in school tend to not make up missed work.

- An analysis of early warning system data reveals 18% of students received two or more referrals and 16% received one or more referrals. These results are due to parents being unfamiliar with the procedures and content of the Code of Student Conduct and that they are in need of further clarification when it comes to consequences for student infractions.

- An analysis of early warning system data reveals that 5% of the student population failed a math course, 10% failed a Language Arts course, and 8% failed two or more subjects during the 2012-2013 school year. These results are due to parents being unaware of the free tutoring services that are available to students in the core academic subjects (there is limited participation, by students in need, in the tutoring program).

Plan to Monitor Progress Toward the Goal

The FCIM will be utilized to monitor student progress.

Person or Persons Responsible

Administration

Target Dates or Schedule:

Quartelry

Evidence of Completion:

Reports from Excelsior Gradebook and Teacher Attendance Down Load System (TADLS), suspension and discipline reports, tutoring attendance records.

Action Plan for Improvement

Problem Solving Key

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

G1. The results of 2013 FCAT 2.0 Reading test indicate that 53% of students scored at Level 3 or above. Our goal for the 2013-2014 school year is to increase the percentage of students scoring at Level 3 or above to 63%.

G1.B1 Results of the 2013 FCAT 2.0 Reading Test indicate that 29% of students achieved Level 3 proficiency. Our goal for the 2013-2014 school year is to increase student proficiency to 36%. The area of deficiency for students scoring FCAT level 3, as noted on the 2013 administration of the FCAT 2.0 Reading Test, was Reporting Category 1: Vocabulary due to limited exposure of a variety of activities that work with words that are semantically related.

G1.B1.S1 Teachers will Implement specific reading strategies and techniques in all classes. Additionally, teachers will expose students to a variety of reading activities that work with words that are semantically related.

Action Step 1

Students will be exposed to vocabulary in many contexts and will practice working with sets of words that are semantically related. Teachers will utilize explicit vocabulary instruction and strategies for deriving word meanings and word relationships from context.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples

Action Step 2

Students will practice using context clues to distinguish the correct meaning of words that have multiple meanings. Concept maps and word walls will also be utilized to help build knowledge of word meanings and relationships

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples

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

Classroom walk-throughs and ongoing monitoring of reading activities will ensure fidelity of implementation.

Person or Persons Responsible

MTSS/RtI/LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Work Samples

Plan to Monitor Effectiveness of G1.B1.S1

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

MTSS/RtI/LLT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Baseline Assessments, District Interim Assessments

G1.B2 Data from the 2013 FCAT 2.0 Reading test indicate that 24% of students scored at FCAT Level 4 or 5. Our goal for the 2013-2014 school year is to increase student proficiency to 27%. The area of deficiency for students scoring at or above achievement level 4 and 5, as noted on the 2012 administration of the FCAT 2.0 Reading Test, was Reporting Category 4 Informational Text/Research Process due to limited exposure to informational text.

G1.B2.S1 Teachers will implement lessons that incorporate informational texts and various instructional strategies.

Action Step 1

Students will be exposed to a variety of informational texts and instructional strategies such as reciprocal teaching, building strong arguments to support answers, and note-taking skills.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples

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

Classroom walk-throughs and observations will occur to ensure fidelity

Person or Persons Responsible

MTSS/RtI/LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples

Plan to Monitor Effectiveness of G1.B2.S1

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

MTSS/RtI/LLT

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Baseline Assessments, District Interim Assessments

G1.B3 Data from the 2013 Florida Alternate Assessment (FAA) indicate that 10% of students achieved Levels 4 - 6. Our goal for the 2013-2014 school year is to increase student proficiency to 13%. The area of deficiency of students maintaining levels 4, 5, or 6 or moving to levels 7, 8, or 9, as noted on the 2013 administration of the Florida Alternate Assessment (FAA), was in Strand 1: Reading Process, specifically fluency, vocabulary development, and reading comprehension.

G1.B3.S1 Provide students with lessons that use a variety of auditory stimuli.

Action Step 1

Students will be exposed to lessons that use read alouds, auditory tapes, and text readers that provide print with visuals and or symbols. Additionally, students will be given classroom activities that include continuous review/practice when learning reading concepts.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

In house assessments, student work samples

Plan to Monitor Fidelity of Implementation of G1.B3.S1

Monitor student comprehension during classroom walk-throughs and observations.

Person or Persons Responsible

MTSS/RtI/LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

In house assessments, student work samples

Plan to Monitor Effectiveness of G1.B3.S1

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed

Person or Persons Responsible

MTSS/RtI/LLT

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

In-house assessments

G1.B4 Data from the 2013 Florida Alternate Assessment (FAA) indicate that 5% of students achieved Levels 7 - 9. Our goal for the 2013 -2014 school year is to increase student proficiency to 51%. The area of deficiency of students maintaining levels levels 7, 8, or 9, as noted on the 2013 administration of the Florida Alternate Assessment (FAA), was in Strand 2: Literary Analysis, Fiction and Non-Fiction.

G1.B4.S1 Teachers will incorporate various classroom activities and strategies to aide student comprehension of targeted deficiency.

Action Step 1

Students will be exposed to lessons that include guided reading of fiction, nonfiction, and informational text in order to aide students' in comparing and contrasting the three different types of texts. Additionally, students will be given classroom activities that include continuous review/practice when learning reading concepts.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

In house assessments, student work samples

Plan to Monitor Fidelity of Implementation of G1.B4.S1

Classroom walk-throughs and ongoing monitoring of reading activities will ensure fidelity of implementation.

Person or Persons Responsible

MTSS/RtI/LLT

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

In house assessments, student work samples

Plan to Monitor Effectiveness of G1.B4.S1

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

> **Person or Persons Responsible**
>
> MTSS/RtI/LLT
>
> **Target Dates or Schedule**
>
> Monthly
>
> **Evidence of Completion**
>
> Baseline Assessments, District Interim Assessment

G1.B5 Data from the 2013 FCAT 2.0 Reading test indicate that 72% of students made learning gains. Our goal for the 2013-2014 school year is to increase student proficiency to 75%.The area of deficiency in the students making learning gains, as noted on the 2013 administration of the FCAT 2.0 Reading Test, was Reporting Category 3: Literary Analysis Fiction and Non-Fiction due to limited exposure to literary elements and figurative language.

G1.B5.S1 Develop and implement tutorial programs that support the provision of targeted reading instruction to selected students (instruction will include the use of online resources as well as the McDougal Littel textbook series).

> **Action Step 1**
>
> Actively engage students in reading processes through pull-out, push-in, and before/after school interventions that remediate students' identified areas of weakness. Teachers will incorporate the use of Florida Focus Achieves and Reading Plus 4.0 into tutorial lessons.
>
> > **Person or Persons Responsible**
> >
> > Teacher
> >
> > **Target Dates or Schedule**
> >
> > Ongoing
> >
> > **Evidence of Completion**
> >
> > In-house assessments, Reports from Florida Focus Achieves, Reports from Reading Plus 4.0

Plan to Monitor Fidelity of Implementation of G1.B5.S1

Classroom walk-throughs and ongoing monitoring of reading activities will ensure fidelity of implementation.

Person or Persons Responsible

MTSS/RtI/LLT

Target Dates or Schedule

Monthly

Evidence of Completion

In-house assessments, Reports from Florida Focus Achieves, Reports from Reading Plus 4.0

Plan to Monitor Effectiveness of G1.B5.S1

Following the FCIM model, bi-weekly assessment data reports will e reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

MTSS/RtI/LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Baseline Assessments, District Interim Assessments

G1.B6 Data from the 2013 FCAT 2.0 Reading test indicate that 67% of students in the lowest 25% made learning gains. Our goal for the 2013-2014 school year is to increase student proficiency to 70%.The area of deficiency in the lowest 25% making learning gains, as noted on the 2013 administration of the FCAT 2.0 Reading Test, was Reporting Category 2: Reading Application due to limited practice in making inferences, drawing conclusions, and identifying implied main idea and author's purpose.

G1.B6.S1 Create and implement reading advisements that actively engage students in reading processes that remediate students' identified areas of weakness. Various online resources will be utilized to help students understand difficult reading concepts, including reading comprehension and application.

Action Step 1

Create and implement Reading Advisements to improve reading comprehension and application skills, such as making inferences, drawing conclusions and anchoring them back to the text, and exposing students to a variety of text. Students will then be required to take the Accelerated Reader test for the book read during this Reading Advisement time.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

FCAT Accelerated Reader reports, Reports from Reading Plus 4.0, Reports from Florida Focus Achieves, In-house assessments

Facilitator:

Media Specialist

Participants:

Language Arts and Reading teachers

Plan to Monitor Fidelity of Implementation of G1.B6.S1

Classroom walk-throughs and ongoing monitoring of reading activities will ensure fidelity of implementation.

