

# SCHOOL IMPROVEMENT PLAN 2007 - 2008

Paul W. Bell Middle School (6041)

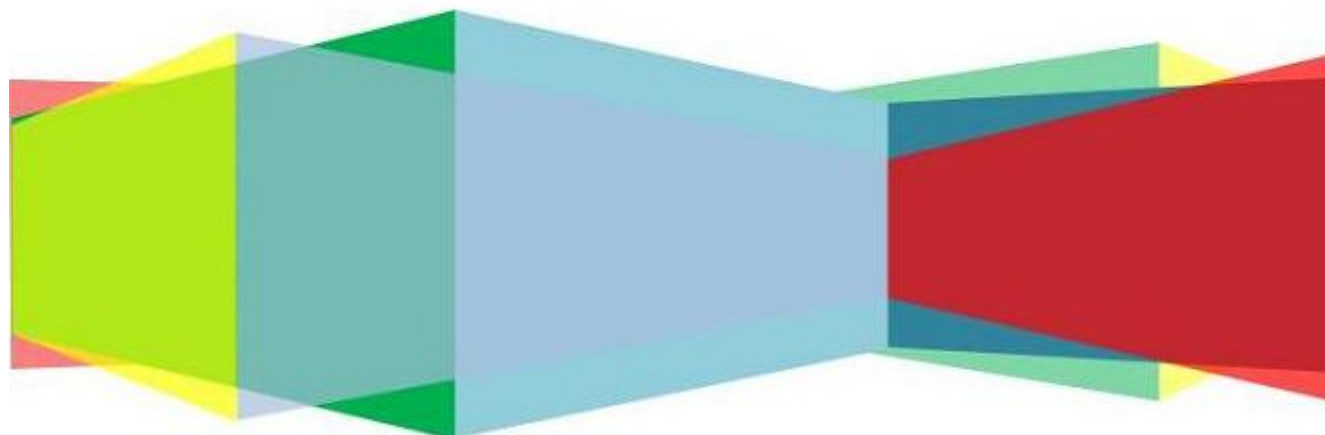
Feeder Pattern - G. Holmes Braddock Senior

Regional Center V

District 13 - Miami-Dade

Principal - Ingrid Soto

Superintendent - Rudolph F. Crew, Ed.D.



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## EXECUTIVE SUMMARY

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Paul W. Bell Middle School is an exciting, state-of-the-art facility located in western Miami-Dade County. Construction of the building began in 1995. The school is 11 years old. Its current enrollment is 1133 with a student population consisting of 95 percent Hispanic, 4 percent White Non-Hispanic, and 1 percent Asian, Black, American Indian, Multi-racial. There are 202 Mathematics FCAT Level 1 students, 241 Mathematics FCAT Level 2 students, 123 Reading FCAT Level 1 students, and 166 Reading FCAT Level 2 students. The student attendance rate was 95.62 during the 2006 - 2007 school year and the retention rate was 3.2 percent. Paul W. Bell is a Title I school and is part of the G. Holmes Braddock Senior High Feeder Pattern in Regional Center V. It is a bilingual school with the following special programs: English for Speakers of Other Languages, Exceptional Student Education which includes two self-contained Autistim Spectrum Disorder units, Extended Foreign Language (EFL), and Gifted. Paul W. Bell Middle School employs 60 classroom teachers (12 of which are exceptional education teachers). Fifteen percent of Paul Bell's teachers are new to the school. Of the teaching staff, thirty-one percent has an advanced degree and seven percent are National Board Certified Teachers. The student/teacher ratio is 19:1. The average class size is 21.4 pupils. Paul W. Bell was awarded the Title III ESOL-Technology Grant, which has enabled the school to set up two computer labs for our English Language Learner population, which is a great area of concern for our school due to the fact that they did not make adequate yearly progress in reading and mathematics. The surrounding community is one of rapid residential and commercial growth. This has enabled Paul W. Bell to acquire 18 valuable Dade Partners, such as McDonald's Group, Papa John's, Costco, and Publix Supermarket.

Paul W. Bell's objectives for the 2007-2008 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 2008 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 58 percent of students scoring at or above an achievement level of 3 on the 2008 administration of the FCAT Reading test.

