

Miami-Dade County Public Schools

Paul W. Bell Middle School



2022-23 Schoolwide Improvement Plan

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Paul W. Bell Middle School

11800 NW 2ND ST, Miami, FL 33182

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

Demographics

Principal: Rico Jones L

Start Date for this Principal: 3/14/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	88%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Hispanic Students Economically Disadvantaged Students
School Grades History	2021-22: C (50%) 2018-19: B (57%) 2017-18: B (60%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

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

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

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

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

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

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	88%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	99%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		B	B

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SIP Authority

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

Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

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

Demographic Information

Principal start date

Monday 3/14/2022, Rico Jones L

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

19

Total number of teacher positions allocated to the school

28

Total number of students enrolled at the school

482

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

3

Identify the number of instructional staff who joined the school during the 2022-23 school year.

4

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	154	184	144	0	0	0	0	482
Attendance below 90 percent	0	0	0	0	0	0	12	30	26	0	0	0	0	68
One or more suspensions	0	0	0	0	0	0	2	52	10	0	0	0	0	64
Course failure in ELA	0	0	0	0	0	0	12	7	2	0	0	0	0	21
Course failure in Math	0	0	0	0	0	0	11	24	23	0	0	0	0	58
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	37	75	42	0	0	0	0	154
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	36	99	53	0	0	0	0	188
Number of students with a substantial reading deficiency	0	0	0	0	0	0	53	86	66	0	0	0	0	205

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	33	95	52	0	0	0	0	180

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	3	7	3	0	0	0	0	13
Students retained two or more times	0	0	0	0	0	0	2	10	3	0	0	0	0	15

Date this data was collected or last updated

Thursday 8/11/2022

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

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

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

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

The number of students identified as retainees:

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	186	142	154	0	0	0	0	482
Attendance below 90 percent	0	0	0	0	0	0	36	31	56	0	0	0	0	123
One or more suspensions	0	0	0	0	0	0	56	18	38	0	0	0	0	112
Course failure in ELA	0	0	0	0	0	0	9	2	5	0	0	0	0	16
Course failure in Math	0	0	0	0	0	0	22	28	11	0	0	0	0	61
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	63	42	46	0	0	0	0	151
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	16	21	25	0	0	0	0	62
Number of students with a substantial reading deficiency	0	0	0	0	0	0	84	66	70	0	0	0	0	220

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	104	60	76	0	0	0	0	240

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	5	7	5	0	0	0	0	17
Students retained two or more times	0	0	0	0	0	0	7	7	1	0	0	0	0	15

Part II: Needs Assessment/Analysis

School Data Review

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	48%	55%	50%				57%	58%	54%
ELA Learning Gains	54%						63%	58%	54%
ELA Lowest 25th Percentile	45%						57%	52%	47%
Math Achievement	40%	43%	36%				56%	58%	58%
Math Learning Gains	49%						57%	56%	57%
Math Lowest 25th Percentile	40%						45%	54%	51%
Science Achievement	37%	54%	53%				51%	52%	51%
Social Studies Achievement	73%	64%	58%				71%	74%	72%

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	52%	58%	-6%	54%	-2%
Cohort Comparison						
07	2022					
	2019	42%	56%	-14%	52%	-10%
Cohort Comparison		-52%				
08	2022					
	2019	63%	60%	3%	56%	7%
Cohort Comparison		-42%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	53%	58%	-5%	55%	-2%
Cohort Comparison						
07	2022					
	2019	45%	53%	-8%	54%	-9%
Cohort Comparison		-53%				
08	2022					
	2019	44%	40%	4%	46%	-2%
Cohort Comparison		-45%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	47%	43%	4%	48%	-1%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	90%	68%	22%	67%	23%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	62%	73%	-11%	71%	-9%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	63%	37%	61%	39%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	54%	-54%	57%	-57%

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	28	51	37	28	37	29	27	52			
ELL	35	49	40	30	46	39	16	63	50		
HSP	49	54	44	40	50	40	37	73	63		
FRL	46	52	44	37	47	36	34	72	58		
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	25	32	23	20	32	41	17	48			
ELL	38	43	31	31	19	24	27	57	50		
HSP	49	48	30	41	29	34	44	65	56		
FRL	48	47	31	39	29	32	44	66	51		