Person or Persons Responsible

MTSS/RtI/LLT

Target Dates or Schedule

Monthly

Evidence of Completion

FCAT Accelerated Reader reports, Reports from Reading Plus 4.0, Reports from Florida Focus Achieves, In-house assessments

Plan to Monitor Effectiveness of G1.B6.S1

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

MTSS/RtI/LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Baseline Assessments, District Interim Assessments

G1.B7 The results of the 2013 CELLA indicate that 44% of the students achieved proficiency on the Listening/Speaking portion. Our goal for the 2013-2014 school year is to increase student proficiency to 50%. Students did not achieve proficiency due to deficiencies in the areas of listening comprehension – extended speech and speaking – extended speech and vocabulary.

G1.B7.S1 Students will be exposed to classroom activities that practice and enhance listening and speaking skills, such as the implementation of teacher lead grouping, cooperative learning (group reports/projects) and repetition.

Action Step 1

Teachers will use simple and direct language to build student comprehension and foster an environment of teacher/student/modeling of correct listening and speaking processes. Repetition and pattern drills will be incorporated into instruction when teaching set phrases or new vocabulary. Additionally, teachers will repeat directions so that second-language learners have more time for processing.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

In-house assessments, student work samples

Plan to Monitor Fidelity of Implementation of G1.B7.S1

Classroom walk-throughs and ongoing monitoring of reading activities will ensure fidelity of implementation.

Person or Persons Responsible

ESOL Department Head/LLT

Target Dates or Schedule

Monthly

Evidence of Completion

In-house assessments, student work samples

Plan to Monitor Effectiveness of G1.B7.S1

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

ESOL Department Head/LLT

Target Dates or Schedule

Monthly

Evidence of Completion

In-house assessments

G1.B8 The results of the 2013 CELLA indicate that 31% of the students achieved proficiency on the Reading portion. Our goal for the 2013-2014 school year is to increase student proficiency to 38%. Students did not achieve proficiency due to a deficiency in the area of reading comprehension.

G1.B8.S1 Teachers will incorporate various classroom activities and strategies to aide student comprehension of targeted deficiency.

Action Step 1

Students will be exposed to lessons that utilize graphic organizers, highlighting text, task cards, vocabulary with context clues, and note-taking/outline notes to improve students' ability in identifying text structures and organizational patterns in order to build reading comprehension skills. The use of these instructional strategies will also enhance students' use of figurative/descriptive language.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

In-house assessments, student work samples

Plan to Monitor Fidelity of Implementation of G1.B8.S1

Classroom walk-throughs and ongoing monitoring of reading activities will ensure fidelity of implementation.

Person or Persons Responsible

ESOL Department Head/LLT

Target Dates or Schedule

Monthly

Evidence of Completion

In-house assessments, student work samples

Plan to Monitor Effectiveness of G1.B8.S1

What: Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

ESOL Department Head/LLT

Target Dates or Schedule

Monthly

Evidence of Completion

In-house assessments

G1.B9 The results of the 2013 CELLA indicate that 22% of the students achieved proficiency on the Writing portion. Our goal for the 2013-2014 school year is to increase student proficiency to 30%.Students did not achieve proficiency due to deficiencies in the areas of writing paragraphs and editing.

G1.B9.S1 Teachers will incorporate various classroom activities and strategies to aide student comprehension of targeted deficiency, including graphic organizers and other instructional tools.

Action Step 1

Students will be exposed to daily classroom lessons that include the use of graphic organizers, spelling strategies, process writing, and continuous practice with writing prompts (after the teacher models what implementing a correct writing prompt entails).

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

In-house assessments, student work samples

Plan to Monitor Fidelity of Implementation of G1.B9.S1

Classroom walk-throughs and ongoing monitoring of reading activities will ensure fidelity of implementation.

Person or Persons Responsible

ESOL Department Head/LLT

Target Dates or Schedule

Monthly

Evidence of Completion

In-house assessments, student work samples

Plan to Monitor Effectiveness of G1.B9.S1

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

ESOL Department Head/LLT

Target Dates or Schedule

Monthly

Evidence of Completion

In-house assessments

G1.B10 Data from the 2013 FCAT 2.0 Reading test indicate that 56% of students in the Hispanic subgroup and 63% of students in the Economically Disadvantaged subgroup achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency to 63%.The area of deficiency for the Hispanic and Economically Disadvantaged subgroup, as noted on 2013 FCAT 2.0 Reading Test, was in Reporting Category 1: Vocabulary due to limited exposure of a variety of activities that work with words that are semantically related.

G1.B10.S1 Teachers will incorporate various classroom activities and strategies to aide student comprehension of targeted deficiency.

Action Step 1

Students will work on lessons, from the web-based reading programs Reading Plus and Florida Focus Achieves, as part of their Language Arts classes, on a weekly basis.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

FCAT Accelerated Reader reports, Reports from Reading Plus 4.0, Reports from Florida Focus Achieves, In-house assessments

Facilitator:

Media Specialist

Participants:

Language Arts Teachers

Plan to Monitor Fidelity of Implementation of G1.B10.S1

Classroom walk-throughs and ongoing monitoring of reading activities will ensure fidelity of implementation.

Person or Persons Responsible

MTSS/RtI/LLT

Target Dates or Schedule

Monthly

Evidence of Completion

FCAT Accelerated Reader reports, Reports from Reading Plus 4.0, Reports from Florida Focus Achieves, In-house assessments

Plan to Monitor Effectiveness of G1.B10.S1

What: Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

MTSS/RtI/LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Baseline Assessments, District Interim Assessments

G1.B11 Data from the 2013 FCAT 2.0 Reading test indicate that 24% of students in the English Language Learner (ELL) subgroup achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency to 48%.The area of deficiency for the English Language Learners (ELL) subgroup, as noted on 2013 FCAT 2.0 Reading Test, was in Reporting Category 4: Informational Text/Research Process, due to limited exposure to informational text.

G1.B11.S1 Teachers will incorporate various classroom activities and strategies to aide student comprehension of targeted deficiency, including increased exposure to informational text.

Action Step 1

Students will be exposed to a variety of reading strategies such as vocabulary word maps, word walls, and instruction in differences in meaning due to shades of meaning and context. Additionally, students will be provided with explicit and differentiated instruction to develop word relationships and build reading comprehension skills. Lastly, students will be encouraged to read from a wide variety of texts.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Reports from ACHIEVE3000/TeenBiz, student work samples

Plan to Monitor Fidelity of Implementation of G1.B11.S1

Classroom walk-throughs and ongoing monitoring of reading activities will ensure fidelity of implementation.

Person or Persons Responsible

MTSS/RtI/LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Reports from ACHIEVE3000/TeenBiz, In-house assessments

Plan to Monitor Effectiveness of G1.B11.S1

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

MTSS/RtI/LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Reports from ACHIEVE3000/TeenBiz, In-house assessments, Baseline Assessments, District Interim Assessments

G1.B12 Data from the 2013 FCAT 2.0 Reading test indicate that 33% of students in the Students With Disabilities (SWD) subgroup achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency to 53%.The areas of deficiencies for the SWD, as noted on the 2013 FCAT 2.0 Reading Test, were in Reporting Category 1: Vocabulary and Reporting Category 2: Reading Application.

G1.B12.S1 Teachers will incorporate various classroom activities and strategies to aide student comprehension of targeted deficiency, including the use of a wide variety of texts.

Action Step 1

Students will be exposed to a variety of reading strategies such as vocabulary word maps, word walls, and instruction in differences in meaning due to shades of meaning and context. Additionally, students will be provided with explicit and differentiated instruction to develop word relationships and build reading comprehension skills. Furthermore, students will be encouraged to read from a wide variety of texts.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

In-house assessments, student work samples

Plan to Monitor Fidelity of Implementation of G1.B12.S1

Classroom walk-throughs and ongoing monitoring of reading activities will ensure fidelity of implementation.

Person or Persons Responsible

MTSS/RtI/LLT

Target Dates or Schedule

Monthly

Evidence of Completion

In-house assessments,

Plan to Monitor Effectiveness of G1.B12.S1

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

MTSS/RtI/LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Baseline Assessments, District Interim Assessments

G2. The results of 2013 FCAT 2.0 Writing Test indicate that 46% of students scored at Level 3.5 or above. Our goal for the 2013-2014 school year is to increase the percentage of students scoring at Level 3.5 or above to 51%.

G2.B1 Results of the 2013 FCAT 2.0 Writing Test indicate that 46% of students achieved Level 3.5 proficiency. Our goal for the 2013-2014 school year is to increase student proficiency to 51%.The area of deficiency as noted on the 2013 FCAT Writing 2.0 administration was informational/expository writing, specifically focus on a topic and organization.

G2.B1.S1 Students will be exposed to lessons where effective expository writing techniques are modeled by the teacher.

Action Step 1

Students will be exposed to lessons in which the teacher models effective expository writing that includes focus on a topic, strong organization and relevant information. Additionally, students will write routinely over extended time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

In-house writing prompts, student work samples

Facilitator:

Language Arts Department Head

Participants:

Language Arts Teachers

Action Step 2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

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Plan to Monitor Fidelity of Implementation of G2.B1.S1
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Classroom walk-throughs and ongoing monitoring of writing activities will ensure fidelity of implementation.