Given instruction using the Sunshine State Standards, students in the English Language Learners (ELL) subgroup will improve their reading skills as evidenced by a minimum of 58 percent of students scoring at or above an achievement level of 3 on the 2008 administration of the FCAT Reading test.

Given instruction using the Sunshine State Standards, students will increase their mathematics skills as evidenced by 65 percent of students scoring an achievement level of 3 and above on the 2008 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 62 percent of students scoring an achievement level of 3 and above on the 2008 administration of the FCAT Mathematics test.

Given instruction using the Sunshine State Standards, students in the English Language Learners subgroup will improve their mathematics skills as evidenced by a minimum of 62 percent of students scoring an achievement level of 3 and above on the 2008 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 62 percent of students scoring an achievement level of 3 and above on the 2008 administration of the FCAT Mathematics test.

Given instruction using the Sunshine State Standards, students in the Hispanic subgroup will improve their mathematics skills as evidenced by a minimum of 62 percent of students scoring an achievement level of 3 and above on the 2008 administration of the FCAT Mathematics test.

Given instruction using the Sunshine State Standards, students will increase their writing skills as evidenced by 80 percent of students reaching the state required mastery level.

Given instruction using the Sunshine State Standards, students in grade eight will increase their science skills as evidenced by 59 percent of students scoring an achievement level of 3 and above on the 2008 administration of the FCAT Science test.

Given 2007 results obtained by a schoolwide 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 2007 - 2008 school year, as compared to the 2006 - 2007 school year.



# School Improvement Plan

## 2007-2008



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 2007 - 2008 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, 41 percent of students registered in Physical Education classes will receive a gold or a silver award on the 2007 – 2008 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 2006 - 2007 school year to the 2007 - 2008 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 two areas in need of improvement. One is in the category of Strategic Planning, which received a score of 4.0 and Customer and Market Focus, which received a 4.2 from the staff. Our SIP does address these areas. Strategic Planning and Customer and Market Focus 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 and Customer and Market Focus 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.

## 6041 - 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.

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### ***School Demographics***

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Paul W. Bell was built in 1995 and opened its doors for students during the 1997 – 1998 school year. Paul W. Bell Middle School is an exciting, state-of-the-art facility located in western Miami-Dade County and is situated on 18.32 acres. It is a Title I school and is part of the G. Holmes Braddock Senior High Feeder Pattern in Regional Center V. Paul W. Bell employs 104 full-time staff members and 13 part-time members. Of this group, 4 are administrators, 60 are classroom teachers (12 of which are exceptional education teachers), 5 are guidance counselors, 1 is a media specialist, 1 Home Language Assistance Program teacher, 1 Reading Coach, 6 paraprofessionals, 5 security monitors, 10 clerical staff members, and 10 custodians. The ethnic/racial makeup of the staff is 80 percent Hispanic, 6 percent White, and 14 percent Black. Of the teaching staff, fifteen percent are teachers new to the school. Of the teaching staff, thirty-one percent has an advanced degree and seven percent are National Board Certified Teachers. Paul W. Bell Middle School serves 1133 students from the surrounding neighborhood, including standard curriculum students (66 percent), Exceptional Student Education (ESE) students (25 percent), English Language Learners (ELL) students (9 percent), and Economically Disadvantaged students (76 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). There are 202 Mathematics FCAT Level 1 students, 241 Mathematics FCAT Level 2, 123 Reading FCAT Level 1 students, and 166 Reading FCAT Level 2 currently enrolled at Paul W. Bell Middle. We have 128 Gifted students, 109 ELL students, and 168 Students with Disabilities enrolled in our special programs, which are Extended Foreign Language, Gifted, ESE, ESOL, Autism Spectrum Disorder (two units). Of our student population, 76 percent is considered economically disadvantaged (free and reduced). The average class size for standard curriculum courses is 21.37 and the SPED average is 9. Our retention rate is 3.2 percent and the promotion rate is 96.8 percent. During the 2006 – 2007 school years, our attendance rate was 95.5 percent.

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.

