
SCHOOL IMPROVEMENT PLAN

2006-2007



School Name: 6041 - Paul W. Bell Middle School

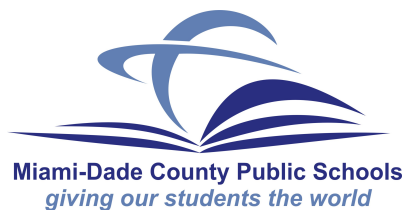
FeederPattern: G. Holmes Braddock Senior

Region: Regional Center V

District: 13 - Miami-Dade

Principal: Ingrid Soto

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Paul W. Bell Middle School

Paul W. Bell Middle School is an exciting, state-of-the-art facility located in western Miami-Dade County. Its current enrollment is 1272 with a student population consisting of 95% Hispanic, 4% White Non-Hispanic, and 1% Asian, Black, American Indian, Multi-racial. The school is part of the G. Holmes Braddock Senior High Feeder Pattern in Region V. It is a bilingual school with the following special programs: Bilingual Education, English for Speakers of Other Languages, Exceptional Student Education which includes four self-contained autistic units, Bilingual Vocational Instructional Program, Project New Beginning, Extended Foreign Language (EFL), gifted, and Project Victory. The surrounding community is one of rapid residential and commercial growth.

Paul W. Bell's objectives for the 2006-2007 school year include:

Given instruction using the Sunshine State Standards, students will increase their reading skills as evidenced by 72 percent of students scoring at or above an achievement level of 3 on the 2007 administration of the FCAT Reading test.

Given instruction using the Sunshine State Standards, students in the SWD subgroup will improve their reading skills as evidenced by a minimum of 51 percent of students scoring at or above an achievement level of 3 on the 2007 administration of the FCAT Reading test.

Given instruction using the Sunshine State Standards, students in the LEP subgroup will improve their reading skills as evidenced by a minimum of 51 percent of students scoring at or above an achievement level of 3 on the 2007 administration of the FCAT Reading test.

Given instruction using the Sunshine State Standards, students will increase their mathematics skills as evidenced by 61 percent of students scoring an achievement level of 3 and above on the 2007 administration of the FCAT Mathematics test.

Given instruction using the Sunshine State Standards, students in the Students With Disabilities subgroup will improve their mathematics skills as evidenced by a minimum of 56 percent of students scoring an achievement level of 3 and above on the 2007 administration of the FCAT Mathematics test.

Given instruction using the Sunshine State Standards, students in the Limited English Proficiency subgroup will improve their mathematics skills as evidenced by a minimum of 56 percent of students scoring an achievement level of 3 and above on the 2007 administration of the FCAT Mathematics test.

Given instruction using the Sunshine State Standards, students in the Economically Disadvantaged subgroup will improve their mathematics skills as evidenced by a minimum of 56 percent of students

scoring an achievement level of 3 and above on the 2007 administration of the FCAT Mathematics test.

Given instruction using the Sunshine State Standards, students will increase their writing skills as evidenced by 88 percent of students scoring an achievement level of 3.5 and above on the 2007 administration of the FCAT Writing + Test.

Given instruction using the Sunshine State Standards, students in grade eight will increase their science skills as evidenced by 51.79 percent of students scoring an achievement level of 3 and above on the 2007 administration of the FCAT Science test.

Given results obtained by a school-wide parental survey, the school will hold at least ten activities to address the needs of parents in order to increase the level of parental involvement and collaboration between school and home as documented by agendas and attendance sign-in sheets.

Given an emphasis on a safe and orderly learning environment, student behavior will improve as evidenced by a decrease in the number of incidents that result in suspensions (indoor and outdoor) during the 2006 - 2007 school year, as compared to the 2005 - 2006 school year.

Given an emphasis on the use of technology in education, 100 percent of teachers will provide accurate records for the Parent Internet Viewer feature of the Electronic Gradebook during the 2006 - 2007 school year, as documented by successful uploading of student grades, attendance and the generation of interim progress reports and report cards.

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, 51 percent of students registered in Physical Education classes will receive a gold or a silver award on the 2006 – 2007 FITNESSGRAM test.

Given emphasis on providing a balanced education that promotes socialization, creativity and athletics, the number of opportunities for students to participate in extracurricular activities will increase by ten activities, when comparing records from the 2005 - 2006 school year to the 2006 - 2007 school year.

Paul W. Bell Middle School will improve its ranking on the State of Florida ROI index publication from the 81st percentile in 2004 -2005 to the 90th percentile on the next publication of the index.

Results of the Organizational Performance Improvement Snapshot reveal our area of greatest strength to be the category Measurement, Analysis, and Knowledge Management, with a score of 4.5. Additionally, the category of Leadership ranked second highest, with a score of 4.4. Results of the Organizational Performance Improvement Snapshot reflect an area for opportunity in the category of Strategic Planning, which received a score of 4.0 from the

staff. Our SIP does address this area. Strategic Planning will directly be addressed in the Return on Investment Goal, with the strategies directly addressing the concerns of the staff in terms of efficiency and practicality. Strategic Planning concerns are also being addressed in a manner that involves all staff, specifically the implementation of curriculum mapping/pacing guides in the school and the facilitation of increased opportunities for collaboration.

MIAMI-DADE COUNTY PUBLIC SCHOOLS

VISION

We are committed to provide educational excellence for all.

MISSION

We provide the highest quality education so that all of our students are empowered to lead productive and fulfilling lives as lifelong learners and responsible citizens.

CORE VALUES

Excellence

We pursue the highest standards in academic achievement and organizational performance.

Integrity

We build positive relationships through honesty, respect and compassion, which enhance the self-esteem, safety, and well-being of our students, families and staff.

Equity

We foster an environment that serves all students and aspires to eliminate the achievement gap.

Citizenship

We honor the diversity of our community by working as a team to ensure the educational success of all of our students and recognize that our obligations go beyond our professional responsibilities to promote democratic principles.

Paul W. Bell Middle School

VISION

Paul W. Bell Middle School enriches 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, using technology, and infusing the School-To-Career Initiative.

MISSION

Paul W. Bell Middle School is committed 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, technology, and the School-To-Career Initiative.

CORE VALUES

Paul W. Bell holds the following beliefs as the motivation for all endeavors undertaken by the school:

- We believe firmly that all children can learn and thus hold them to high expectations.
- We believe that we should be, for all who are involved, a place of realized potential.
- We believe that our responsibility is to our students, to our employees, and to the community and society we serve.

School Demographics

Paul W. Bell employs 112 full-time staff members and 13 part-time members. Of this group, 4 are administrators, 72 are classroom teachers, 17 of which are exceptional education teachers, 5 are guidance counselors, 1 is a media specialist, 1 program specialist, 1 Home Language Assistance Program teacher, 1 reading coach, 6 paraprofessionals, 12 clerical staff members, and 10 custodians. The ethnic/racial makeup of the staff is 69 percent Hispanic, 11 percent White, 11 percent Black, and 8 percent other (Asian, American Indian, and Multi-Racial). Of the teaching staff, fifteen percent are teachers new to the school. Thirty-one percent of the teaching staff has an advanced degree and seven percent are National Board Certified Teachers.