Person or Persons Responsible

LLT

Target Dates or Schedule

On-going

Evidence of Completion

In-house writing prompts, student work samples

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Plan to Monitor Effectiveness of G2.B1.S1
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Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Baseline Assessments, District Interim Assessments

G2.B1.S2 Provide instruction of the various modalities of writing test throughout the writing process from start to finish (i.e. prewriting, drafting, revising, conferencing, editing, and publishing.

Action Step 1

ELA and ELL Curriculum Support Specialists will plan with Grade 8 Language Arts teachers (including ELL and ESE teachers) and develop a writing plan. This plan will include: the use of rubrics, the utilization of a planning sheet, and the modeling of how to analyze and score FCAT Writing 2.0 anchor papers.

Person or Persons Responsible

ELA Curriculum Support Specialist, ELL Curriculum Support Specialist, Language Arts Department Head, 8th grade Language Arts teachers,

Target Dates or Schedule

Weekly

Evidence of Completion

Writing plan, student authentic work

Facilitator:

ELA Curriculum Support Specialist, ELL Curriculum Support Specialist

Participants:

8th grade Language Arts teachers

Action Step 2

ELA and Curriculum Support Specialist will model lessons in grade 8 Language Arts classes on th euse of rubrics and anchor papers increase student awareness and understanding of essays that have scored levels 4.0 - 6.0 on the FCAT 2.0 Writing anchor papers.

Person or Persons Responsible

ELA Curriculum Support Specialist, ELL Curriculum Specialist, Language Arts Department Head, 8th grade Language Arts teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Student authentic work

Facilitator:

ELA Curriculum Support Specialist, ELL Curriculum Specialist

Participants:

8th grade Language Arts teachers

Action Step 3

Grade 8 Language Arts teachers will work with students in small groups on various components of the writing process and provide feedback on all students' writing.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Student authentic work, lesson plan

Plan to Monitor Fidelity of Implementation of G2.B1.S2

Classroom walk-throughs and ongoing monitoring of writing activities will ensure fidelity of implementation.

Person or Persons Responsible

LLT

Target Dates or Schedule

Ongoing

Evidence of Completion

Student authentic work

Plan to Monitor Effectiveness of G2.B1.S2

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

LLT

Target Dates or Schedule

Monthly

Evidence of Completion

Baseline Assessments, District Interim Assessments

G3. The results of 2013 FCAT 2.0 Math Test indicate that 36% of students scored at Level 3 or above. Our goal for the 2013-2014 school year is to increase the percentage of students scoring at Level 3 or above to 54%.

G3.B1 Data from the 2013 FCAT 2.0 Mathematics Test indicate that 26% of students scored at FCAT Level 3. Our goal for the 2013-2014 school year is to increase student proficiency to 39%.The area of deficiency of students scoring at FCAT Level 3 was in the Geometry and Measurement Reporting Category (Category 3). Students lack the ability to determine a missing dimension and compare, contrast and convert units of measurement.

G3.B1.S1 Use grade level planning and departmental meetings as an opportunity to share best practices, hold data chats, and integrate technology into instruction in an effort to provide support according to the needs of students.

Action Step 1

Use grade level planning and departmental meetings as an opportunity for teachers to plan and share best practices, hold data chats, and plan for the integration of links to learning (on targeted areas) from Holt on-line resources, Florida Focus Achieves, Reflex Math and Destination Math/Riverdeep. Additionally, students will be exposed to lessons, weekly, that give them the opportunity to develop and complete hands-on exploration activities in order to maintain and or increase understanding of targeted skills.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

In-house assessments, Reports from Florida Focus Achieves, Reports from Reflex Math, student work sample

Facilitator:

Math Department Head

Participants:

Math teachers

Plan to Monitor Fidelity of Implementation of G3.B1.S1

Classroom walk-throughs and ongoing monitoring of mathematics activities will ensure fidelity of implementation.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

In-house assessments, Reports from Florida Focus Achieves, Reports from Reflex Math, student work sample

Plan to Monitor Effectiveness of G3.B1.S1

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

Reports from Florida Focus Achieves, Reports from Reflex Math, Baseline Assessments, District Interim Assessments

G3.B1.S2 Engage students in the equal intensity of the components of rigor with a particular focus on conceptual understanding to guide student success with real world applications.

Action Step 1

Provide teachers with a collaborative planning session on the Step It Up Problem Solving Protocol with an emphasis on effective questioning strategies to probe for conceptual understanding.

Person or Persons Responsible

District Curriculum Support Specialist, Mathematics Department Head

Target Dates or Schedule

October 24, 2013

Evidence of Completion

Sign-in sheet and agenda from meeting

Facilitator:

District Curriculum Support Specialist, Mathematics Department Head

Participants:

Mathematics teachers

Action Step 2

Provide teachers with professional development on the components of rigor with a focus on conceptual understanding to guide student success with real world applications.

Person or Persons Responsible

District Curriculum Support Specialist, Mathematics Department Head

Target Dates or Schedule

November 1, 2013

Evidence of Completion

Sign-in sheet and agenda from meeting

Facilitator:

District Curriculum Support Specialist, Mathematics Department Head

Participants:

Mathematics Teaches

Action Step 3

Conduct collaborative planning sessions to develop lessons with the infusion of real world applications with implementation of the Step It Up Problem Solving Protocol and effective questioning strategies.

Person or Persons Responsible

Mathematics Department Head

Target Dates or Schedule

Ongoing

Evidence of Completion

Sign-in sheet and agenda from meeting, student work samples,

Plan to Monitor Fidelity of Implementation of G3.B1.S2

Classroom walk-throughs and ongoing monitoring of mathematics activities will ensure fidelity of implementation.

Person or Persons Responsible

Administration, Mathematics Department Head

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples

Plan to Monitor Effectiveness of G3.B1.S2

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Baseline Assessments, District Interim Assessments

G3.B2 Data from the 2013 FCAT 2.0 Mathematics Test indicate that 10% of students scored at or above FCAT Level 4. Our goal for the 2013-2014 school year is to increase student proficiency to 5%. The area of deficiency of students scoring at or above Achievement Level 4, as noted on the 2013 administration of the FCAT 2.0 Mathematics Test was in the Geometry and Measurement Reporting Category (Category 3). Students lack the ability to apply the various geometric properties necessary to solve real world application problems. This is due to limited classroom opportunities to develop exploration and inquiry activities.

G3.B2.S1 Increase the number of classroom inquiry-based enrichment activities using hands-on resources from various online resources.

Action Step 1

Increase student exposure to inquiry-based enrichment activities to reinforce understanding of Geometry and Measurement skills through hands-on activities accessed from the Holt on-line textbook resources, Florida Focus Achieves Assessment Resources and interactive websites (such as Discovery Education, Reflex Math and Gizmos).

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

In-house assessments, Reports from Florida Focus Achieves, Reports from Reflex Math

Facilitator:

Math Department Head

Participants:

Math teachers

Plan to Monitor Fidelity of Implementation of G3.B2.S1

Classroom walk-throughs and ongoing monitoring of mathematics activities will ensure fidelity of implementation.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

In-house assessments, Reports from Florida Focus Achieves, Reports from Reflex Math

Plan to Monitor Effectiveness of G3.B2.S1

Following the FCIM model, bi-weekly assessment data reports will e reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

Baseline Assessments, District Interim Assessments

G3.B3 Data from the 2013 Florida Alternate Assessment (FAA) indicate that 0% of students scored at Level 4 - 6. Our goal for the 2013-2014 school year is to increase student proficiency to 2%. The area of deficiency of students maintaining levels 4, 5, or 6 or moving to levels 7, 8, or 9, as noted on the 2013 administration of the Florida Alternate Assessment (FAA), was in the Supporting Idea: Geometry and Measurement.

G3.B3.S1 Teachers will incorporate various classroom activities and strategies to aide student comprehension of targeted deficiency.

Action Step 1

Students will use manipulatives (to include both concrete and virtual manipulatives from the National Library of Virtual Manipulatives) to reinforce the understanding of Geometry and Measurement skills. Additionally, students will be exposed to lessons where repetition is utilized for the long term learning of math concepts, such as rote counting, fact fluency, and tools for measurement.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

In-house assessments, student work samples

Plan to Monitor Fidelity of Implementation of G3.B3.S1

Classroom walk-throughs and ongoing monitoring of mathematics activities will ensure fidelity of implementation.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

In-house assessments, student work samples

Plan to Monitor Effectiveness of G3.B3.S1

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

In house assessments, 2014 Florida Alternate Assessment

G3.B4 Data from the 2013 Florida Alternate Assessment (FAA) indicate that 70% of students scored at Level 7 - 9. Our goal for the 2013-2014 school year is to increase student proficiency to 71%. The area of deficiency of students maintaining levels 7, 8, or 9, as noted on the 2013 administration of the Florida Alternate Assessment (FAA) was in the Supporting Idea: Geometry and Measurement.

G3.B4.S1 Teachers will incorporate various classroom activities and strategies to aide student comprehension of targeted deficiency.