Paul W. Bell was awarded the Title III ESOL-Technology Grant, which has enabled the school to set up two computer labs for our English Language Learner population, which is a great area of concern for our school due to the fact that they did not make adequate yearly progress in reading and mathematics. Additionally, students that are in need of extra help in mastering the skills taught in the classroom are served through tutoring programs.

Lastly, Paul W. Bell Middle School fosters collaboration, collegiality, and leadership among department heads, team leaders, teacher mentors, school committees' members, the professional development liaison, and the Administrative Team in support of the Continuous Improvement Model. To facilitate this collaboration, a monthly "Standing Meetings" calendar was created and is implemented.

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## ***School Foundation***

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### **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.



# School Improvement Plan 2007-2008



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## ***Schools Graded 'C' or Below***

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**Professional Development:**

**Disaggregated Data :**

**Informal and Formal Assessments:**

**Alternative Instructional Delivery Methods :**



**Schools Offering Primarily Grades 6 through 12**

**Secondary School Redesign (new State requirement, Sec. 1003.413, F.S.) :**

|                                     |   |
|-------------------------------------|---|
| <input checked="" type="checkbox"/> | Different Innovative Approaches to Instruction            |
| <input checked="" type="checkbox"/> | Responsibility of Teaching Reading for Every Teacher      |
| <input checked="" type="checkbox"/> | Quality Professional Development for Teachers and Leaders |
| <input type="checkbox"/>            | Small Learning Communities (SLC)                          |
| <input checked="" type="checkbox"/> | Intensive Intervention in Reading and Mathematics         |
| <input checked="" type="checkbox"/> | Course Choice Based on Student Goals / Interests / Talent |
| <input checked="" type="checkbox"/> | Master Schedules Based on Student Needs                   |
| <input checked="" type="checkbox"/> | Parental Access and Support                               |
| <input type="checkbox"/>            | Applied and Integrated Courses                            |
| <input type="checkbox"/>            | Academic and Career Planning                              |

Paul W. Bell Middle School includes six of the ten guiding principles of the Secondary School Redesign in its School Improvement Plan. Different Innovative Approaches to Instruction and Responsibility of Teaching Reading for Every Teacher are highlighted in the Reading Goal. Quality Professional Development for Teachers and Leaders is included in the Reading, Mathematics, Writing, and Science strategies. Course Choice Based on Student Goals/Interest/Talents is incorporated in the Reading, Mathematics, Writing, and Science strategies. Intensive Intervention in Reading and Mathematics and Master Schedules Based on Student Needs are both included in the Reading and Mathematics strategies. Parental Access and Support are both emphasized in the Parental Involvement and Science strategies.

Applied and Integrated Courses are currently offered to 7th and 8th grade students in the area of Vocational/Technology as evidenced by our 2007 - 2008 Master Schedule.

Paul W. Bell currently has six teams. The Small Learning Communities (SLC) guideline is evident in the six teams currently implemented at Paul W. Bell Middle School.

Academic and Career Planning is infused in the Civics curriculum. All 7th graders are registered in a Civics and Career Planning course (Regular or Advanced). Additionally, the Career Specialist will create a visitation calendar in order to accommodate all Civics classes to provide career counseling and academic planning.



## Reading Goal

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

#### **Florida Education Priorities**

|   |                                     |                                      |                                     |                                     |   |
|---|-------------------------------------|--------------------------------------|-------------------------------------|-------------------------------------|---|
| 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"/>   |

### **Reading 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 2007 FCAT Reading test indicate that 70% of students in grades six through eight have scored at or above FCAT Achievement Level 3. Additionally, the scores indicate that 24% of English Language Learners 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 2007 FCAT Reading test and the 2006 FCAT Reading test shows an increase of one percentage point in the amount of students reading at or above FCAT Achievement Level 3 in the English Language Learners (ELL) subgroup of the NCLB requirements and a decrease of six percentage points in the amount of students reading at or above FCAT Achievement Level 3 in the Students With Disabilities (SWD) subgroup of the NCLB requirements. Furthermore, out of the four Content Clusters assessed on the 2007 FCAT Reading test, grades 6 and 7 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                                 |
|-------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-------------------------------------|-------------------------------------|
| <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"/> |



# School Improvement Plan 2007-2008



## **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 2008 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 58 percent of students scoring at or above an achievement level of 3 on the 2008 administration of the FCAT Reading test.