Paul W. Bell Middle School serves 1272 students from the surrounding neighborhood, including standard curriculum students (78 percent), Exceptional Student Education (ESE) students (13 percent), English for Speakers of Other Languages (ESOL) students (9 percent), and economically disadvantaged students (73 percent). The ethnic/racial makeup of the student population is 95 percent Hispanic, 4 percent White, and 1 percent other (Asian, Black, American Indian, and Multi-Racial).

Because of the relatively low-income bracket of the area surrounding the school, the students are in need of support to secure the basic resources and skills that will enable them to become a productive part of the community. The Parent Teacher Student Association (PTSA), counseling staff, and teachers are instrumental in identifying the needy families and providing both direct assistance and references to appropriate social service agencies. Additionally, students that are in need of extra help in mastering the skills taught in the classroom are served through tutoring programs.

School Foundation

Leadership:

The Organizational Performance Improvement Snapshot survey clearly reflects staff confidence and satisfaction in the school's administrative leadership. On a scale of one to five, the average score for the category is 4.4 with a range from 3.9 to 4.6. The highest score in this category was that staff knows the organization's mission and what is to be accomplished. The lowest rating in this category, 3.9, was in the area of the organization asking what the staff thinks.

District Strategic Planning Alignment:

The "Snapshot" survey indicates general satisfaction among staff in this category. The average score of 4.0 with a range from 3.8 to 4.2 demonstrates a consistent agreement among staff. This category had the lowest overall score, yet with only three survey questions addressing this category, conclusions should be carefully drawn.

Stakeholder Engagement:

The "Snapshot" survey indicates a perceived satisfaction of customers. With an average score of 4.3 and a range from 4.1 to 4.5, there is a consistency in responses. The highest score was a 4.5 in response to knowing "my most important customers." This would indicate a strong recognition of purpose. Staff results show a score of 4.4 for keeping in touch with customers. The weakest score in this section, 4.1, addressed staff's autonomy to "make decisions" and "solve problems" for customers, and whether staff asks customers if they are satisfied or dissatisfied with staff's work. Autonomy and customer feedback are areas of slight concern among staff.

Faculty & Staff:

The "Snapshot" survey indicates general satisfaction among staff in this category. The highest score, 4.4, was in response to a "safe workplace." The lowest scores were in response to "my supervisor encourages me to develop my job skills", 4.1, and "recognition for my work", 4.0. Though there is a strong positive response to the questions in this category, there are a handful of low scores.

Teacher Mentoring Programs: Paul Bell does have a mentoring program to assist new educators. PACES allows for peer mentoring, ongoing collaboration among teachers, and facilitates reflection and collegial sharing of Best Practices.

Data/Information/Knowledge Management:

The "Snapshot" survey indicates staff's beliefs about measurement, analysis, and knowledge management of data. The overall score of 4.5 indicates strong agreement in the use of data to monitor student progress. A score of 4.6 for questions about ability to measure, analyze, and make data-driven decisions highlights the success of staff use of data.

Education Design:

The "Snapshot" survey indicates general satisfaction in this category. An average score of 4.2 with a range from 4.2 to 4.3 shows general consensus in the areas of the organizational and individual processes.

Extended Learning Opportunities: Supplemental Educational Services (SES) tutoring will be offered.

Schoolwide Continuous Improvement Model: School Improvement Plan was developed with faculty input and discussions within the Curriculum/Literacy Committee.

Advanced Courses Initiatives and Post Unitary Commitments: Foreign language, science, and mathematics classes are offered to students for high school credit.

Performance Results:

This category of the “Snapshot” survey received the lowest overall ranking, 4.3, and also had the largest range, 3.9 to 4.5. The two particular areas with low results were the “organization removes things that get in the way of progress” with a score of 3.9, and “I know how well my organization is doing financially” with a score of 4.0.

Additional Requirements

Only for schools under state sanction

• High Quality, Highly Qualified Teachers:

Name Emp # Certification

Aiken C 215557 MG Soc.Sci.5-9,Soc.Sci.6-12

Alfaro M 176986 Physical Ed 6-12

Aliaga G 279469 Social Science 6-12

Amador J 170434 Social Science 6-12, MG Math 5-9

Bayo I 197521 MG Math 5-9, Bus. Ed 6-12

Benitez, R 283342 MG Social Science 5-9

Brent-Harris P187423 MG English 5-9, Media Specialist

Brown L 209252 Math 6-12, MG Math 5-9

Buzainz M 239753 ESE Elem/Sec, ESOL Endorsement

Carrasco R 160948 French 7-12, Spanish 7-12, ESOL Elem/Sec

Castro C 207635 Eng. 6-12, MG Eng. 5-9, ESOL Endorsement

Ceballos S 170608 Elementary Ed, Spanish Elem/Sec

Conde M 251902 MG Math 5-9

Cordero I 220987 Mentally Handicap

Cordova B 183761 MG Gen. Science 5-9, Gifted Endorsement

Cornelius T 166077 Physical Ed 6-12

Corvos A 221503 Occ. Spec., MG Soc. Sci 5-9, Ed Leadership

Cubenas V 162997 Spanish Elem/Sec

Dearmas S 224114 SLD Elem/Sec, ESOL Endorsement

Diaz M 271751 Social Science 6-12

Dieguez I 163137 Math 5-9, Psychology 6-12

Don J 243067 English 6-12, Reading K-12

Duque G 236946 Eng. 6-12, MG Eng. 5-9, Gifted Endorsement

Escobar R 161122 Spanish 7-12, Math 6-12

Falcon-OrtegaA 170449 Elementary Ed, ESOL Endorsement

Fernandez E 268035 ESE Elem/Sec

Foley L 215161 MG General Science 5-9

Frade D 216412 MG English 5-9

Garcia D 179968 Elem. Ed, MG Eng., MG Gen. Sci., Gifted End.

Gomez-Naval E 192226 Spa. E/S, ESOL E/S, MG Soc. Sci/ Math, Ed.Lead.

Guaty L 207378 French E/S, Spanish E/S

Guilbaud P 162925 Social Science 6-12, Political Science

Igelsrud K 164933 MG English 5-9, Media Specialist

Jordan P 251825 Chemistry 6-12

Martin E 152527 VE Elem/Sec

Menocal C 239224 MG General Science 5-9

Mestre E 236664 Physical Ed K-8

Morejon E 173111 ESE Elem/Sec

Morejon J 220734 SLD Elem/Sec

Negrelli D 146618 Chemistry, Biology, MG Gen. Sci., Gifted End.

Oruna C 226076 MG General Science 5-9, Physics 6-12
Pazos R 236824 Physical Education K-8
Pereira L 229743 MG General Science 5-9
Quintana O 213553 MG Social Science 5-9
Ramirez L 221523 Elementary Ed, ESOL Endorsement
Reid A 218860 Soc. Sci. 6-12, MG Soc. Sci., Gifted Endorsement
Reverte C 139811 Math 6-12, Ed. Leadership
Rivas R 168245 Psychology 6-12, MG Math 5-9
Roda I 265635 MG English 5-9
Rodriguez S 171943 Spanish 7-12, SLD E/S, VE E/S
Rodriguez Y 252923 English 6-12
Salum A 199377 Elementary Ed, ESOL Endorsement
Sanchez A 243803 ESE Elem/Sec
Santana S 227697 ESE Elem/Sec
Serrano I 251457 Math 6-12
Silva J 253432 Business 6-12
Supplice R 204630 MG Social Science 5-9
Valdes C 240756 English 6-12, ESOL Elem/Sec
Valdes M 266646 ESOL Elem/Sec
Vandersluis M 195538 English 6-12, English 5-9, Gifted Endorsement
Whitby D 267541 ESE Elem/Sec.
Zaldivar C 211839 Elementary Ed, Primary Ed K-3, MG Math 5-9
Zaldivar J 193820 Art, Art Tech-Ed 6-12
Zapata S 240103 Math 6-12

• Highly Qualified, Certified Administrators:

Principal

Mrs. Ingrid M. Soto has a Bachelor of Arts degree in English and Spanish from the University of Miami and a Master's degree in Educational Leadership and School Administration enhanced by 21 years of teaching and administrative experience. She was a language arts teacher for 10 years at Ponce de Leon Middle School. She was an assistant principal for 11 years. For four years at Kinloch Park Middle School, three years at Southwest Miami High School, and the last four at Paul W. Bell Middle School. At all three schools, she was the Assistant Principal for Curriculum.