Action Step 1

Students will be exposed to lessons where guided discussions are utilized to engage students in real life math problems. Additionally, students will be provided with continuous repetition/practice when learning math concepts.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

In-house assessments, student work samples

Plan to Monitor Fidelity of Implementation of G3.B4.S1

Classroom walk-throughs and ongoing monitoring of mathematics activities will ensure fidelity of implementation.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

In-house assessments, student work samples

Plan to Monitor Effectiveness of G3.B4.S1

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Ongoing

Evidence of Completion

In-house assessments

G3.B5 Data from the 2013 FCAT 2.0 Mathematics Test indicate that 62% of students made learning gains. Our goal for the 2013-2014 school year is to increase the percentage of students making learning gains to 66%.The area of deficiency of students making learning gains was in Reporting Category 1.

G3.B5.S1 Actively engage students in mathematics processes through pull-out, push-in, and before/after school interventions that that remediate students' identified areas of weakness.

Action Step 1

Students will be provided pull-out push-in, before/afterschool interventions, daily, to address and remediate their identified areas of weakness in Reporting Category 1.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

In-house assessments, Reports from Florida Focus Achieves, Reports from Reflex Math, student work samples

Facilitator:

Math Department Head

Participants:

Math teachers

Plan to Monitor Fidelity of Implementation of G3.B5.S1

Classroom walk-throughs and ongoing monitoring of mathematics activities will ensure fidelity of implementation.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

In-house assessments, Reports from Florida Focus Achieves, Reports from Reflex Math, student work samples

Plan to Monitor Effectiveness of G3.B5.S1

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

Baseline Assessments, District Interim Assessments

G3.B6 Data from the 2013 FCAT 2.0 Mathematics Test indicate that 66% of students in the lowest 25% made learning gains. Our goal for the 2013-2014 school year is to increase the percentage of students in the lowest 25% making learning gains to 69%.The area of deficiency of students in the lowest 25%, as noted on the 2013 FCAT 2.0 Mathematics test, was in Reporting Category 2.

G3.B6.S1 Create mathematics advisements that actively engage students in mathematics processes that remediate students' identified areas of weakness. Various online resources will be utilized to help students understand difficult mathematical concepts.

Action Step 1

Students in the lowest 25% will be placed in an Intensive Mathematics Advisement Class, where they will work on lessons, from web-based mathematics programs FCAT Explorer, Florida Focus Achieves, Reflex Math and Holt on-line resources, on a weekly basis, to remediate identified areas of deficiencies from Reporting Category 2. Teachers will monitors students' progress through formal and informal assessments. Teachers will continuously reflect on lessons taught during the advisement period and determine effectiveness based on students' progress (lessons and delivery of lessons will be modified as needed).

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

FCAT Explorer reports, Florida Focus Achieves reports, Reports from Reflex Math, In-house assessments, student work samples

Facilitator:

Math Department Head

Participants:

Math and Physical Education teachers

Plan to Monitor Fidelity of Implementation of G3.B6.S1

Classroom walk-throughs and ongoing monitoring of mathematics activities will ensure fidelity of implementation.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

FCAT Explorer reports, Florida Focus Achieves reports, Reports from Reflex Math, In-house assessments, student work samples

Plan to Monitor Effectiveness of G3.B6.S1

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

Baseline Assessments, District Interim Assessments

G3.B7 Data from the 2013 FCAT 2.0 Mathematics Test indicate that 45% of students in the Hispanic Subgroup and 36% of students in the White Subgroup achieved proficiency.The area of deficiency in the Hispanic and White subgroups, as noted by the 2013 FCAT 2.0 Mathematics Test was Reporting Category 3: Geometry and Measurement. Students lack the ability to correctly solve real world application problems involving conversions between different measurement systems.

G3.B7.S1 Teachers will incorporate various classroom activities and strategies to aide student comprehension of targeted deficiency.

Action Step 1

Students will be exposed to activities and lessons that utilize higher order thinking skills through hands-on activities accessed from the Holt on-line textbook resources and interactive websites (such as Discovery Education) to help reinforce their understanding of Geometry and Measurement skills. Additionally, students will be exposed to the Step-It-Up Problem Solving Protocol, during daily instruction, to aide in student comprehension of the strategies necessary to solve real-world application based problems.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

In-house assessments, student work samples

Facilitator:

Math Department Head

Participants:

Math teachers

Plan to Monitor Fidelity of Implementation of G3.B7.S1

Classroom walk-throughs and ongoing monitoring of mathematics activities will ensure fidelity of implementation.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

In-house assessments, student work samples

Plan to Monitor Effectiveness of G3.B7.S1

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Ongoing

Evidence of Completion

Baseline Assessments, District Interim Assessments

G3.B8 Data from the 2013 FCAT 2.0 Mathematics Test indicate that 24% of students in the Students with Disabilities (SWD) Subgroup achieved proficiency.The area of deficiency in the Students With Disabilities (SWD) subgroup, as noted by the 2013 FCAT 2.0 Mathematics Test, was in Reporting Category 1.

G3.B8.S1 Teachers will incorporate various classroom activities and strategies to aide student comprehension of targeted deficiency.

Action Step 1

Students will be exposed to differentiated instruction to build Reporting Category 1 skills appropriate to varying readiness levels, learning styles, and thinking skills. Additionally, teachers will incorporate Reflex Math, FCAT Explorer and Florida Focus Achieves resources into their instructional process to aid in differentiating instruction.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

FCAT Explorer reports, Florida Focus Achieves reports, Reflex Math reports, In-house assessments, student work samples

Facilitator:

Math Department Head

Participants:

Math teachers

Plan to Monitor Fidelity of Implementation of G3.B8.S1

Classroom walk-throughs and ongoing monitoring of mathematics activities will ensure fidelity of implementation.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

FCAT Explorer reports, Florida Focus Achieves reports, Reflex Math reports, In-house assessments, student work samples

Plan to Monitor Effectiveness of G3.B8.S1

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

Baseline Assessments, District Interim Assessments

G4. Data results reveal that Paul W. Bell Middle School only received 50% participation percentage points in the Middle School Acceleration category.

G4.B1 A limited number of students enrolled in an Algebra class during the 2012-2013 school year.

G4.B1.S1 Increase the number of students in Algebra courses by reviewing Algebra enrollment records to ensure appropriate student placement in mathematics classes.

Action Step 1

Review students' 2013 FCAT scores, academic records, and teacher recommendations to ensure appropriate placement in mathematics classes.

Person or Persons Responsible

Administration, Mathematics Head, Teacher

Target Dates or Schedule

August 2013

Evidence of Completion

2013 FCAT scores, academic records, Algebra course enrollment records

Plan to Monitor Fidelity of Implementation of G4.B1.S1

Ongoing monitoring of mathematics activities will ensure fidelity of implementation.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Academic records, Algebra course enrollment records

Plan to Monitor Effectiveness of G4.B1.S1

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Administration

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Algebra course enrollment records, academic records

G5. The results of 2013 Algebra End of Course Test indicate that 36% of students scored at Level 3 or above. Our goal for the 2013-2014 school year is to increase the percentage of students scoring at Level 3 or above to 54%.

G5.B1 One hundred percent of students that took the Algebra End of Course exam, scored a Level 3 or above, with 69% scoring Level 3 and 31% scoring Level 4 or above. Paul W. Bell Middle School wants to maintain our 100% passing rate on the Algebra EOC. According to the results of the 2013 Algebra EOC assessment, the area of greatest difficulty for students scoring Level 3 was Reporting Category 2 – Polynomials.

G5.B1.S1 Increase the number of classroom inquiry-based enrichment activities that focus on extra practice, for students, in applying the laws of exponents.

Action Step 1

Students will be provided with additional practice in applying the laws of exponents to simplify monomial expressions with integral exponents, simplifying polynomial expressions using the four operations of mathematics in real-world contexts, and completely factoring polynomials.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Algebra Nation reports, In-house assessments, Baseline Assessments, District Interim Assessments

Facilitator:

Math Department Head

Participants:

Algebra teachers

Plan to Monitor Fidelity of Implementation of G5.B1.S1

Classroom walk-throughs and ongoing monitoring of mathematics activities will ensure fidelity of implementation.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Monthly

Evidence of Completion

Algebra Nation reports, In-house assessments, Baseline Assessments, District Interim Assessments

Plan to Monitor Effectiveness of G5.B1.S1

Following the FCIM model, bi-weekly assessment data reports will e reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

MTSS/RtI

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Baseline Assessments, District Interim Assessments

G6. The results of 2013 FCAT 2.0 Science test indicate that 41% of students scored at Level 3 or above. Our goal for the 2013-2014 school year is to increase the percentage of students scoring at Level 3 or above to 47%.

G6.B1 Data from the 2013 FCAT 2.0 Science Test indicate that 41% of students scored at or above FCAT Level 3. Our goal for the 2013-2014 school year is to increase student proficiency to 47%. The area of deficiency was Physical Science .

G6.B1.S1 Increase student exposure to inquiry-based hands-on activities to reinforce understanding of Physical Science skills during labs and classroom instruction.

Action Step 1

Teachers will utilize online resources, like Gizmos and Discovery Education, to conduct virtual labs and to assist students in understanding abstract concepts. Students will be exposed to these online resources on a weekly basis.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Lab Reports, In-house assessments, Florida Focus Achieves reports, Gizmos reports, FCAT Explorer reports, student work samples

Action Step 2

Implementation of the student learning goals progression scale in order to inform students of their areas of strengths and weaknesses in Physical Science (the student learning goals progression scale is a progress monitoring tool).