Given instruction using the Sunshine State Standards, students in the English Language Learners (ELL) subgroup will improve their reading skills as evidenced by a minimum of 58 percent of students scoring at or above an achievement level of 3 on the 2008 administration of the FCAT Reading test.

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| STRATEGIES   | PERSONS RESPONSIBLE   | START DATE | END DATE  | ALIGNMENT                    | BUDGET |
|--|---|------------|-----------|------------------------------|--------|
| 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  | 8/20/2007  | 6/05/2008 | Continuous Improvement Model | 0      |
| Provide students and teachers with FCAT Explorer passwords to facilitate test preparation in reading through infusion of technology.   | FCAT Explorer Administrator<br>Language Arts Teachers<br>Reading Teachers                             | 08/20/2007 | 6/05/2008 | Continuous Improvement Model | 0      |
| Determine reading level for each student through analysis of historical data (last four years of FCAT and NRT results).  | Media Specialist  | 8/20/2007  | 6/05/2008 | Continuous Improvement Model | 0      |
| Instruct Intensive Reading students in charting their FCAT achievement by analyzing weaknesses and strengths in particular clusters as part of the CIM.  | Reading Coach<br>Reading Teachers   | 8/20/2007  | 6/05/2008 | Continuous Improvement Model | 0      |
| 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 comprehension.   | Reading teachers,<br>Assistant Principal for Curriculum   | 8/20/2007  | 6/05/2008 | Continuous Improvement Model | 0      |
| 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  | 8/20/2007  | 6/05/2008 | Other/ Not Applicable        | 0      |
| Continue to provide coaching for teachers focusing on effective reading strategies.  | Reading Coach   | 8/20/2007  | 6/05/2008 | Other/ Not Applicable        | 0      |
| 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 | 8/20/2007  | 6/05/2008 | Other/ Not Applicable        | 0      |
| ESOL Level 3 and 4 students will participate in the AR program to strengthen fluency.  | ESOL Teachers, Media Specialist   | 8/20/2007  | 6/05/2008 | Other/ Not Applicable        | 2303.4 |
| Monitor Accelerated Reader (AR) Program/Student Reading records.   | Media Specialist<br>Language Arts Teachers<br>Reading Teachers  | 8/20/2007  | 6/05/2008 | Other/ Not Applicable        | 12716  |
| Individually assist struggling ELL students with pull-out tutoring during the school day.  | Home Language Assistance Program (HLAP) Teacher   | 8/20/2007  | 6/05/2008 | Other/ Not Applicable        | 51553  |
| 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                           | 8/20/2007  | 6/05/2008 | Other/ Not Applicable        | 0      |
| 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             | 8/20/2007  | 6/05/2008 | Other/ Not Applicable        | 0      |
| 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                            | 8/20/2007  | 6/05/2008 | Other/ Not Applicable        | 0      |
| 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,<br>Assistant Principal for Curriculum  | 8/20/2007  | 6/05/2008 | Other/ Not Applicable        | 20863  |
| Provide Intensive Reading instruction to FCAT Level 1 and Level 2 students, with particular emphasis on the Reference and Research Content Cluster assessed on the FCAT reading test.  | Assistant Principal for Curriculum, Reading Coach, Intensive Reading teachers                         | 8/20/2007  | 6/05/2008 | Other/ Not Applicable        | 175222 |

### Research-Based Programs



# School Improvement Plan 2007-2008



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 faculty will be encouraged to continue to utilize Student Performance Indicators (S.P.I.). Reading strategies and CrISS training will be provided 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 2008 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.