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	25	39	38	22	36	27	28	35			
ELL	45	62	61	47	55	48	41	57	44		
HSP	56	63	56	55	56	45	49	70	61		
FRL	55	62	56	55	55	44	46	70	57		

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	50
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	50
Total Points Earned for the Federal Index	499
Total Components for the Federal Index	10
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	36
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	42
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	

Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	50
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	48
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

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

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

According to 2022 FSA Data, Social Studies overall achievement increased by 8 percentage points and in all subgroups demonstrated an increase. Although the overall achievement in ELA stayed the same at 48%, ELA learning gains increased by 7 percentage points overall and by 15 percentage points in the lowest twenty-five percentile. All subgroups had increases in learning gains for ELA. The Mathematics overall achievement level remained at 40%. The mathematics learning gains increased by 20 percentage points overall and 5 percentage points in the lowest twenty-five percentile. All subgroups demonstrated increases in Mathematics learning gains. The Mathematics learning gains of the L25 SWD decreased by 12 percentage points. Science overall achievement decreased by 7 percentage points. Science subgroups achievement levels decreased for all subgroups except SWD which increased by 10 percentage points.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

When comparing 2019 to 2022 data, the greatest need is in proficiency for ELA, Mathematics, and Science. In 2019, 57% of students scored proficient on the FSA ELA, while in 2022, 48% of students scored proficient. In 2019, 56% of students achieved proficiency levels in Mathematics as compared to 40% in 2022. Science achievement levels decreased from 51% in 2019 to 37% in 2022.

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

Several factors contributed to the need for improvement including the return to school after 2 years of pandemic related virtual learning, teacher and student attendance. In 2021-2022, 47% of students demonstrated significant reading deficiencies exhibiting learning gaps. Attendance rates data revealed 20% of students with attendance below 90 percent. In addition, 53% of teachers were absent 10 days or more during 2021-2022 as compared to 19% in 2020-2021. New actions that could be implemented this year to address this need for improvement would be attendance incentives targeting teachers and students, increasing student engagement through activities and events, and increasing teacher morale through team building and professional development.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Social Studies overall achievement of 73% is the highest level achieved since 2018. Additionally, learning gains for ELA and Mathematics, including the lowest twenty-five percentile, displayed growth. The ELA Learning Gains increased by 7 percentage points. The ELA L25 Learning Gains increased by 15 percentage points. The Mathematics Learning Gains increased by 20 percentage points. The Mathematics L25 Learning Gains increased by 5 percentage points.

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

During the 2021-2022 school year the school provided afterschool tutoring remediation during advisement, and subject specific boot camps to meet the needs of our students who require academic assistance. Students capitalized on the use of iPads, provided by the Verizon Grant, to complete iReady lessons that remediated and/or enriched their learning.

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

The strategies that will be implemented in order to accelerate learning are data-driven instruction, on-going progress monitoring aligned to standards-based instruction and student engagement through incentives and activities. In addition, attendance initiatives will be implemented and monitored.

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

Professional Development opportunities will take place monthly during faculty meetings to support teachers and leaders. These sessions will include student engagement strategies, Schoology training, BEST Standards implementation with the support of district curriculum specialists, FAST assessment training sessions, sharing of best practices during faculty meetings, and i-Ready training based on the new middle school redesign.

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

Additional services that will be implemented to ensure sustainability of improvement are fidelity to the standing calendar which provides collaborative planning time for departments and leadership teams. In addition, the TALENTS program will provide students with extended learning opportunities as well as extracurricular activities designed to motivate them to reach their full potential.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Differentiation**Area of Focus****Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

According to 2022 FSA data 48% of students are proficient in ELA, 40% in Mathematics, and 37% in Science. Data-driven instruction is a practice that can be used to analyze student performance and adjust instructional planning and delivery to meet the academic needs of the students. This systematic approach of instruction uses assessment, analysis, and actions to meet student's needs and provide differentiated paths to learning.

Measurable**Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

With the implementation of data-driven instruction and differentiation practices, the percentage of students scoring at or above grade level in ELA and Mathematics will increase by an average of 5 percentage points on the 2023 FAST Assessments.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Administration and instructional coaches will participate in collaborative planning sessions focusing on data driven instruction and differentiation. Data chats will be held to monitor student progress. Walkthrough will ensure fidelity of differentiated instructional practices.