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Lab Reports, In-house assessments, Florida Focus Achieves reports, Gizmos reports, FCAT Explorer reports, student work samples

Action Step 3

Teachers will incorporate the 5E Lesson Plan model into their lesson plans.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Lab Reports, In-house assessments, Florida Focus Achieves reports, Gizmos reports, FCAT Explorer reports, student work samples Student Lab Reports, In-house assessments, Florida Focus Achieves reports, Gizmos reports, FCAT Explorer reports, student work samplesStudent Lab Reports, In-house assessments, Florida Focus Achieves reports, Gizmos reports, FCAT Explorer reports, student work samples

Plan to Monitor Fidelity of Implementation of G6.B1.S1

Classroom walk-throughs and ongoing monitoring of science activities will ensure fidelity of implementation.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

Student Lab Reports, Florida Focus Achieves reports, Gizmos reports, FCAT Explorer reports, In-house assessments, student work samples

Plan to Monitor Effectiveness of G6.B1.S1

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Baseline Assessments, District Interim Assessments

G6.B1.S2 Utilize the Next Generation Sunshine State Standards, District Pacing Guides, and FCAT 2.0 Item Specification when planning and delivering inquiry-based lessons.

Action Step 1

Provide grade level content and pacing professional development for teachers to model effective science instruction.

Person or Persons Responsible

Curriculum Support Specialist, Science Department Head

Target Dates or Schedule

November 8, 2013

Evidence of Completion

Sign-in sheet and agenda from meeting, lesson plans reflecting the content and strategies presented during the professional development, student work samples

Facilitator:

Curriculum Support Specialist, Science Department Head

Participants:

Science teachers

Action Step 2

Collaboratively plan inquiry-based lessons utilizing Next Generation Sunshine State Standards, District Pacing Guides, and FCAT 2.0 Item Specifications.

Person or Persons Responsible

Curriculum Support Specialist, Science Department Head

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans detailing inquiry-based activities

Action Step 3

Execute the appropriately planned inquiry activities that facilitate the use of higher order thinking skills such as Claim-Evidence Reasoning (CER) strategy and the Comprehension Instructional Sequence (CIS).

Person or Persons Responsible

Curriculum Support Specialist, Science Department Head

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples, observation during classroom walkthroughs

Plan to Monitor Fidelity of Implementation of G6.B1.S2

Ongoing monitoring of science activities will ensure fidelity of implementation.

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Sign-in sheet and agenda from meeting, lesson plans reflecting the content and strategies presented during the professional development, student work samples

Plan to Monitor Effectiveness of G6.B1.S2

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Sign-in sheet and agenda from meeting, lesson plans reflecting the content and strategies presented during the professional development, student work samples, Baseline Assessment, District Interim Assessments

G7. Based on 2012 – 2013 master schedule records, there were 10 Advanced/Honors/Gifted Math and Science courses offered. For the 2013 – 2014 school year Paul Bell Middle School will increase the number of Advanced/Honors/Gifted courses offered by 10%

G7.B1 Based on data gathered from the 2013 FCAT Mathematics test, only 45% of the student population achieved mastery on the mathematics test, which is a requirement for being placed in upper level mathematics and science courses.

G7.B1.S1 Review student records to ensure appropriate placement in Advanced/Honors/Gifted Math and Science course.

Action Step 1

Review student records to determine if students with high FCAT Mathematics Achievement Level 2s (looking at the developmental scale score), can be placed in upper level mathematics courses. These students will receive additional support through pull-out and push-in tutoring. Additionally, the Mathematics and Science Department heads will meet with feeder schools to discuss articulation strategies to ensure appropriate placement in upper level Mathematics and Science courses.

Person or Persons Responsible

Mathematics Department Head, Science Department Head, Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Advanced Math course enrollment records, Reports from Excelsior Gradebook

Plan to Monitor Fidelity of Implementation of G7.B1.S1

Administrator will monitor student grades via Interim Progress reports and the various academic gradebook reports given through Excelsior Gradebook. Additionally, weekly updates, on targeted students' progress, will be given to the Mathematics Department head by Advanced Mathematics teacher in order to monitor enrollment and ensure students have appropriately placed in Advanced Mathematics.

Person or Persons Responsible

Mathematics Department Head, Science Department Head, Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Advanced Math course enrollment records, Reports from Excelsior Gradebook

Plan to Monitor Effectiveness of G7.B1.S1

Administration will look for increased enrollment in Advanced/Honors classes; thus increasing participation in STEM activities.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Advanced Math course enrollment records, Reports from Excelsior Gradebook

G8. Based on 2012 - 2013 master schedule records, 14% of the students were enrolled in a middle school CTE course. For the 2013-2014 school year, Paul Bell Middle School will increase student enrollment in middle school CTE course by 2%.

G8.B1 Enrollment is not strong enough for student completion of CTE program or acquiring skills necessary for certification.

G8.B1.S1 Promote career electives and clubs throughout the year, specifically during the magnet fair, articulation, and with newly enrolled students.

Action Step 1

The school will publicize and highlight the IT magnet program being offered at feeder patter high schools, on a quarterly basis, during magnet fairs and articulation meetings. Additionally, career electives and clubs will be promoted throughout the year, specifically during the magnet fair, articulation, and with newly enrolled students in an effort to increase CTE enrollment.

Person or Persons Responsible

Student Services, Registrar, CTE teacher, Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

CTE course enrollment records, Master Schedule, Curriculum Records, Magnet Fair Attendance Records, and Articulation Meeting Attendance Records

Plan to Monitor Fidelity of Implementation of G8.B1.S1

Administration will monitor participation in career-related activities and enrollment in CTE courses through classroom walkthroughs and observation of career-related activities to ensure fidelity.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

CTE course enrollment records, Master Schedule, Curriculum Records, Magnet Fair Attendance Records, and Articulation Meeting Attendance Records

Plan to Monitor Effectiveness of G8.B1.S1

Administration will monitor participation in career-related activities and enrollment in CTE courses.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Progress will be monitored through: Master Schedule, Curriculum Records, Magnet Fair Attendance Records, and Articulation Meeting Attendance Records

G9. During the 2013-2014 school year, students will be required to complete CIvics EOC examinations. During the 2013-2014 year, 60% of seventh grade students will score at or above Achievement Level 3 on the Civics EOC test.

G9.B1 Results from the 2013-2014 District Civics Baseline Assessment indicate that 1% of seventh graders demonstrated proficiency. All seventh grade students must complete Civics as part of their instructional program. However, the introduction of the Common Core Standards into the District Social Studies Pacing Guides has created an obstacle to preparing students for the 2013-2014 Civics EOC. Teachers need to effectively incorporate the Common Core Standards/NGSSS into daily lessons to enhance classroom instruction and develop rigorous questions for students. Additionally, primary source documents will be utilized on a daily basis to enhance student comprehension of applicable Civics content and promote higher order thinking skills.

G9.B1.S1 Utilize the NGSSS/Common Core Standards and the District suggested Social Studies Pacing Guides when planning and delivering lessons to enhance classroom instruction, rigorous question development strategies and increase student engagement.

Action Step 1

Conduct a district professional development workshop that focuses on classroom preparation, best practices (lesson plan development, rigorous questioning strategies and the use of and analysis of primary source documents).

Person or Persons Responsible

Curriculum Support Staff

Target Dates or Schedule

October 23, 2013

Evidence of Completion

Planning, development materials (presentation, handouts, materials)

Facilitator:

Curriculum Support Staff

Participants:

Civics teachers

Action Step 2

Completion of professional development assignment requiring the social studies teachers develop lesson plans that incorporate District suggested pacing guides, the use of primary source documents and the development of higher order questions to use during instruction.

Person or Persons Responsible

District Curriculum Support Staff, Classroom teachers

Target Dates or Schedule

November 6, 2013

Evidence of Completion

Classroom lesson plans, evidence that teachers are implementing higher level questioning strategies in Social Studies and using primary source documents as part of their instruction.

Action Step 3

Monitor the use of pacing guides to ensure that social studies instruction is on pace and that daily instruction is based on rigorous essential questions and using primary source documents as an integral part of instruction.

Person or Persons Responsible

Curriculum Support Specialist, Social Studies Department Head

Target Dates or Schedule

November 14, 2013

Evidence of Completion

Classroom lesson plans, evidence that teachers are implementing higher level questioning strategies in Social Studies and using primary source documents as part of their instruction.

Action Step 4

Monitor the use of best practices in Social Studies.

Person or Persons Responsible

Administration, Social Studies Department Head

Target Dates or Schedule

November 20, 2013

Evidence of Completion

Classroom lesson plans, evidence that teachers are implementing higher level questioning strategies in Social Studies and using primary source documents as part of their instruction.

Plan to Monitor Fidelity of Implementation of G9.B1.S1

Classroom walk-throughs and ongoing monitoring of Civics activities will ensure fidelity of implementation.

Person or Persons Responsible

Social Studies Department Head/LLT, Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Planning development materials (presentation, handouts, materials), Classroom lesson plans, evidence that teachers are implementing higher level questioning strategies in Social Studies and using primary source documents as part of their instruction.