## Mathematics Goal

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

#### *Florida Education Priorities*

|   |                                     |                                      |                                     |                                     |   |
|---|-------------------------------------|--------------------------------------|-------------------------------------|-------------------------------------|---|
| 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"/>   |

### **Mathematics 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 63 percent of students in grades six through eight have scored at or above achievement level of 3 on the 2007 FCAT Mathematics test. Additionally, the scores indicate that 26 percent of the English Language Learners (ELL), 16 percent of the Students with Disabilities (SWD), 55 percent of the Hispanic, and 53 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 2007 FCAT Mathematics test and the 2006 FCAT Mathematics test shows a decrease of four 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 three percentage points in the amount of students scoring at or above FCAT achievement level of 3 in the English Language Learners subgroup of the NCLB requirements, an increase of three percentage points in the amount of students scoring at or above FCAT achievement level of 3 in the Hispanic subgroup of the NCLB requirements, and an increase of five 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 2007 FCAT Mathematics test, each grade level demonstrated specific areas of need for improvement. Sixth and seventh grade students demonstrated a need for improvement in the areas of Algebraic Thinking, Number Sense, and Measurement. Eighth grade students demonstrated need for improvement in the area of Measurement.

### **NCLB Subgroup Target**



# School Improvement Plan 2007-2008



| TOTAL                               | WHITE                    | BLACK                    | HISPANIC                            | ASIAN                    | NATIVE AMERICAN          | F/R LUNCH                           | LEP                                 | SWD                                 |
|-------------------------------------|--------------------------|--------------------------|-------------------------------------|--------------------------|--------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |

### Measurable Objective

Given instruction using the Sunshine State Standards, students will increase their mathematics skills as evidenced by 65 percent of students scoring an achievement level of 3 and above on the 2008 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 62 percent of students scoring an achievement level of 3 and above on the 2008 administration of the FCAT Mathematics test.

Given instruction using the Sunshine State Standards, students in the English Language Learners subgroup will improve their mathematics skills as evidenced by a minimum of 62 percent of students scoring an achievement level of 3 and above on the 2008 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 62 percent of students scoring an achievement level of 3 and above on the 2008 administration of the FCAT Mathematics test.

Given instruction using the Sunshine State Standards, students in the Hispanic subgroup will improve their mathematics skills as evidenced by a minimum of 62 percent of students scoring an achievement level of 3 and above on the 2008 administration of the FCAT Mathematics test.

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| STRATEGIES   | PERSONS RESPONSIBLE   | START DATE | END DATE  | ALIGNMENT                    | BUDGET |
|--|---|------------|-----------|------------------------------|--------|
| 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  | 8/20/2007  | 9/20/2007 | Continuous Improvement Model | 0      |
| Provide students and teachers with FCAT Explorer passwords to facilitate test preparation.   | FCAT Explorer Administrator, Advisement Teachers, Mathematics Teachers                | 8/20/2007  | 6/05/2008 | Continuous Improvement Model | 0      |
| Infuse the use of technology by utilizing Classroom Performance Systems (CPS) to facilitate mathematics instruction.   | Mathematics Teachers  | 8/20/2007  | 6/05/2008 | Continuous Improvement Model | 0      |
| Develop departmental midterm and final exams by grade level to align instruction with the Sunshine State Standards.  | Math Teachers, Assistant Principal for Curriculum                                     | 8/20/2007  | 6/05/2008 | Continuous Improvement Model | 0      |
| Align Mathematics curriculum maps with the District's Pacing Guides.   | Math Department Head, Mathematics Teachers, Curriculum Mapping Team.                  | 8/20/2007  | 6/05/2008 | Continuous Improvement Model | 0      |
| Identify the students in the SWD and ELL 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                                     | 8/20/2007  | 6/05/2008 | Continuous Improvement Model | 12178  |
| Identify and assist struggling ELL students with pull-out tutoring during the school day.  | Home Language Assistance Program Teacher  | 8/20/2007  | 6/05/2008 | Continuous Improvement Model | 51553  |
| 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 | 8/20/2007  | 6/05/2008 | Continuous Improvement Model | 0      |
| 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            | 8/20/2007  | 6/05/2008 | Continuous Improvement Model | 0      |
| Use of SPI to target students' mathematical deficiencies, by strand, including students in the ESE and ELL programs to assess, monitor, and analyze progress as per the CIM.   | Math Teachers   | 8/20/2007  | 9/20/2007 | Continuous Improvement Model | 0      |
| 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           | 8/20/2007  | 6/05/2008 | Continuous Improvement Model | 0      |
| 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  | 8/20/2007  | 6/05/2008 | Continuous Improvement Model | 132572 |
| Administer a textbook-generated diagnostic test (Glencoe) to all students to determine their areas of deficiency.  | Mathematics Teachers  | 8/20/2007  | 6/05/2008 | Continuous Improvement Model | 0      |

### 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



# School Improvement Plan

## 2007-2008



In an effort to increase data analysis skills, all faculty will be 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 2008 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.