Person responsible for monitoring outcome:

Rico Jones (jonesrl@dadeschools.net)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Differentiated instruction uses a multitiered approach in order to meet individual student needs. It provides support and/or enrichment based on students' interest, preferences, strengths, and areas requiring improvement.

Rationale for Evidence-based**Strategy:**

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

2022 FSA data indicates the need to provide support for students specifically when the majority of the students are not meeting proficiency levels in ELA and Mathematics. By using data-driven instructional practices, teachers will be able to plan for and implement lessons that meet students at their academic level, support their learning, and ultimately meet the goal of proficiency.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/15/22 PD day-10/14/22: The instructional coach will provide training and support on the use of PowerBi. Experienced and new teachers will be able to disaggregate their own data and make adjustments based on updated data trends.

Person Responsible Maria Zabala (zabala@dadeschools.net)

8/17/22-10/14/22: The administration will create an administrative walkthrough calendar. Teachers new to the profession will be observed first to allow time for growth, development and deliberate practice.

Person Responsible Rico Jones (jonesrl@dadeschools.net)

8/17/22-10/14/22: The administration will conduct data chats with teachers so that all three tiers of students may be properly identified. Teachers will be equipped to address the learning needs of all students.

Person Responsible Rico Jones (jonesrl@dadeschools.net)

8/17/22-10/14/22: The administration will consult the district to provide Schoology Training and Support to the staff. A learning management system (LMS) provides the essential tools that schools needs to support efficient teaching and learning.

Person Responsible Gracelynn Rosario (grosario@dadeschools.net)

10/31/22- 12/16/22: The SLT will provide training and support on differentiation instructional practices.

Person Responsible Rico Jones (jonesrl@dadeschools.net)

10/31/22- 12/16/22: Teachers will implement differentiated instructional practices with fidelity, using district curricular resources outlined in the pacing guides.

Person Responsible Rico Jones (jonesrl@dadeschools.net)

#2. Positive Culture and Environment specifically relating to Student Attendance Initiatives**Area of Focus
Description and
Rationale:****Include a rationale that explains how it was identified as a critical need from the data reviewed.**

Based on 2021-2022 student attendance data, 51% of the student body was absent for 10 or more days. The area of critical need is attendance because research shows that there is a direct correlation between student attendance and student achievement.

**Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

With the implementation of attendance incentives, the percentage of students with 10 or more absences will decrease by 5% percentage points, as evidenced by 2022-2023 district and school data reports.

**Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.**

The area of focus will be monitored through daily attendance bulletin, Truancy Reports, Early Warning Indicators, iAttend intensive interventions and Targeted Student Status forms. The Leadership Team will ensure that automated school messenger calls, personal phone calls, attendance letters, parent conferences and truancy meetings are being utilized to monitor and increase student attendance. The school counselor, community involvement specialist, mental health coordinator and social worker will meet on a monthly basis to address truant students and offer the appropriate services.

Person responsible for monitoring outcome:

Gracelynn Rosario (grosario@dadeschools.net)

**Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.**

Strategic Attendance Initiatives will be used to monitor student attendance. The importance of attendance will be communicated at the parent and student orientations. The Early Warning Indicators (EWI), Truancy and Absentee reports indicating the number of student absences will all be analyzed to address the needs of Tier 2 and Tier 3 students from a socio-economic and mental health perspective. The school attendance review committee along with the PTSO will provide attendance incentives for students.

**Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy.**

Student attendance is crucial to academic success. Using attendance incentives is a comprehensive approach used by the school leadership team that can increase student achievement by increasing student attendance.

Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/17/22- 8/26/22: The administrative team will conduct 6th Grade and New Student Orientation. Stakeholders will be advised about the importance of school attendance and its correlation with student achievement.

Person Responsible Rico Jones (jonesrl@dadeschools.net)

8/17/22- 10/14/22: The Attendance Review Committee will conduct Truancy Meetings for students who are chronically absent and/or tardy. Truant students will be referred to community organizations who will assist families.

Person Responsible Gracelynn Rosario (grosario@dadeschools.net)

8/17/22- 10/14/22: The Attendance Review Committee will submit student services referrals in combination with iAttend Intensive Interventions that will be utilized to investigate and service the underlying needs of truant students.