In 1998 Mrs. Soto was transferred to Southwest Miami High School to spearhead the management of a 2.5 million dollar Annenberg grant awarded to the school. For this purpose, she developed an action plan for the infusion of technology and project-based learning across the curriculum. Additionally, she was responsible for the development and implementation of initiatives to insure compliance with SACS recommendations.

In 2001 she was brought to Paul W. Bell Middle School to provide leadership and curriculum expertise for the continuity of the school's mission to develop bilingual, biliterate, and bicultural students. Student achievement, educational excellence, and the professional growth of our faculty have been her top priorities. For the past four years, she has embarked on a mission to develop and implement strategies to improve students' reading, writing, mathematics, and science skills such as providing Intensive Reading/Mathematics classes to all FCAT level 1 and 2 students, enhancing support for the Accelerated Reader program, and aligning instruction with the Sunshine State Standards. She was responsible for utilizing Title I funds to establish a comprehensive tutorial program and create a second computer lab for the infusion of technology and project-based learning across

the curriculum. Additionally, she spearheaded the development of specific guidelines for the programmatic assessment, recommendation, and placement of students in advanced academic classes. Her leadership strength to foster team work for the achievement of academic and professional excellence is evident in the progressive improvement of the school's grade from a "C" to a "B" and from a "B" to an "A".

Being a bilingual, biliterate, and bicultural professional, she is truly dedicated to providing academic excellence to all our students and committed to Paul Bell's vision of promoting bilingual education in the District. Mrs. Ingrid M. Soto has the proven ability and knowledge to perform all school level administrative functions. In July 2005, Mrs. Soto became the principal of Paul W. Bell Middle School.

Assistant Principal

Gladys W. Fisher had various jobs with the Miami-Dade County Public School system. Mrs. Fisher worked as a certified teacher for 13 years. In 1977, she became certified as an administrator. After a successful career as a teacher, Mrs. Fisher decided to become an assistant principal in 1987, with her first job being at Carol City Middle School from 1987 until 1990. From 1990 until 2000, she was assistant principal at Jose Marti Middle School and was instrumental in raising their school letter grade score from a "D" to a "C". In 2000, Ms. Fisher transferred to Hialeah Middle School as assistant principal and helped raise their school grade from a "D" to a "C" and the next year from a "C" to a "B". In 2003, Ms. Fisher became part of the Paul W. Bell Middle School Administrative Team.

Assistant Principal

Mrs. Frances B. Mundo holds a Bachelor of Arts degree in History from the University of Puerto Rico and a Master's degree in Education Leadership from Nova Southeastern University. She started her career with Miami Dade County Public Schools in 1996. She taught Social Studies at W.R. Thomas Middle School and Glades Middle School for a total of 8 years. Mrs. Mundo was given additional administrative duties such as 6th grade discipline and also served as Test Chairperson at Glades Middle School for four years. For the first eight months during the 2003-2004 school year, Mrs. Mundo was assigned a temporary assistant principal position at Richmond Heights Middle School. During her tenure at Richmond Heights Middle School, Mrs. Mundo was responsible for Student Services, technology, property inventory, custodians, and other various duties and responsibilities. During the latter part of that school year, she also served as temporary assistant principal at Marjory Stoneman Douglas Elementary School. She is currently in her second year as the assistant principal for curriculum at Paul W. Bell Middle School. As APC, Mrs. Mundo directly impacts the quality of curriculum and instruction. She plans and organizes professional development activities for the faculty, monitors and provides support to beginning teachers, ensures that both the ESE and ESOL departments are in full compliance with all District, State and Federal guidelines and regulations. In addition, on a daily basis, Mrs. Mundo strives to ensure that all students receive the excellent education that they deserve.

Assistant Principal

Ideal Garcia spent six years as a teacher, in both the middle and high school arena. During his teaching period, he was a Department Chairperson and "Rookie" Teacher of the Year at Booker T. Washington Senior High School. Mr Garcia has a M.A. in Educational Leadership from Nova Southeastern University. He has been an administrator for ten years at both the middle and senior high school levels. During his tenure as assistant principal, Mr. Garcia has never received less than "Commendable" on his performance standards.

Additionally, Mr. Garcia is on the Advisory Board of the League of United Latin American Citizens (LULAC), and is a member of the Dade Association of School Administrators (DASA). In addition, he attended various professional growth workshops throughout the year to enhance his educational leadership skills.

• Teacher Mentoring:

Paul W. Bell Middle School's Teacher Mentoring Program follows the policies and procedures set forth in the District's Professional Assessment and Comprehensive Evaluation System (PACES) manual. At the beginning of the year new teachers are scheduled to attend a series of District and on-site orientation programs to familiarize them with the Miami-Dade County Public School's policies regarding students and expectations for teachers. Furthermore, new teachers are required to attend monthly meetings with the Assistant Principal in charge of Curriculum, Ms. Frances B. Mundo. Additionally, Annual Contract teachers are assigned a Professional Growth Team comprised of members that are agreed upon by the administration and the Beginning Teachers.

• School Advisory Council:

Paul W. Bell Middle School enjoys a collaborative system of leadership that includes representatives from all stakeholder groups as its primary decision-making group, the Educational Excellence School Advisory Council. These leaders in the school provide the technical support and professional and personal growth opportunities that stakeholders need in order to make informed decisions. Innovation is encouraged and new ideas are implemented and given an opportunity to succeed.

Paul W. Bell Middle School provides an eclectic approach to guarantee quality educational experiences for its students. In facilitating this approach, input from all stakeholders is considered to be an essential part of program improvement. This ongoing collaboration and communication between the school leadership team and the stakeholders enables us to provide educational programs that are tailored to meet the students' needs.

The EESAC at Paul W. Bell Middle School recommended the development of objectives and strategies to be included in the SIP. The EESAC assessed the financial implications of said strategies and made pertinent decisions regarding the expenditures of EESAC funds in relation to the School Improvement Program (SIP) objectives.

• Extended Learning Opportunities

Tutoring/Supplemental Education Services will be provided before and after school for all students in need of additional assistance and support in the areas of reading, writing, mathematics, science and social studies. Recovery courses will be offered before school for students in need of remediation.