## Writing Goal

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

#### **Florida Education Priorities**

|   |                                     |                                      |                                     |                                     |   |
|---|-------------------------------------|--------------------------------------|-------------------------------------|-------------------------------------|---|
| 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"/>   |

### **Writing Statement**

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

### **Needs Assessment**

Although 2007 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 expository writing in which 83 percent of students scored at or above 3.5. Additionally, 2007 FCAT Writing+ test scores indicate that 24 percent of the ELL subgroup, identified in the NCLB requirements, scored in the lower range of the FCAT Writing+ test and 18 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                      |
|-------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <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"/> |

### Measurable Objective

Given instruction using the Sunshine State Standards, students will increase their writing skills as evidenced by 80 percent of students reaching the state required mastery level.

| STRATEGIES  | PERSONS RESPONSIBLE   | START DATE | END DATE   | ALIGNMENT                    | BUDGET |
|---|---|------------|------------|------------------------------|--------|
| Align Language Arts curriculum maps with the District's Pacing Guides.  | Language Arts Dept. Chair, Language Arts Teachers                           | 8/20/2007  | 6/05/2008  | Continuous Improvement Model | 0      |
| 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<br>Language Arts Teachers                                  | 8/20/2007  | 6/05/2008  | Continuous Improvement Model | 0      |
| 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              | 8/20/2007  | 6/05/2008  | Continuous Improvement Model | 0      |
| 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  | 8/20/2007  | 6/05/2008  | Continuous Improvement Model | 0      |
| 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                  | 8/20/2007  | 6/05/2008  | Continuous Improvement Model | 0      |
| Administer the District FCAT Pre-test schoolwide to determine areas in need of improvement.   | Language Arts Teachers  | 8/20/2007  | 6/05/2008  | Continuous Improvement Model | 0      |
| 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   | 8/20/2007  | 6/05/2008  | Continuous Improvement Model | 0      |
| 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 | 08/20/2007 | 06/05/2008 | Continuous Improvement Model | 0      |

### 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 faculty will be 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 2008 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.

## Science Goal

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

#### *Florida Education Priorities*

|   |                                     |                                      |                                     |                                     |   |
|---|-------------------------------------|--------------------------------------|-------------------------------------|-------------------------------------|---|
| 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"/>   |

### **Science 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 34 percent of students in grade eight have scored at or above FCAT Achievement Level 3 on the 2007 FCAT Science test. Furthermore, out of the four Content Clusters assessed on the 2007 FCAT Science test, eighth grade students demonstrated a need for improvement in the specific areas of Physical/Chemical and Life/Environmental Science.

### Measurable Objective

Given instruction using the Sunshine State Standards, students in grade eight will increase their science skills as evidenced by 59 percent of students scoring an achievement level of 3 and above on the 2008 administration of the FCAT Science test.

| STRATEGIES   | PERSONS RESPONSIBLE   | START DATE | END DATE  | ALIGNMENT                    | BUDGET |
|--|---|------------|-----------|------------------------------|--------|
| Create a class Science Fair project to teach students the scientific method.   | Science Teachers  | 8/20/2007  | 6/05/2008 | Continuous Improvement Model | 0      |
| Promote reading and writing in science by the infusion of CRISS strategies and the use of the workbook Reading Essentials in weekly lessons. | Science Teachers, Reading Coach   | 8/20/2007  | 6/05/2008 | Continuous Improvement Model | 0      |
| 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                                     | 8/20/2007  | 6/05/2008 | Continuous Improvement Model | 0      |
| Hold a Parent Information Night in preparation for the annual Science Fair.  | Assistant Principal for Curriculum, Science Teachers                          | 8/20/2007  | 6/05/2008 | Continuous Improvement Model | 0      |
| 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 | 8/20/2007  | 6/05/2008 | Continuous Improvement Model | 0      |
| Hold intensive review sessions four weeks prior to the FCAT to reinforce student mastery of science concepts.                                | Science Teachers  | 8/20/2007  | 6/05/2008 | Continuous Improvement Model | 0      |
| Provide Saturday tutoring in order to provide assistance for students with their Science Fair projects.                                      | Science Department Head, Science Teachers                                     | 8/20/2007  | 12/1/2007 | Continuous Improvement Model | 640    |
| Conduct bi-monthly lab activities to enhance students' scientific skills.  | Science Teachers  | 8/20/2007  | 6/05/2008 | Continuous Improvement Model | 0      |
| 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                                     | 8/20/2007  | 6/05/2008 | Continuous Improvement Model | 0      |
| 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 | 8/20/2007  | 6/05/2008 | Continuous Improvement Model | 0      |
| 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   | 8/20/2007  | 6/05/2008 | Continuous Improvement Model | 0      |
| 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    | 8/20/2007  | 6/05/2008 | Continuous Improvement Model | 0      |
| Train teachers on the use of ExamView and newly adopted Science resources to enhance instruction.  | Glencoe representative, Science Department Head, Science teachers             | 8/20/2007  | 6/05/2008 | Continuous Improvement Model | 0      |