Person Responsible Gracelynn Rosario (grosario@dadeschools.net)

8/17/22- 10/14/22: The Attendance Review Committee will inject competition into the process of regularly attending school. School dances, treats and "Shout Outs" are a few of many tools that will be used to improve attendance.

Person Responsible Gracelynn Rosario (grosario@dadeschools.net)

10/31/22- 12/16/22: The Attendance Review Committee will implement monthly attendance incentives for students.

Person Responsible Gracelynn Rosario (grosario@dadeschools.net)

10/31/22- 12/16/22: Homeroom teachers will identify students with 5 or more unexcused absences and inform the Attendance Review Committee via Student Case Management Referral forms.

Person Responsible [no one identified]

#3. Transformational Leadership specifically relating to Teacher Recruitment and Retention**Area of Focus****Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

According to School Climate Survey data in 2021-2022, 44% of teachers agreed or strongly agreed with the statement "I like working at my school" as compared to 80% during the 2020-2021 school year. Promoting teacher morale and performance of the team is crucial to achieving academic goals. Sharing of best practices during faculty meetings will provide teachers with support and professional development opportunities throughout the year.

Measurable**Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

With the implementation of team building and morale boosting activities, there will be a decrease of 20 percentage points in the teachers who are absent 10 or more days during 2022-2023, as evidenced by end of year teacher attendance data.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

The Leadership Team will celebrate team success throughout the school year. In addition, there will be monthly faculty meetings designated to provide professional development through sharing of best practices as well as supporting teachers' skills in Schoology, i-Ready, BEST standards, FAST assessments and new curriculum resources.

Person responsible for monitoring outcome:

Rico Jones (jonesrl@dadeschools.net)

Evidence-based**Strategy:**

Describe the evidence-based strategy being implemented for this Area of Focus.

In order to promote the morale and performance of the team, the school administration will create a committee of stakeholders with the goal of identifying ways to boost morale through celebrations, events and other ways that positively impact the teachers and staff.

Rationale for Evidence-based**Strategy:**

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

When people feel appreciated and valued, they engage in deliberate practice. If teachers feel supported through professional development opportunities and team building activities, they will be more willing to take risks within their professional practice to positively impact student achievement.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/12/22-10/14/22: The administration will celebrate teacher achievement with teacher incentives, organize family events and implement mindfulness practices that positively impact the teachers and staff.

Person Responsible Gracelynn Rosario (grosario@dadeschools.net)

8/12/22-10/14/22: The instructional coaches will introduce and discuss best practices during the second faculty meeting of the month. Researched based strategies will be analyzed and practiced so that the staff will be more equipped to address the Tier 3 student.

Person Responsible Gracelynnne Rosario (grosario@dadeschools.net)

8/12/22-10/14/22: The administration will organize professional development Schoology Training and support. Students will be able to multi media learning content that will allow them to navigate their own learning (Student Centered).

Person Responsible Gracelynnne Rosario (grosario@dadeschools.net)

8/12/22-10/14/22: The administration will employ team building opportunities. Team building activities will be used to strengthen the bonds between employees as they strive to achieve Deliberate Practice Growth Target Goals.

Person Responsible Gracelynnne Rosario (grosario@dadeschools.net)

10/31/22- 12/16/22: The PLST team will share and implement "Healthy Teachers, Happy Classroom" strategies to avoid burnout, increase optimism, and support the physical well-being of our overall school community.

Person Responsible Gracelynnne Rosario (grosario@dadeschools.net)

10/31/22- 12/16/22: The PLST team will develop and implement a school-wide PD Action Plan to address areas identified in the Fall 2022-2023 Professional Development Interest Survey.

Person Responsible Rico Jones (jonesrl@dadeschools.net)

#4. ESSA Subgroup specifically relating to Students with Disabilities**Area of Focus****Description and****Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

ESSA data analysis demonstrated that SWD subgroup was at 36% which is below the Federal Index of 41%. Based on this data, we need to support the SWD subgroup through data driven decision making using all available student data to engage students through differentiated instruction.