• School Wide Improvement Model

The research-based School Improvement Model that is being implemented at Paul W. Bell Middle School is the 8 Step Continuous Improvement Model (CIM), a data-driven improvement model that was developed in Brazosport, Texas. This model supports data-driven decision making, provides for continuous monitoring of student performance, and addresses the achievement gap between all subgroups. Curriculum Mapping will continue to be incorporated into our school infrastructure in order to support the CIM. The curriculum maps developed during the 2005-2006 school year by the Language Arts, Reading, Mathematics, Science, and Social Studies Departments are being aligned with the District-developed Pacing Guides during the weekly departmental meetings. This school year, all departments will meet on a weekly basis to facilitate the analysis and interpretation of data, sharing of best practices, collaboration and collegiality.

GOAL 1: READING

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 1 STATEMENT:

Students will make annual learning gains sufficient to acquire the knowledge, skills, and competency to master state standards in reading.

Needs Assessment

Scores on the 2006 FCAT Reading test indicate that 71% of students in grades six through eight have scored at or above FCAT Achievement Level 3. Additionally, the scores indicate that 23% of Limited English Proficiency and 28% of the Students With Disabilities subgroups identified in the NCLB requirements have scored at or above FCAT Achievement Level 3. A comparison of scores of the 2006 FCAT Reading test and the 2005 FCAT Reading test shows an increase of twelve percentage points in the amount of students reading at or above FCAT Achievement Level 3 in the Students With Disabilities subgroup of the NCLB requirements and an increase of seven percentage points in the amount of students reading at or above FCAT Achievement Level 3 in the Limited English Proficiency subgroup of the NCLB requirements. Furthermore, out of the four Content Clusters assessed on the 2006 FCAT Reading test, all grade levels demonstrated that the area of greatest need for improvement is the Reference and Research Content Cluster.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction using the Sunshine State Standards, students will increase their reading skills as evidenced by 72 percent of students scoring at or above an achievement level of 3 on the 2007 administration of the FCAT Reading test.

Given instruction using the Sunshine State Standards, students in the SWD subgroup will improve their reading skills as evidenced by a minimum of 51 percent of students scoring at or above an achievement level of 3 on the 2007 administration of the FCAT Reading test.

Given instruction using the Sunshine State Standards, students in the LEP subgroup will improve their reading skills as evidenced by a minimum of 51 percent of students scoring at or above an achievement level of 3 on the 2007 administration of the FCAT Reading test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Instruct students in the analysis of historical data (last four years) in reading (FCAT and NRT) to note trends, increases and decreases in particular grades, for students to have meta-cognition of their data and to share with parents a historical snapshot of their reading achievement as part of the Continuous Improvement Model (CIM).	Media Specialist	8/14/2006	9/20/2006	Continuous Improvement Model	\$0.00
Provide students and teachers with FCAT Explorer passwords to facilitate test preparation in reading through infusion of technology.	FCAT Explorer Administrator Language Arts Teachers Reading Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Practice weekly test-taking strategies in science and social studies using content area test practice material.	Science Teachers Social Studies Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Determine reading level for each student through analysis of historical data (last four years of FCAT and NRT results).	Media Specialist	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Instruct Intensive Reading students in charting their FCAT achievement by analyzing weaknesses and strengths in particular clusters as part of the CIM.	Reading Coach Reading Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Instruct students in the use of five graphic organizers (2 column notes,	Reading teachers, Assistant Principal for Curriculum	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00

compare/contrast, cause/effect, summary frame, main idea/details) that will be used across the curriculum to enhance reading comprehension.					
Train teachers on the use of Question-Answer-Relationships (QAR) and the creation of questions using Bloom's Taxonomy.	Assistant Principal for Curriculum, Language Arts Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Continue to provide coaching for teachers focusing on effective reading strategies.	Reading Coach	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Conduct weekly departmental meetings to facilitate the analysis and interpretation of data, sharing of best practices, collaboration and collegiality.	Assistant Principal for Curriculum, Language Arts Department Head, Language Arts and Reading Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$189759.00
ESOL Level 3 and 4 students will participate in the AR program to strengthen fluency.	ESOL Teachers Media Specialist	8/14/2006	5/30/2007	Continuous Improvement Model	\$2303.40
Monitor Accelerated Reader (AR) Program/Student Reading records.	Media Specialist Language Arts Teachers Reading Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$12716.00
Individually assist struggling ESOL students with pull-out tutoring during the school day.	Home Language Assistance Program (HLAP) Teacher	8/14/2006	5/30/2007	Continuous Improvement Model	\$51553.00
Facilitate and encourage enrollment of eligible Title I students in the Supplemental Educational Services (SES) tutoring program.	Assistant Principal for Curriculum, SES Coordinator, SES providers, parents	8/14/2006	05/30/2007	Continuous Improvement Model	\$0.00
Align Language Arts curriculum maps with the District Pacing Guides, as part of the CIM process.	Assistant Principal for Curriculum, Language Arts Department Head, Language Arts Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Train teachers on the use of Snapshot and encourage the continual use of SPI, in order to enhance instruction for all FCAT level 1 - 5 students.	Assistant Principal for Curriculum, Media Specialist, Math Department Head	8/14/2006	05/30/2007	Continuous Improvement Model	\$0.00
Train Social Studies teachers on reading strategies and techniques in order to improve the reading skills of all FCAT Reading Level 1 - 5 students.	Assistant Principal for Curriculum, Reading Coach, Reading teachers, Social Studies teachers	08/14/2006	05/30/2007	Continuous Improvement Model	\$0.00
Identify the students in the SWD and LEP subgroups scoring at Achievement Level 1 and 2 to implement a before/after school tutorial program to address the areas of deficiencies using a diagnostic/prescriptive approach.	Reading Coach, Assistant Principal for Curriculum	08/14/06	05/30/07	Continuous Improvement Model	\$20863.00
Provide Intensive Reading instruction to	Assistant Principal for Curriculum,	8/14/2006	5/30/2007	Continuous	\$0.00

FCAT Level 1 and Level 2 students, with particular emphasis on the Reference and Research Content Cluster assessed on the FCAT reading test.	Reading Coach, Intensive Reading teachers		Improvement Model	
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Research-Based Programs

Several research-based programs will be utilized to ensure successful implementation of our School Improvement Plan. The programs that will be implemented at Paul W. Bell this school year are the 8 Step Continuous Improvement Model (CIM), utilization of the reading text: Bridges to Literature (publisher: McDougal Littell), utilization of the language arts text: (publisher: Prentice Hall), and the use of FCAT Reaching Coach (publisher: Educational Design, Inc.). Additionally, The Read 180 program will be available for use in the reading classes. Furthermore, CReating Independence through Student-owned Strategies (CRISS) will be implemented in all classes. Plato Software will be used for students needing course recovery.

Professional Development

In an effort to increase data analysis skills, all staff will be trained on the use of Snapshot and encouraged to continue to utilize Student Performance Indicators (S.P.I.). CRISS training will be provided to all staff members by the Reading Coach. The 8 Step Continuous Improvement Model (CIM) will be implemented schoolwide. Faculty will be trained on implementing the Comprehensive Research-Based Reading Plan (CRRP), Bloom's Taxonomy and Question-Answer Relationships (QAR).

Evaluation

District Interim Assessments will be administered to all students to ensure appropriate progress is being made in the area of reading. Additionally, the 2007 FCAT Reading test results will serve as an excellent indicator as to whether or not all of our strategies were effective in helping students increase their reading proficiency level.