Plan to Monitor Effectiveness of G9.B1.S1

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Social Studies Department Head and Administration

Target Dates or Schedule

On-going

Evidence of Completion

Planning development materials (presentation, handouts, materials), classroom lesson plans, evidence that teachers are implementing higher level questioning strategies in Social Studies and using primary source documents as part of their instruction.

G9.B2 Results from the 2013-2014 District Civics Baseline Assessment indicate that 1% of seventh graders demonstrated proficiency. All seventh grade students must complete Civics as part of their instructional program. Students lack the necessary subject specific vocabulary to comprehend primary source documents included in the Civics EOC.

G9.B2.S1 Expose students to a variety of classroom activities in order to build vocabulary skills. Additionally, teachers will continuously reflect on lessons taught during pull-out tutoring and determine effectiveness based on students' progress (lessons and delivery of lessons will be modified as needed).

Action Step 1

Students will be exposed to classroom activities that help students develop an understanding of the content-specific vocabulary taught in government/civics. Additionally, students will be provided pull-out tutoring, during advisement, to address and remediate identified areas of deficiencies after each District interim assessment (Student deficiencies will be identified using the District Winter and Spring Interim Assessments).

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

In-house assessments, Chapter/unit assessments, student work samples

Plan to Monitor Fidelity of Implementation of G9.B2.S1

Classroom walk-throughs and ongoing monitoring of Civics activities will ensure fidelity of implementation.

Person or Persons Responsible

Social Studies Department Head/LLT

Target Dates or Schedule

Monthly

Evidence of Completion

In-house assessments, Chapter/unit assessments, student work samples

Plan to Monitor Effectiveness of G9.B2.S1

Following the FCIM model, bi-weekly assessment data reports will be reviewed and instruction will be adjusted as needed.

Person or Persons Responsible

Social Studies Department Head/LLT, Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Baseline Assessments, District Interim Assessments

G10. During the 2013-2014, Paul Bell Middle will reduce the percentage of student absences, retentions, and academic failures in Math and Language Arts, while improving student behavior and minimizing lost instructional time.

G10.B1 An analysis of early warning system data reveals 12% of the students missed 10% or more instructional time during the 2012-2013 school year. These results are due to parents being unfamiliar with the consequences of students missing the entire school day and/or being picked up early. There needs to be further clarification to parents so that is is understood that lost instructional time contributes directing to increasing the probability of student failure and retention, due to the fact that students that are not in school tend to not make up missed work.

G10.B1.S1 Create and implement an incentive/reward program to encourage improved student.

Action Step 1

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-student handbook tab.

Person or Persons Responsible

MTSS/RtI/Administration

Target Dates or Schedule

First two weeks of school

Evidence of Completion

Teacher Attendance Down Load System (TADLS), school website, suspension reports

Action Step 2

A system in which the Advisement teachers must request documentation from students/parents upon student's return after an absence will be implemented. Students who are deemed as developing a pattern of poor attendance will be referred to the MTSS/RtI team.

Person or Persons Responsible

Teachers, MTSS/RtI team

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher Attendance Down Load System (TADLS), attendance reports from the Excelsior Gradebook

Action Step 3

A reward system will be established to recognize students for perfect attendance and outstanding citizenship. Additionally, incentives will be provided for students with improved attendance and for Advisement classes with perfect attendance during a 9-week grading period.

Person or Persons Responsible

Advisement teachers, MTSS/RtI team

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher Attendance Down Load System (TADLS), attendance reports from the Excelsior Gradebook

Plan to Monitor Fidelity of Implementation of G10.B1.S1

Administration will monitor the various attendance reports through Excelsior Gradebook and Teacher Attendance Down Load System (TADLS) to ensure fidelity

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Reports from Excelsior Gradebook and Teacher Attendance Down Load System (TADLS)

Plan to Monitor Effectiveness of G10.B1.S1

Administration will monitor the various attendance reports through Excelsior Gradebook and Teacher Attendance Down Load System (TADLS).

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Reports from Excelsior Gradebook and Teacher Attendance Down Load System (TADLS)

G10.B2 An analysis of early warning system data reveals 18% of students received two or more referrals and 16% received one or more referrals. These results are due to parents being unfamiliar with the procedures and content of the Code of Student Conduct and that they are in need of further clarification when it comes to consequences for student infractions.

G10.B2.S1 Inform parents of the school's expectations for student behavior via various forms of communication (letters sent home, Connect-Ed messages, and posting on school website).

Action Step 1

The Secondary Code of Student Conduct will be 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.

Person or Persons Responsible

Advisement teachers

Target Dates or Schedule

First week of school and ongoing

Evidence of Completion

Copy of letter sent home, school website

Plan to Monitor Fidelity of Implementation of G10.B2.S1

Classroom walk-throughs and ongoing monitoring of student discipline and/or behavior will ensure fidelity of implementation.

Person or Persons Responsible

MTSS/RtI and Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Suspension and discipline reports

Plan to Monitor Effectiveness of G10.B2.S1

Administration will monitor student discipline reports on a monthly basis to determine effectiveness based on students' progress

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Suspension and discipline reports

G10.B3 An analysis of early warning system data reveals that 5% of the student population failed a math course, 10% failed a Language Arts course, and 8% failed two or more subjects during the 2012-2013 school year. These results are due to parents being unaware of the free tutoring services that are available to students in the core academic subjects (there is limited participation, by students in need, in the tutoring program).

G10.B3.S1 Develop and implement tutorial programs that support the provision of targeted reading and mathematics instruction to targeted students (instruction will include the use of online resources as well as the identified textbook series). Parents will be informed of these services through various mediums.

Action Step 1

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).

Person or Persons Responsible

Teachers, Tutoring coordinator, CIS

Target Dates or Schedule

November 2013 and ongoing

Evidence of Completion

Parent tutoring letter, tutoring registration form, tutoring attendance records

Action Step 2

Student grade reports (of targeted students participating in the tutoring program) will be reviewed on a monthly basis.

Person or Persons Responsible

MTSS/RtI, Tutoring coordinator, administration, student services

Target Dates or Schedule

November and ongoing

Evidence of Completion

academic reports from Excelsior Gradebook

Plan to Monitor Fidelity of Implementation of G10.B3.S1

Classroom tutoring walk-throughs and ongoing monitoring of tutoring activities will ensure fidelity of implementation

Person or Persons Responsible

Tutoring coordinator and Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

tutoring attendance records, academic gradebook reports from Excelsior Gradebook

Plan to Monitor Effectiveness of G10.B3.S1

Administration will closely monitor tutoring attendance records to ensure that targeted students are in attendance.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

tutoring attendance records, academic gradebook reports from Excelsior Gradebook

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title I, Part A
Paul W. Bell Middle School provides services to ensure that students requiring additional remediation are assisted through after school programs such as tutoring. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are also provided to our students. The Literacy/Leadership Team develops, leads and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Team members identify systematic patterns of student needs while working with the administration and district personnel to identify appropriate, evidence-based intervention strategy; assist with whole school screening programs that provide early intervening services for students to be considered "at-risk;" assist in the design and implementation for progress monitoring, data collection and data analysis; participate in the design and the delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of the school's Parental Involvement Plan (PIP – which is provided in three languages), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. Other components that are integrated into the school-wide program include an extensive Parental Program; Supplemental Educational Services (SES); and special support services to special needs population such as homeless, migrant, and neglected and delinquent students.
Title I, Part D
District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.
Title II
The District uses supplemental funds for improving basic education at Paul W. Bell Middle School as follows:
• training to certify qualified mentors for the New Teacher (MINT) Program.
• training for ad-on endorsement programs, such as Reading, Gifted, and ESOL.
• training and substitute release time for the Professional Development Liaison (PDL) at Paul W. Bell Middle School focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.
Title III
Through the Bilingual Parent Outreach Program (The Parent Academy), Paul Bell offers a series of free seminars in order to provide important information and continuous support to parents and families of our ELL population.
Title VI, Part B - NA
Title X- Homeless
Paul W. Bell works with our school's Social Worker to coordinate resources (clothing, school supplies social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. In addition;
•The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
•All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
•Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students.
•The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as

homeless-and are provided with all entitlements.
•Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization.
•Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
•Project Upstart will be proposing a 2012 summer academic enrichment camp for students in several homeless shelters in the community, pending funding.
•The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
•Each school will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.
Supplemental Academic Instruction (SAI)
Paul W. Bell Middle School will receive funding from Supplemental Academic Instruction (SAI) as part of our Florida Education Finance Program (FEFP) allocation.
Violence Prevention Programs
Paul W. Middle School implements violence prevention programs through our school's TRUST specialist. Such activities/programs are Red Ribbon Week, Early Bird Intervention Counseling, Anti-bullying campaign, Peer Mediation, Shark Buddies Program (student mentoring program), 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.

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

G1. The results of 2013 FCAT 2.0 Reading test indicate that 53% of students scored at Level 3 or above. Our goal for the 2013-2014 school year is to increase the percentage of students scoring at Level 3 or above to 63%.