Measurable**Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

With the implementation of data driven instructional practices, the percentage of students in the SWD subgroup scoring at or above grade level in ELA and Mathematics will increase by 5 percentage points as evidenced on the 2022-2023 FAST Assessments.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

The leadership team will conduct walkthroughs as well attend collaborative planning sessions to support the use of data to drive instruction. Data chats will be conducted to analyze FAST assessment from progress monitoring 1 and 2 to gauge progress towards goals as well as adjust instruction in order to meet the needs of all learners. The ESE program specialist, behavioral management teacher, and the ESE clinicians will use student data to support and guide decisions to address the needs of the SWD subgroup.

Person

responsible for monitoring outcome:

Rico Jones (jonesrl@dadeschools.net)

Evidence-based**Strategy:**

Describe the evidence-based strategy being implemented for this Area of Focus.

Data-driven decision making is a systematic approach that will be used to look at the student from various data points to specifically target goals, interventions, and supports that will positively impact student learning and achievement. Involving the entire team, including administrators, ESE support staff, teachers and parents will ensure that multiple layers of information can be gathered and analyzed to support student achievement and progress towards goals.

Rationale for**Evidence-based****Strategy:**

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Data-driven decision making by administration, ESE support staff, and teachers will be used to make informed decisions on what is best for students. This includes goal setting, interventions, teacher placement, course work, differentiating instruction and behavior interventions.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

8/12/22-10/14/22: The SPED chair will provide teachers with updated IEPs. The SPED chair will review the IEP process during the monthly meetings so that teachers are aware of the individual needs of their student body.

Person Responsible Rico Jones (jonesrl@dadeschools.net)

8/12/22-10/14/22: The SPED Department will provide teachers with behavior management support and guidance. ESE and General Education teachers will be equipped on how to deescalate students and support the student services department.

Person Responsible Rico Jones (jonesrl@dadeschools.net)

8/17/22-10/14/22: The administration and SPED department will provide students with incentives and celebrate success. The school will employ Positive Behavioral Interventions and Supports to encourage behavior that supports student education.

Person Responsible Rico Jones (jonesrl@dadeschools.net)

8/17/22-10/14/22: The administration in combination with the SPED Chair will utilize weekly teacher and ESE support team collaboration meetings to identify important data points that include the Early Warning Indicators, Truancy, immigration status, Gifted Enrollment, Project Upstart and the identification of students for mentoring programs.

Person Responsible Gracelynn Rosario (grosario@dadeschools.net)

10/31/22- 12/16/22: Data chats will help identify ESE students that are in need of academic and/or behavioral supports in order to meet their academic goals.

Person Responsible Gracelynn Rosario (grosario@dadeschools.net)

10/31/22- 12/16/22: Teachers will review student IEPs and SEBIPs to ensure fidelity as well as seek guidance and support in their implementation.

Person Responsible Rico Jones (jonesrl@dadeschools.net)

Positive Culture & Environment

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

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

Paul W. Bell Middle School will build a positive school culture and environment by emphasizing the development of its bilingual, biliterate, and bicultural students as well as providing an inclusive environment for students with disabilities to thrive. The faculty and staff at Paul W. Bell Middle School share the belief that students are individuals with varying abilities that require affective and cognitive programs to meet their needs. The school continues to strive for excellence in the development of lifelong learners and productive citizens. The PTSO partners with all stakeholders to provide students with activities and events that incentivize them to stay targeted on their academic goals. By challenging our students with engaging and rigorous coursework, giving them the opportunity to explore various cultures and express themselves through the performing arts, providing them with opportunities to utilize hands-on and web-based technology, and encouraging them through meaningful activities to think and act globally, our program is giving students a comprehensive education. As a Verizon Innovative Learning School (VILS) we foster digital inclusion and provide students with access to technology and STEM education.

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

The administration together with support from the PTSO will celebrate success and demonstrate appreciation for all stakeholders through events, activities, and incentives. The Behavior Management Teacher (BMT) will lead Restorative Justice practices provide student positive behavioral interventions and support. The school counselor provides students with character education through the Values Matters program as well as recognize students who "Do the Right Thing". In addition, the school counselor will ensure that the social emotional wellness of students is being addressed. The ESE Program Specialist will engage the support systems needed for our SWD subgroup to meet their goals. Teacher leaders will provide best practices and support to teachers and staff.