### 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 faculty will be 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.



# School Improvement Plan 2007-2008



## **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 2008 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.



## Parental Involvement Goal

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

#### *Florida Education Priorities*

|   |                                     |                                      |                          |                                     |   |
|---|-------------------------------------|--------------------------------------|--------------------------|-------------------------------------|---|
| 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*

#### *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 type="checkbox"/>  |

### **Parental Involvement 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 the 2007 data reveals that 70 percent of parents completed the School Climate Survey. Additionally, according to our records, 13 percent of parents have attended four or more school activities, and only one percent of parents volunteered for school activities. Furthermore, PTSA attendance figures indicate that only one percent of our parents attended monthly meetings.

### Measurable Objective

Given 2007 results obtained by a schoolwide 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.

| STRATEGIES  | PERSONS RESPONSIBLE   | START DATE | END DATE  | ALIGNMENT                       | BUDGET |
|---|---|------------|-----------|---------------------------------|--------|
| 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                           | 8/20/2007  | 6/05/2008 | Exchange Meaningful Information | 0      |
| 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                                      | 8/20/2007  | 6/05/2008 | Exchange Meaningful Information | 1000   |
| 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  | 9/22/2007  | 6/05/2008 | Other/ Not Applicable           | 0      |
| Inform parents of special school events via Connect-ED, flyers, and monthly calendar (National PTA Standard I).   | Administration, Community Involvement Specialist, Activities Director | 8/20/2007  | 6/05/2008 | Exchange Meaningful Information | 3000   |
| 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                      | 8/20/2007  | 6/05/2008 | Other/ Not Applicable           | 2000   |
| Reserve Mondays and Tuesdays on the school standing monthly calendar for parent-teacher/team conferences.   | Principal   | 8/20/2007  | 6/05/2008 | Continuous Improvement Model    | 0      |

### 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 parent trainings will be documented by agendas and sign in sheets.

## Discipline & Safety Goal

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

#### *Florida Education Priorities*

|   |                                     |                                      |                                     |                                     |   |
|---|-------------------------------------|--------------------------------------|-------------------------------------|-------------------------------------|---|
| 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"/>   |

#### *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"/>   |

### **Discipline & Safety Statement**

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

### **Needs Assessment**

According to the 2006 – 2007 Cognos Report, there were 317 incidents resulting in indoor suspension and 201 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 2007 - 2008 school year, as compared to the 2006 - 2007 school year.