G1.B6 Data from the 2013 FCAT 2.0 Reading test indicate that 67% of students in the lowest 25% made learning gains. Our goal for the 2013-2014 school year is to increase student proficiency to 70%.The area of deficiency in the lowest 25% making learning gains, as noted on the 2013 administration of the FCAT 2.0 Reading Test, was Reporting Category 2: Reading Application due to limited practice in making inferences, drawing conclusions, and identifying implied main idea and author's purpose.

G1.B6.S1 Create and implement reading advisements that actively engage students in reading processes that remediate students' identified areas of weakness. Various online resources will be utilized to help students understand difficult reading concepts, including reading comprehension and application.

PD Opportunity 1

Create and implement Reading Advisements to improve reading comprehension and application skills, such as making inferences, drawing conclusions and anchoring them back to the text, and exposing students to a variety of text. Students will then be required to take the Accelerated Reader test for the book read during this Reading Advisement time.

Facilitator

Media Specialist

Participants

Language Arts and Reading teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

FCAT Accelerated Reader reports, Reports from Reading Plus 4.0, Reports from Florida Focus Achieves, In-house assessments

G1.B10 Data from the 2013 FCAT 2.0 Reading test indicate that 56% of students in the Hispanic subgroup and 63% of students in the Economically Disadvantaged subgroup achieved proficiency. Our goal for the 2013-2014 school year is to increase student proficiency to 63%.The area of deficiency for the Hispanic and Economically Disadvantaged subgroup, as noted on 2013 FCAT 2.0 Reading Test, was in Reporting Category 1: Vocabulary due to limited exposure of a variety of activities that work with words that are semantically related.

G1.B10.S1 Teachers will incorporate various classroom activities and strategies to aide student comprehension of targeted deficiency.

PD Opportunity 1

Students will work on lessons, from the web-based reading programs Reading Plus and Florida Focus Achieves, as part of their Language Arts classes, on a weekly basis.

Facilitator

Media Specialist

Participants

Language Arts Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

FCAT Accelerated Reader reports, Reports from Reading Plus 4.0, Reports from Florida Focus Achieves, In-house assessments

G2. The results of 2013 FCAT 2.0 Writing Test indicate that 46% of students scored at Level 3.5 or above. Our goal for the 2013-2014 school year is to increase the percentage of students scoring at Level 3.5 or above to 51%.

G2.B1 Results of the 2013 FCAT 2.0 Writing Test indicate that 46% of students achieved Level 3.5 proficiency. Our goal for the 2013-2014 school year is to increase student proficiency to 51%.The area of deficiency as noted on the 2013 FCAT Writing 2.0 administration was informational/expository writing, specifically focus on a topic and organization.

G2.B1.S1 Students will be exposed to lessons where effective expository writing techniques are modeled by the teacher.

PD Opportunity 1

Students will be exposed to lessons in which the teacher models effective expository writing that includes focus on a topic, strong organization and relevant information. Additionally, students will write routinely over extended time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Facilitator

Language Arts Department Head

Participants

Language Arts Teachers

Target Dates or Schedule

On-going

Evidence of Completion

In-house writing prompts, student work samples

G2.B1.S2 Provide instruction of the various modalities of writing test throughout the writing process from start to finish (i.e. prewriting, drafting, revising, conferencing, editing, and publishing.

PD Opportunity 1

ELA and ELL Curriculum Support Specialists will plan with Grade 8 Language Arts teachers (including ELL and ESE teachers) and develop a writing plan. This plan will include: the use of rubrics, the utilization of a planning sheet, and the modeling of how to analyze and score FCAT Writing 2.0 anchor papers.

Facilitator

ELA Curriculum Support Specialist, ELL Curriculum Support Specialist

Participants

8th grade Language Arts teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Writing plan, student authentic work

PD Opportunity 2

ELA and Curriculum Support Specialist will model lessons in grade 8 Language Arts classes on th euse of rubrics and anchor papers increase student awareness and understanding of essays that have scored levels 4.0 - 6.0 on the FCAT 2.0 Writing anchor papers.

Facilitator

ELA Curriculum Support Specialist, ELL Curriculum Specialist

Participants

8th grade Language Arts teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Student authentic work

G3. The results of 2013 FCAT 2.0 Math Test indicate that 36% of students scored at Level 3 or above. Our goal for the 2013-2014 school year is to increase the percentage of students scoring at Level 3 or above to 54%.

G3.B1 Data from the 2013 FCAT 2.0 Mathematics Test indicate that 26% of students scored at FCAT Level 3. Our goal for the 2013-2014 school year is to increase student proficiency to 39%.The area of deficiency of students scoring at FCAT Level 3 was in the Geometry and Measurement Reporting Category (Category 3). Students lack the ability to determine a missing dimension and compare, contrast and convert units of measurement.

G3.B1.S1 Use grade level planning and departmental meetings as an opportunity to share best practices, hold data chats, and integrate technology into instruction in an effort to provide support according to the needs of students.

PD Opportunity 1

Use grade level planning and departmental meetings as an opportunity for teachers to plan and share best practices, hold data chats, and plan for the integration of links to learning (on targeted areas) from Holt on-line resources, Florida Focus Achieves, Reflex Math and Destination Math/Riverdeep. Additionally, students will be exposed to lessons, weekly, that give them the opportunity to develop and complete hands-on exploration activities in order to maintain and or increase understanding of targeted skills.

Facilitator

Math Department Head

Participants

Math teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

In-house assessments, Reports from Florida Focus Achieves, Reports from Reflex Math, student work sample

G3.B1.S2 Engage students in the equal intensity of the components of rigor with a particular focus on conceptual understanding to guide student success with real world applications.

PD Opportunity 1

Provide teachers with a collaborative planning session on the Step It Up Problem Solving Protocol with an emphasis on effective questioning strategies to probe for conceptual understanding.

Facilitator

District Curriculum Support Specialist, Mathematics Department Head

Participants

Mathematics teachers

Target Dates or Schedule

October 24, 2013

Evidence of Completion

Sign-in sheet and agenda from meeting

PD Opportunity 2

Provide teachers with professional development on the components of rigor with a focus on conceptual understanding to guide student success with real world applications.

Facilitator

District Curriculum Support Specialist, Mathematics Department Head

Participants

Mathematics Teaches

Target Dates or Schedule

November 1, 2013

Evidence of Completion

Sign-in sheet and agenda from meeting

G3.B2 Data from the 2013 FCAT 2.0 Mathematics Test indicate that 10% of students scored at or above FCAT Level 4. Our goal for the 2013-2014 school year is to increase student proficiency to 5%. The area of deficiency of students scoring at or above Achievement Level 4, as noted on the 2013 administration of the FCAT 2.0 Mathematics Test was in the Geometry and Measurement Reporting Category (Category 3). Students lack the ability to apply the various geometric properties necessary to solve real world application problems. This is due to limited classroom opportunities to develop exploration and inquiry activities.

G3.B2.S1 Increase the number of classroom inquiry-based enrichment activities using hands-on resources from various online resources.

PD Opportunity 1

Increase student exposure to inquiry-based enrichment activities to reinforce understanding of Geometry and Measurement skills through hands-on activities accessed from the Holt on-line textbook resources, Florida Focus Achieves Assessment Resources and interactive websites (such as Discovery Education, Reflex Math and Gizmos).

Facilitator

Math Department Head

Participants

Math teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

In-house assessments, Reports from Florida Focus Achieves, Reports from Reflex Math

G3.B5 Data from the 2013 FCAT 2.0 Mathematics Test indicate that 62% of students made learning gains. Our goal for the 2013-2014 school year is to increase the percentage of students making learning gains to 66%.The area of deficiency of students making learning gains was in Reporting Category 1.

G3.B5.S1 Actively engage students in mathematics processes through pull-out, push-in, and before/after school interventions that that remediate students' identified areas of weakness.

PD Opportunity 1

Students will be provided pull-out push-in, before/afterschool interventions, daily, to address and remediate their identified areas of weakness in Reporting Category 1.

Facilitator

Math Department Head

Participants

Math teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

In-house assessments, Reports from Florida Focus Achieves, Reports from Reflex Math, student work samples

G3.B6 Data from the 2013 FCAT 2.0 Mathematics Test indicate that 66% of students in the lowest 25% made learning gains. Our goal for the 2013-2014 school year is to increase the percentage of students in the lowest 25% making learning gains to 69%.The area of deficiency of students in the lowest 25%, as noted on the 2013 FCAT 2.0 Mathematics test, was in Reporting Category 2.

G3.B6.S1 Create mathematics advisements that actively engage students in mathematics processes that remediate students' identified areas of weakness. Various online resources will be utilized to help students understand difficult mathematical concepts.

PD Opportunity 1

Students in the lowest 25% will be placed in an Intensive Mathematics Advisement Class, where they will work on lessons, from web-based mathematics programs FCAT Explorer, Florida Focus Achieves, Reflex Math and Holt on-line resources, on a weekly basis, to remediate identified areas of deficiencies from Reporting Category 2. Teachers will monitors students' progress through formal and informal assessments. Teachers will continuously reflect on lessons taught during the advisement period and determine effectiveness based on students' progress (lessons and delivery of lessons will be modified as needed).