GOAL 2: MATHEMATICS

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 2 STATEMENT:

Students will make annual learning gains sufficient to acquire the knowledge, skills, and competency to master state standards in mathematics.

Needs Assessment

An assessment of data reveals that 59 percent of students in grades six through eight have scored at or above achievement level of 3 on the 2006 FCAT Mathematics test. Additionally, the scores indicate that 23 percent of the Limited English Proficiency, 20 percent of the Students with Disabilities and 48 percent of the Economically Disadvantaged subgroups identified in the NCLB requirements have scored at or above FCAT achievement level of 3.

A comparison of scores of the 2006 FCAT Mathematics test and the 2005 FCAT Mathematics test shows an increase of three percentage points in the amount of students scoring at or above FCAT achievement level of 3 in the Students with Disabilities subgroup of the NCLB requirements, an increase of one percentage points in the amount of students scoring at or above FCAT achievement level of 3 in the Limited English Proficiency subgroup of the NCLB requirements, and an increase of one percentage points in the amount of students scoring at or above FCAT achievement level of 3 in the Economically Disadvantaged subgroup of the NCLB requirements. Furthermore, out of the five Content Strands assessed on the 2006 FCAT Mathematics test, all grade levels demonstrated various areas of greatest need for improvement. Sixth and seventh grade students demonstrated a great need for improvement in the area of Algebraic Thinking. Eighth grade students demonstrated great need for improvement in two areas: Geometry and Measurement.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATIO N RATE
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction using the Sunshine State Standards, students will increase their mathematics skills as evidenced by 61 percent of students scoring an achievement level of 3 and above on the 2007 administration of the FCAT Mathematics test.

Given instruction using the Sunshine State Standards, students in the Students With Disabilities subgroup will improve their mathematics skills as evidenced by a minimum of 56 percent of students scoring an achievement level of 3 and above on the 2007 administration of the FCAT Mathematics test.

Given instruction using the Sunshine State Standards, students in the Limited English Proficiency subgroup will improve their mathematics skills as evidenced by a minimum of 56 percent of students scoring an achievement level of 3 and above on the 2007 administration of the FCAT Mathematics test.

Given instruction using the Sunshine State Standards, students in the Economically Disadvantaged subgroup will improve their mathematics skills as evidenced by a minimum of 56 percent of students scoring an achievement level of 3 and above on the 2007 administration of the FCAT Mathematics test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Instruct students in analysis of historical data (last four years) in mathematics (FCAT and NRT) to note trends, increases and decreases in particular grades, and for students to have meta-cognition of their data and to share with parents a historical snapshot of their mathematics achievement.	Media Specialist	8/14/2006	9/20/2006	Continuous Improvement Model	\$0.00
Establish criteria for placement of students in Advanced/Honors Mathematics classes and identify students meeting the established requirements.	Math Department Head, Assistant Principal for Curriculum	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Provide students and teachers with FCAT Explorer passwords to facilitate test preparation.	FCAT Explorer Administrator, Advisement Teachers, Mathematics Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Infuse the use of technology by utilizing Classroom Performance Systems (CPS) to facilitate mathematics instruction.	Mathematics Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Develop departmental midterm and final exams by grade level to align instruction with	Math Teachers, Assistant Principal for Curriculum	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00

the Sunshine State Standards.					
Align Mathematics curriculum maps with the District's Pacing Guides.	Math Department Head, Mathematics Teachers, Curriculum Mapping Team.	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Identify the students in the SWD and LEP subgroups scoring at Achievement Level 1 and 2 to implement a before/after school tutorial program to address the areas of deficiencies of the students, using a diagnostic/prescriptive approach.	Math Teachers, Assistant Principal for Curriculum	8/14/2006	5/30/2007	Continuous Improvement Model	\$12178.00
Train teachers on the use of Mathematics Course Recovery software to infuse technology into their classroom instruction.	Mathematics Department Head	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Identify and assist struggling ESOL students with pull-out tutoring during the school day.	Home Language Assistance Program Teacher	08/14/06	05/30/07	Continuous Improvement Model	\$51553.00
Conduct weekly departmental meetings to facilitate the analysis and interpretation of data, sharing of best practices, collaboration and collegiality, as part of the Continuous Improvement Model.	Assistant Principal for Curriculum, Mathematics Department Head, Mathematics Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Train teachers on the use of Snapshot and encourage the continual use of SPI, in order to enhance instruction for all FCAT level 1 - 5 students and NCLB subgroups.	Assistant Principal for Curriculum, Media Specialist, Math Department Head	08/14/2006	05/30/2007	Continuous Improvement Model	\$0.00
Use of SPI to target students' mathematical deficiencies, by strand, including students in the ESE and ESOL programs to assess, monitor, and analyze progress as per the CIM.	Math Teachers	8/14/2006	9/1/2006	Continuous Improvement Model	\$0.00
Facilitate and encourage enrollment of eligible Title I students in the Supplemental Educational Services (SES) tutoring program.	Assistant Principal for Curriculum, SES Coordinator, SES providers, parents	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Provide Intensive Mathematics instruction to FCAT Level 1 and Level 2 students, with particular emphasis on the Algebraic Thinking, Geometry, and Measurement Content Clusters assessed on the FCAT mathematics test.	Intensive Mathematics Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$103106.00
Administer a textbook-generated diagnostic test (Glencoe) to all students to determine their areas of deficiency.	Mathematics Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00

Research-Based Programs

Several research-based programs will be utilized to ensure successful implementation of our School Improvement Plan. The programs that will be implemented at Paul W. Bell this school year are the 8 Step Continuous Improvement Model (CIM), utilization of the state-adopted mathematics textbooks (Glencoe, Prentice-Hall and McDougal Littell), and the use of FCAT Mathematics Coach (Educational Design, Inc.). Furthermore, Plato software will be used for students needing course recovery.

Professional Development

In an effort to increase data analysis skills, all staff will be trained on the use of Snapshot and encouraged to continue to utilize Student Performance Indicators (S.P.I.). Sharing of Best Practices will be achieved through weekly department meetings. The 8 Step Continuous Improvement Model (CIM) will be implemented schoolwide. In house workshops will be held to train teachers on the use of the CPS. Lastly, Mathematics Course Recovery (PLATO) software training will be held for teachers to instruct them in the most effective way to utilize the software in their classroom.

Evaluation

District Interim Assessments will be administered to ensure that appropriate progress is being made by all students in the area of mathematics. Additionally, the 2007 FCAT Mathematics test results will serve as an excellent indicator as to whether or not all of our strategies were effective in helping students increase their mathematics proficiency level.

GOAL 3: WRITING

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 3 STATEMENT:

Students will make annual learning gains sufficient to acquire the knowledge, skills, and competency to master state standards in writing.