Facilitator

Math Department Head

Participants

Math and Physical Education teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

FCAT Explorer reports, Florida Focus Achieves reports, Reports from Reflex Math, In-house assessments, student work samples

G3.B7 Data from the 2013 FCAT 2.0 Mathematics Test indicate that 45% of students in the Hispanic Subgroup and 36% of students in the White Subgroup achieved proficiency.The area of deficiency in the Hispanic and White subgroups, as noted by the 2013 FCAT 2.0 Mathematics Test was Reporting Category 3: Geometry and Measurement. Students lack the ability to correctly solve real world application problems involving conversions between different measurement systems.

G3.B7.S1 Teachers will incorporate various classroom activities and strategies to aide student comprehension of targeted deficiency.

PD Opportunity 1

Students will be exposed to activities and lessons that utilize higher order thinking skills through hands-on activities accessed from the Holt on-line textbook resources and interactive websites (such as Discovery Education) to help reinforce their understanding of Geometry and Measurement skills. Additionally, students will be exposed to the Step-It-Up Problem Solving Protocol, during daily instruction, to aide in student comprehension of the strategies necessary to solve real-world application based problems.

Facilitator

Math Department Head

Participants

Math teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

In-house assessments, student work samples

G3.B8 Data from the 2013 FCAT 2.0 Mathematics Test indicate that 24% of students in the Students with Disabilities (SWD) Subgroup achieved proficiency.The area of deficiency in the Students With Disabilities (SWD) subgroup, as noted by the 2013 FCAT 2.0 Mathematics Test, was in Reporting Category 1.

G3.B8.S1 Teachers will incorporate various classroom activities and strategies to aide student comprehension of targeted deficiency.

PD Opportunity 1

Students will be exposed to differentiated instruction to build Reporting Category 1 skills appropriate to varying readiness levels, learning styles, and thinking skills. Additionally, teachers will incorporate Reflex Math, FCAT Explorer and Florida Focus Achieves resources into their instructional process to aid in differentiating instruction.

Facilitator

Math Department Head

Participants

Math teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

FCAT Explorer reports, Florida Focus Achieves reports, Reflex Math reports, In-house assessments, student work samples

G5. The results of 2013 Algebra End of Course Test indicate that 36% of students scored at Level 3 or above. Our goal for the 2013-2014 school year is to increase the percentage of students scoring at Level 3 or above to 54%.

G5.B1 One hundred percent of students that took the Algebra End of Course exam, scored a Level 3 or above, with 69% scoring Level 3 and 31% scoring Level 4 or above. Paul W. Bell Middle School wants to maintain our 100% passing rate on the Algebra EOC. According to the results of the 2013 Algebra EOC assessment, the area of greatest difficulty for students scoring Level 3 was Reporting Category 2 – Polynomials.

G5.B1.S1 Increase the number of classroom inquiry-based enrichment activities that focus on extra practice, for students, in applying the laws of exponents.

PD Opportunity 1

Students will be provided with additional practice in applying the laws of exponents to simplify monomial expressions with integral exponents, simplifying polynomial expressions using the four operations of mathematics in real-world contexts, and completely factoring polynomials.

Facilitator

Math Department Head

Participants

Algebra teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Algebra Nation reports, In-house assessments, Baseline Assessments, District Interim Assessments

G6. The results of 2013 FCAT 2.0 Science test indicate that 41% of students scored at Level 3 or above. Our goal for the 2013-2014 school year is to increase the percentage of students scoring at Level 3 or above to 47%.

G6.B1 Data from the 2013 FCAT 2.0 Science Test indicate that 41% of students scored at or above FCAT Level 3. Our goal for the 2013-2014 school year is to increase student proficiency to 47%. The area of deficiency was Physical Science .

G6.B1.S2 Utilize the Next Generation Sunshine State Standards, District Pacing Guides, and FCAT 2.0 Item Specification when planning and delivering inquiry-based lessons.

PD Opportunity 1

Provide grade level content and pacing professional development for teachers to model effective science instruction.

Facilitator

Curriculum Support Specialist, Science Department Head

Participants

Science teachers

Target Dates or Schedule

November 8, 2013

Evidence of Completion

Sign-in sheet and agenda from meeting, lesson plans reflecting the content and strategies presented during the professional development, student work samples

G9. During the 2013-2014 school year, students will be required to complete CIvics EOC examinations. During the 2013-2014 year, 60% of seventh grade students will score at or above Achievement Level 3 on the Civics EOC test.

G9.B1 Results from the 2013-2014 District Civics Baseline Assessment indicate that 1% of seventh graders demonstrated proficiency. All seventh grade students must complete Civics as part of their instructional program. However, the introduction of the Common Core Standards into the District Social Studies Pacing Guides has created an obstacle to preparing students for the 2013-2014 Civics EOC. Teachers need to effectively incorporate the Common Core Standards/NGSSS into daily lessons to enhance classroom instruction and develop rigorous questions for students. Additionally, primary source documents will be utilized on a daily basis to enhance student comprehension of applicable Civics content and promote higher order thinking skills.

G9.B1.S1 Utilize the NGSSS/Common Core Standards and the District suggested Social Studies Pacing Guides when planning and delivering lessons to enhance classroom instruction, rigorous question development strategies and increase student engagement.

PD Opportunity 1

Conduct a district professional development workshop that focuses on classroom preparation, best practices (lesson plan development, rigorous questioning strategies and the use of and analysis of primary source documents).

Facilitator

Curriculum Support Staff

Participants

Civics teachers

Target Dates or Schedule

October 23, 2013

Evidence of Completion

Planning, development materials (presentation, handouts, materials)

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	The results of 2013 FCAT 2.0 Reading test indicate that 53% of students scored at Level 3 or above. Our goal for the 2013-2014 school year is to increase the percentage of students scoring at Level 3 or above to 63%.	$3,000
G3.	The results of 2013 FCAT 2.0 Math Test indicate that 36% of students scored at Level 3 or above. Our goal for the 2013-2014 school year is to increase the percentage of students scoring at Level 3 or above to 54%.	$3,000
G10.	During the 2013-2014, Paul Bell Middle will reduce the percentage of student absences, retentions, and academic failures in Math and Language Arts, while improving student behavior and minimizing lost instructional time.	$750
	Total	$6,750

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
Middle School Enrichment	$6,000	$6,000
EESAC Budget	$750	$750
Total	$6,750	$6,750

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. The results of 2013 FCAT 2.0 Reading test indicate that 53% of students scored at Level 3 or above. Our goal for the 2013-2014 school year is to increase the percentage of students scoring at Level 3 or above to 63%.

G1.B5 Data from the 2013 FCAT 2.0 Reading test indicate that 72% of students made learning gains. Our goal for the 2013-2014 school year is to increase student proficiency to 75%.The area of deficiency in the students making learning gains, as noted on the 2013 administration of the FCAT 2.0 Reading Test, was Reporting Category 3: Literary Analysis Fiction and Non-Fiction due to limited exposure to literary elements and figurative language.

G1.B5.S1 Develop and implement tutorial programs that support the provision of targeted reading instruction to selected students (instruction will include the use of online resources as well as the McDougal Littel textbook series).

Action Step 1

Actively engage students in reading processes through pull-out, push-in, and before/after school interventions that remediate students' identified areas of weakness. Teachers will incorporate the use of Florida Focus Achieves and Reading Plus 4.0 into tutorial lessons.

Resource Type

Evidence-Based Program

Resource

Funding for after school tutoring program

Funding Source

Middle School Enrichment

Amount Needed

$3,000

G3. The results of 2013 FCAT 2.0 Math Test indicate that 36% of students scored at Level 3 or above. Our goal for the 2013-2014 school year is to increase the percentage of students scoring at Level 3 or above to 54%.

G3.B5 Data from the 2013 FCAT 2.0 Mathematics Test indicate that 62% of students made learning gains. Our goal for the 2013-2014 school year is to increase the percentage of students making learning gains to 66%.The area of deficiency of students making learning gains was in Reporting Category 1.

G3.B5.S1 Actively engage students in mathematics processes through pull-out, push-in, and before/after school interventions that that remediate students' identified areas of weakness.

Action Step 1

Students will be provided pull-out push-in, before/afterschool interventions, daily, to address and remediate their identified areas of weakness in Reporting Category 1.

Resource Type

Evidence-Based Program

Resource

Funding for after school tutoring program

Funding Source

Middle School Enrichment

Amount Needed

$3,000

G10. During the 2013-2014, Paul Bell Middle will reduce the percentage of student absences, retentions, and academic failures in Math and Language Arts, while improving student behavior and minimizing lost instructional time.

G10.B1 An analysis of early warning system data reveals 12% of the students missed 10% or more instructional time during the 2012-2013 school year. These results are due to parents being unfamiliar with the consequences of students missing the entire school day and/or being picked up early. There needs to be further clarification to parents so that is is understood that lost instructional time contributes directing to increasing the probability of student failure and retention, due to the fact that students that are not in school tend to not make up missed work.

G10.B1.S1 Create and implement an incentive/reward program to encourage improved student.

Action Step 1

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-student handbook tab.

Resource Type

Evidence-Based Program

Resource

Fund student incentives for attendance

Funding Source

EESAC Budget

Amount Needed

$750