Needs Assessment

Although 2006 FCAT Writing + scores show that 86 percent of eighth grade students scored at or above 3.5, the data also reveals an opportunity for improvement in persuasive writing in which 83 percent of students scored at or above 3.5. While 93 percent of students in grade eight scored at or above 3.0 and 86 percent scored at or above 3.5; only 62 percent of students in grade eight scored at or above a score of 4. Therefore, 38 percent of grade eight students have the potential to move to a score of 4. Additionally, 2006 FCAT Writing + test scores indicate that 37 percent of the LEP subgroup, identified in the NCLB requirements, scored in the lower range of the FCAT Writing+ test and 15 percent of the SWD subgroup, identified in the NCLB requirements, scored in the lower range of the FCAT Writing+ test.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction using the Sunshine State Standards, students will increase their writing skills as evidenced by 88 percent of students scoring an achievement level of 3.5 and above on the 2007 administration of the FCAT Writing + Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Align Language Arts curriculum maps with the District's Pacing Guides.	Language Arts Dept. Chair Language Arts Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Infuse use of word processor in writing instruction to use Microsoft Word's Readability Scale and thesaurus to increase sentence complexity and more sophisticated and precise word choice.	Media Specialist Language Arts Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Teach students in the ESOL program the identification of related words (roots, prefixes, and suffixes) to build on home language.	ESOL Teachers, Home Language Assistance Program (HLAP) Teacher	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Train teachers on the use of Snapshot and encourage the continual use of SPI, in order to enhance instruction for all FCAT level 1 - 5 students.	Assistant Principal for Curriculum, Media Specialist, Math Department Head	08/14/2006	05/30/2007	Continuous Improvement Model	\$0.00
Instruct students in the use of five graphic organizers (2 column notes, compare/contrast, cause/effect, summary frame, main idea/details) that will be used across the curriculum to enhance reading and writing skills.	Assistant Principal for Curriculum, Language Arts teachers	08/14/2006	05/30/2007	Continuous Improvement Model	\$0.00
Administer the District FCAT Pre-test schoolwide to determine areas in need of improvement.	Language Arts Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Focus on organization and support in the teaching of writing to students in the ESOL program to achieve at minimum, a Level 3 in FCAT Writing + test.	ESOL Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Facilitate and encourage enrollment of eligible Title I students in the Supplemental Educational Services (SES) tutoring program.	Assistant Principal for Curriculum, SES Coordinator, SES providers, parents	08/14/2006	05/30/2007	Continuous Improvement Model	\$0.00

Research-Based Programs

Several research-based programs will be utilized to ensure successful implementation of our School Improvement Plan. The programs that will be implemented at Paul W. Bell this school year are the 8 Step Continuous Improvement Model (CIM) and Preparing for Florida Writes (Heath). Furthermore, CReating Independence through Student-owned Strategies (CRISS) will be implemented in all classes.

Professional Development

In an effort to increase data analysis skills, all staff will be trained on the use of Snapshot and encouraged to continue to utilize Student Performance Indicators (S.P.I.). CRISS training will be provided by the Reading Coach to all staff members. Lastly, the 8 Step Continuous Improvement Model (CIM) will be implemented schoolwide.

Evaluation

Administration of a schoolwide District FCAT Pre-test will establish a baseline mean score for each language arts class. Additionally, the 2007 FCAT Writing+ test results will serve as an excellent indicator as to whether or not all of our strategies were effective in helping students increase their writing proficiency level.

GOAL 4: SCIENCE

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 4 STATEMENT:

Students will make annual learning gains sufficient to acquire the knowledge, skills, and competency to master state requirements in Science.

Needs Assessment

An analysis of data reveals that 27 percent of students in grade eight have scored at or above FCAT Achievement Level 3 on the 2006 FCAT Science test. Additionally, the 2006 FCAT Science test data reveals that the eighth grade mean scale score of 280 was ten points higher than the District's eighth grade mean scale score of 270. However, students scored nine points below the State's mean scale score of 289. Furthermore, out of the four Content Clusters assessed on the 2006 FCAT Science test, eighth grade students demonstrated a great need for improvement in the content area of Scientific Thinking.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade eight will increase their science skills as evidenced by 51.79 percent of students scoring an achievement level of 3 and above on the 2007 administration of the FCAT Science test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Create a class Science Fair project to teach students the scientific method.	Science Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Promote reading and writing in science by the infusion of CRISS strategies in weekly lesson plans and the use of the workbook Reading Essentials in weekly lessons.	Science Teachers, Reading Coach	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Infuse the use of technology by utilizing Smart Boards and classroom visits to the computer lab to facilitate science instruction.	Science Teachers, Science Department Head	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Hold a Parent Information Night in preparation for the annual Science Fair.	Assistant Principal for Curriculum, Science Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Develop departmental midterm and final exams, by grade level, to align instruction with the Sunshine State Standards.	Science Department Head, Science Teachers, Assistant Principal for Curriculum	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Hold intensive review sessions four weeks prior to the FCAT to reinforce student mastery of science concepts.	Science Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Provide Saturday tutoring in order to provide assistance for students with their Science Fair projects.	Science Department Head, Science Teachers	8/14/2006	12/1/2006	Continuous Improvement Model	\$640.00
Conduct bi-monthly lab activities to enhance students' scientific skills.	Science Teachers	08/14/2006	05/30/2007	Continuous Improvement Model	\$0.00
Create a bank of Science Fair topics and universal manual for students to use as a resource in the development of their own projects.	Science Teachers, Science Department Head	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Align science curriculum maps with District Pacing Guides and implement these throughout all science classes, as part of the CIM process.	Science Teachers, Curriculum Mapping Team, Assistant Principal for Curriculum	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Facilitate and encourage enrollment of eligible Title I students in the Supplemental	Assistant Principal for Curriculum, SES Coordinator, SES providers,	08/14/2006	05/30/2007	Continuous Improvement Model	\$0.00

Educational Services (SES) tutoring program.	parents				
Train teachers on the use of Snapshot and encourage the continual use of SPI, in order to enhance instruction for all FCAT level 1 - 5 students.	Assistant Principal for Curriculum, Media Specialist, Math Department Head	08/14/2006	05/30/2007	Continuous Improvement Model	\$0.00
Train teachers on the use of ExamView and newly adopted Science resources to enhance instruction.	Glencoe representative, Science Department Head, Science teachers	08/14/2006	05/30/2007	Continuous Improvement Model	\$0.00

Research-Based Programs

Several research-based programs will be utilized to ensure successful implementation of our School Improvement Plan. The programs that will be implemented at Paul W. Bell this school year are the 8 Step Continuous Improvement Model (CIM) and the utilization of the state-adopted science textbooks (Glencoe).

Professional Development

In an effort to increase data analysis skills, all staff will be trained on the use of Snapshot and encouraged to continue to utilize Student Performance Indicators (S.P.I.). Sharing of Best Practices will be done through weekly department meetings. Lastly, the 8 Step Continuous Improvement Model (CIM) will be implemented schoolwide.

Evaluation

Teacher-created Interim Assessments in Science will be given to ensure that appropriate progress is being made by all students in the area of science. Additionally, the 2007 FCAT Science test results will serve as an excellent indicator as to whether or not all of our strategies were effective in helping students increase their science proficiency level.

GOAL 5: PARENTAL INVOLVEMENT

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

GOAL 5 STATEMENT:

Paul W. Bell Middle School will increase parental involvement by fostering a home-school partnership that focuses on communication and accessibility.

Needs Assessment

An analysis of data reveals that 42 percent of parents completed the School Climate Survey. Additionally, according to our records, 11 percent of parents have attended four or more school activities, and only four percent of parents volunteered for school activities. Furthermore, PTSA attendance figures indicate that only two percent of our parents attended monthly meetings.

Measurable Objective

Given results obtained by a school-wide parental survey, the school will hold at least ten activities to address the needs of parents in order to increase the level of parental involvement and collaboration between school and home as documented by agendas and attendance sign-in sheets.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Send a letter home with first semester report cards concerning the Parental Involvement Night.	Student Services	8/14/2006	12/22/2006	Continuous Improvement Model	\$0.00
Conduct a Parental Involvement Night to enhance parent/teacher communication.	Administration, Student Services, Community Involvement Specialist, Career Specialist, Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Hold two Parent training nights to educate parents on the use of FCAT resources available and the Parent Internet Viewer feature of the Electronic Gradebook.	Administration, Gradebook Manager, Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Conduct Curriculum Fair for feeder pattern elementary schools in order to provide a smooth transition for students and parents into middle school.	Administration, Student Services	8/14/2006	5/30/2007	Continuous Improvement Model	\$1000.00
Recognize individual students for outstanding improvement based on teacher recommendation. Students will receive a letter of commendation addressed to both student and parent.	Student Services, Teachers	9/22/2006	5/30/2007	Continuous Improvement Model	\$0.00
Inform parents of special school events via Connect-ED, flyers, and monthly calendar (National PTA Standard I).	Administration, Community Involvement Specialist, Activities Director	8/14/2006	05/30/2007	Continuous Improvement Model	\$3000.00
Promote the use of the school's webpage by posting the web address on the report card envelopes as well as on all parent communications.	Administration, Community Involvement Specialist	8/14/2006	5/30/2007	Continuous Improvement Model	\$2000.00

Research-Based Programs

Paul W. Bell will continue to implement the National PTA/PTSA research-based program and National Standards for Parent/Family Involvement Programs.

Professional Development

The Community Involvement Specialist will attend Title I Community Involvement Workshops.

Evaluation

A parent survey will be distributed during Open House. The School Climate Survey will be conducted by the District during the school year. Attendance sign-in rosters from workshops and after-school activities will be kept on file by the Community Involvement Specialist. The Parental Involvement Night will be documented by agendas and sign in sheets.

GOAL 6: DISCIPLINE & SAFETY

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 6 STATEMENT:

The school will minimize the loss of students' instructional time due to disciplinary actions (indoor and outdoor suspensions).

Needs Assessment

According to the 2005 – 2006 Cognos Report, there were 384 incidents resulting in indoor suspension and 183 incidents resulting in outdoor suspension at Paul W. Bell Middle School. Therefore, students involved in these incidents missed valuable instructional time due to suspensions.

Measurable Objective

Given an emphasis on a safe and orderly learning environment, student behavior will improve as evidenced by a decrease in the number of incidents that result in suspensions (indoor and outdoor) during the 2006 - 2007 school year, as compared to the 2005 - 2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Establish a Discipline Committee, to be chaired by the Assistant Principal, which will meet monthly to discuss issues pertaining to the safety and discipline of all students.	Administration, Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
The school will have a counselor conduct Early-Bird intervention sessions, in order to prevent and minimize suspensions.	Administration, Student Services	8/14/2005	5/30/2007	Continuous Improvement Model	\$0.00
Implement a Saturday School Program to be utilized as an alternative to suspensions.	Administration, EESAC, Discipline Committee, Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$13308.00
Provide all students with student planners containing the school's Progressive Discipline Plan, policies and procedures.	Administration	08/14/06	05/30/07	Continuous Improvement Model	\$5440.00
Follow the schoolwide Progressive Discipline Plan.	Administration, Discipline Committee, Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Conduct grade-level orientations, at the beginning of the school year, outlining expected student behavior and the schoolwide Progressive Discipline Plan.	Administration	8/14/2006	8/31/2006	Continuous Improvement Model	\$0.00
Implement a schoolwide detention hall.	Administration, Discipline Committee, SCSI Teacher, Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00

Research-Based Programs

The programs that will be implemented at Paul W. Bell this school year are the 8 Step Continuous Improvement Model (CIM), and the District's Secondary Student Code of Conduct.

Professional Development

A Discipline Committee was established this year at Paul W. Bell Middle School. The committee meets monthly and uses that time to share Best Practices pertaining to discipline and safety issues. Beginning Teachers are mentored in classroom management to ensure a safe learning environment.

Evaluation

Paul W. Bell Middle School will reduce the number of incidents resulting in indoor and outdoor suspensions by five percent as evidenced by the 2006-2007 Cognos report.

GOAL 7: TECHNOLOGY

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 7 STATEMENT:

All instructional personnel will facilitate the implementation of the Parent Internet Viewer feature of the Electronic Gradebook.

Needs Assessment

Results from the Parent Survey administered during the 2006 Open House indicate an interest for parental access to students' academic progress.

Measurable Objective

Given an emphasis on the use of technology in education, 100 percent of teachers will provide accurate records for the Parent Internet Viewer feature of the Electronic Gradebook during the 2006 - 2007 school year, as documented by successful uploading of student grades, attendance and the generation of interim progress reports and report cards.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide Excelsior Gradebook CD-ROMs to teachers for additional assistance.	Gradebook Managers, Media Specialist, Computer Specialist, Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Provide after-school gradebook support through one-on-one help sessions.	Gradebook Manager, Computer Specialist	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Provide trouble-shooting assistance via the school web site.	Gradebook Manager, Web Master	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Provide Excelsior Gradebook Refresher and update training sessions prior to the opening of school and throughout the school year.	Administration, Gradebook Manager, Computer Specialist, Teachers	8/9/2006	5/30/2007	Continuous Improvement Model	\$0.00
Provide on-site one-on-one assistance and support to teachers throughout the school day.	Gradebook Manager, Computer Specialist	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Procure laptops for teacher efficiency and convenience.	Principal	8/14/2006	5/30/2007	Continuous Improvement Model	\$78940.00

Research-Based Programs

Several research-based programs will be utilized to ensure successful implementation of our School Improvement Plan. The programs that will be employed at Paul W. Bell this school year are the 8 Step Continuous Improvement Model (CIM) and the use of Excelsior Gradebook.

Professional Development

Sharing of Best Practices on using electronic gradebook will be included during weekly team meetings and weekly Departmental meetings. Additionally, individualized after-school training sessions with the designated Gradebook Manager will be held twice a week.

Evaluation

Electronically generated Progress Reports and Report Cards for each grading period will indicate that the staff is fully implementing the Electronic Gradebook.

GOAL 8: HEALTH & PHYSICAL FITNESS

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GOAL 8 STATEMENT:

The Physical Education department will increase the amount of students who pass the FITNESSGRAM test.

Needs Assessment

An analysis of data reveals that 47 percent of students in the Physical Education program during the 2005 – 2006 school year received a gold or a silver award on the FITNESSGRAM test. Furthermore, results of a school-generated pre-test indicate that a majority of students are weak in the areas of skinfold, push-ups, and the mile–run.

Measurable Objective

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, 51 percent of students registered in Physical Education classes will receive a gold or a silver award on the 2006 – 2007 FITNESSGRAM test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Administer a pre-test to determine students' areas of strengths and weaknesses.	Physical Education Teachers, Physical Education Department Head	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Administer a post-test to determine areas of student improvement and/or weakness.	Physical Education Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Conduct weekly assessments using the half-mile instrument to build up students' endurance.	Physical Education Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Increase abdominal strength and endurance by conducting weekly curl-up assessments.	Physical Education Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Increase the amount of push-ups performed by students on a weekly basis in order to build tricep, chest, and back strength.	Physical Education Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Increase the amount of warm-up activities performed by students to increase their flexibility.	Physical Education Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Encourage students to improve their nutritional habits throughout the school year to decrease body fat and improve overall wellness.	Physical Education Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00

Research-Based Programs

Several research-based programs will be utilized to ensure successful implementation of our School Improvement Plan. The programs that will be implemented at Paul W. Bell this school year are the 8 Step Continuous Improvement Model (CIM), FITNESSGRAM Standards, and the utilization of the National Standards for Physical Education.

Professional Development

Sharing of Best Practices will be facilitated during weekly Departmental meetings. Teachers will also attend District meetings and workshops.

Evaluation

The 2006 - 2007 Administration of the FITNESSGRAM test will serve as indicator as to whether or not this objective was met. Additionally, a post-test developed by our physical education department will be administered to all students prior to the FITNESSGRAM test to assist in the remediation of any student deficiencies.

GOAL 9: ELECTIVES & SPECIAL AREAS

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 9 STATEMENT:

Paul W. Bell Middle School will provide opportunities for students to become well balanced individuals by developing their creativity, athleticism and socialization skills through extracurricular activities.

Needs Assessment

According to the 2006 FCAT Reading test, 71 percent of our student population has been identified as FCAT Level 1 and 2 students. As per the guidelines of the Comprehensive Research-based Reading Plan, all FCAT Reading Level 1 and Level 2 students must be enrolled in an Intensive Reading course. Additionally, 59 percent of our student population has been identified as FCAT Level 1 and 2 (according to the 2006 FCAT Math test) and were placed in an Intensive Mathematics course. Consequently, there is a decrease of elective opportunities for FCAT Level 1 and Level 2 students.

Measurable Objective

Given emphasis on providing a balanced education that promotes socialization, creativity and athletics, the number of opportunities for students to participate in extracurricular activities will increase by ten activities, when comparing records from the 2005 - 2006 school year to the 2006 - 2007 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Encourage student participation in District contests.	Assistant Principal for Curriculum, Department Heads, Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Hold a Curriculum Fair and Articulation assemblies for future sixth graders to disseminate information regarding school sports, clubs, and activities.	Assistant Principal for Curriculum, Club Sponsors, Sports Coaches	08/14/2006	05/30/2007	Continuous Improvement Model	\$0.00
Disseminate information regarding school activities, sports, and clubs to parents and students via school web site and monthly calendars.	Assistant Principal in charge of Activities, Web Master	08/14/2006	05/30/2007	Continuous Improvement Model	\$0.00
Inform students of club meetings, school activities, and sports during daily announcements	Assistant Principal in charge of Activities, Club Sponsors, Sports Coaches	08/14/2006	05/30/2007	Continuous Improvement Model	\$0.00
Promote and facilitate the planning and realization of a variety of school activities during and after-school hours.	Assistant Principal in charge of Activities, Team Leaders, Club Sponsors, Sports Coaches	08/14/2006	05/30/2007	Continuous Improvement Model	\$0.00

Research-Based Programs

Several research-based programs will be utilized to ensure successful implementation of our School Improvement Plan. The programs that will be implemented at Paul W. Bell this school year are the 8 Step Continuous Improvement Model (CIM) and the utilization of the National Standards for Physical Education.

Professional Development

Sharing of Best Practices will be facilitated during monthly Team Leaders and club/sports meetings. Teachers will also attend District meetings and workshops.

Evaluation

An increase of ten extracurricular activities in the 2006 - 2007 extracurricular records will indicate attainment of this goal.

GOAL 10: RETURN ON INVESTMENT

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 10 STATEMENT:

Paul W. Bell Middle School will rank at or above the 90th percentile statewide in the ROI index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from FLDOE indicate that in the 2004 - 2005 school year, Paul W. Bell Middle school ranked at the 81st percentile on the State of Florida ROI index.

Measurable Objective

Paul W. Bell Middle School will improve its ranking on the State of Florida ROI index publication from the 81st percentile in 2004 -2005 to the 90th percentile on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Become more informed about the use of financial resources in relation to school programs.	Administration, EESAC, Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Collaborate with the District on resource allocation.	Principal	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Research Best Practices and professional development options to improve return on investment.	Administration, Media Specialist	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Explore how to reconstruct administrative roles, teacher professional time, and support staff responsibilities to maximize efficiency of the educational institution.	All stakeholders	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00

Research-Based Programs

Paul W. Bell will implement the 8 Step Continuous Improvement Model (CIM).

Professional Development

Professional development activities will be provided on the ROI index and the interpretation of the data it provides. Student performance data will be analyzed and interpreted in order to evaluate the effectiveness of our investments in the educational programs offered at the school.

Evaluation

On the next State of Florida ROI index publication, Paul W. Bell Middle School will show progress towards reaching the 90th percentile.

EESAC Compliance

YES	NO	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><i>The majority of the Board of Directors/EESAC members are not employed by the school. The Board of Directors SAC is composed of the principal, and an appropriately balanced number of teachers, education support employees, students (for middle, junior high and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.</i></p>

Budget:

The EESAC recommends developing 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.

Training:

The EESAC recommends that the Administrative Team and Department Heads continue to work cooperatively on the identification and coordination of the staff development activities necessary to accomplish the goals of the school.

Instructional Materials:

The EESAC recommends that the Administrative Team and Department Heads continue to work cooperatively in the identification and selection of materials necessary to accomplish the goals of the school.

Technology:

The EESAC recommends that it should continue to be actively included in the decision-making process of the purchasing of hardware and software to support the instructional program.

Staffing:

The EESAC recommends that it continues to be involved in selection process of new staff members that best meet the needs of our school.

Student Support Services:

The EESAC recommends that Student Support Services be available to all students. Services should include: tutoring, academic clubs, extended hours of operation in the school Media Center, and access to online career exploration.

Other Matters of Resource Allocation:

The EESAC recommends that additional resources be sought to support our School Improvement Plan and extended hours of operation in the school Media Center are maintained.

Benchmarking:

The EESAC recommends a review of the school's needs as part of implementation of the Continuous Improvement Model at the school.

School Safety & Discipline:

The EESAC recommends that Student Services continues its Character Education curriculum and promotion of non-violence through Advisement activities. The EESAC also recommends to continue using security cameras, limiting access to the building, and assigning student I.D. badges.

Budget Summary

BY GOAL	TOTAL BUDGET
Goal 1: Reading	\$277,194.40
Goal 2: Mathematics	\$166,837.00
Goal 3: Writing	\$0.00
Goal 4: Science	\$640.00
Goal 5: Parental Involvement	\$6,000.00
Goal 6: Discipline & Safety	\$18,748.00
Goal 7: Technology	\$78,940.00
Goal 8: Health & Physical Fitness	\$0.00
Goal 9: Electives & Special Areas	\$0.00
Goal 10: Return On Investment	\$0.00
<hr/>	
Total:	\$548,359.40

This School Improvement Plan has been developed cooperatively by administrators, teachers, parents, students, and business/community representatives.

The original signature page, including signatures of all persons listed below, is on file at the Region Office.

Required Signatures:

Principal

EESAC Chair

UTD Steward

EESAC Parent Representative

EESAC Business/Community Representative

EESAC Student Representative, as applicable

Additionally, the signature of the Region Superintendent/District Administrator certifies that this plan has been reviewed by appropriate personnel to ensure compliance with state and district rules.

Region Superintendent