| STRATEGIES   | PERSONS RESPONSIBLE  | START DATE | END DATE  | ALIGNMENT                        | BUDGET |
|--|--|------------|-----------|----------------------------------|--------|
| 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                                     | 8/20/2007  | 6/05/2008 | Safe and High-quality Facilities | 0      |
| The school will have a counselor conduct Early-Bird intervention sessions, in order to prevent and minimize suspensions.   | Administration, Student Services                             | 8/20/2007  | 6/05/2008 | Other/ Not Applicable            | 0      |
| Implement a Saturday School Program to be utilized as an alternative to suspensions.   | Administration, EESAC, Discipline Committee, Teachers        | 8/20/2007  | 6/05/2008 | Other/ Not Applicable            | 13308  |
| Provide all students with student planners containing the school's Progressive Discipline Plan, policies and procedures.   | Administration   | 8/20/2007  | 6/05/2008 | Exchange Meaningful Information  | 5440   |
| Follow the schoolwide Progressive Discipline Plan.   | Administration, Discipline Committee, Teachers               | 8/20/2007  | 6/05/2008 | Other/ Not Applicable            | 0      |
| Conduct grade-level orientations, at the beginning of the school year, outlining expected student behavior and the schoolwide Progressive Discipline Plan.                     | Administration   | 8/20/2007  | 8/31/2007 | Exchange Meaningful Information  | 0      |
| Implement a schoolwide detention hall.   | Administration, Discipline Committee, SCSI Teacher, Teachers | 8/20/2007  | 6/05/2008 | Other/ Not Applicable            | 0      |

### 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 2007-2008 Cognos report.

## Technology Goal

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

#### *Florida Education Priorities*

|   |                                     |                                      |                                     |                          |   |
|---|-------------------------------------|--------------------------------------|-------------------------------------|--------------------------|---|
| 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"/>   |

#### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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

### **Technology 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 2007 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 2007 - 2008 school year, as documented by successful uploading of student grades, attendance and the generation of interim progress reports and report cards.

| STRATEGIES  | PERSONS RESPONSIBLE  | START DATE | END DATE   | ALIGNMENT             | BUDGET |
|---|--|------------|------------|-----------------------|--------|
| Provide Excelsior Gradebook CD-ROMs to teachers for additional assistance.  | Gradebook Managers,<br>Media Specialist,<br>Computer Specialist,<br>Teachers | 8/20/2007  | 6/05/2008  | Other/ Not Applicable | 0      |
| Provide after-school gradebook support through one-on-one help sessions.  | Gradebook Manager,<br>Computer Specialist                                    | 8/20/2007  | 6/05/2008  | Other/ Not Applicable | 0      |
| Provide trouble-shooting assistance via the school web site.  | Gradebook Manager,<br>Web Master   | 8/20/2007  | 6/05/2008  | Other/ Not Applicable | 0      |
| Provide Excelsior Gradebook Refresher and update training sessions prior to the opening of school and throughout the school year. | Administration,<br>Gradebook Manager,<br>Computer Specialist,<br>Teachers    | 8/20/2007  | 6/05/2008  | Other/ Not Applicable | 0      |
| Provide on-site one-on-one assistance and support to teachers throughout the school day.  | Gradebook Manager,<br>Computer Specialist                                    | 8/20/2007  | 6/05/2008  | Other/ Not Applicable | 0      |
| Provide laptops for all teachers for efficiency and convenience.  | Principal  | 8/20/2007  | 6/05/2008  | Other/ Not Applicable | 5978   |
| Install access points in order to provide faculty with schoolwide wireless internet access.                                       | Computer Specialist  | 8/20/2007  | 11/01/2007 | Other/ Not Applicable | 6894   |

### 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.

## Health & Physical Fitness Goal

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

#### *Florida Education Priorities*

|   |                                     |                                      |                                     |                          |   |
|---|-------------------------------------|--------------------------------------|-------------------------------------|--------------------------|---|
| 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"/>  |

### **Health & Physical Fitness Statement**

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

### ***Needs Assessment***

An analysis of data reveals that 36 percent of students in the Physical Education program during the 2006 – 2007 school year received Excellent or Superior Achievement on the FITNESSGRAM test as compared to 47 percent in the 2005 - 2006 school year. 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, 41 percent of students registered in Physical Education classes will receive a gold or a silver award on the 2007 – 2008 FITNESSGRAM test.

| STRATEGIES   | PERSONS RESPONSIBLE   | START DATE | END DATE  | ALIGNMENT                    | BUDGET |
|--|---|------------|-----------|------------------------------|--------|
| Administer a pre-test to determine students' areas of strengths and weaknesses.  | Physical Education Teachers, Physical Education Department Head | 8/20/2007  | 6/05/2008 | Continuous Improvement Model | 0      |
| Administer a post-test to determine areas of student improvement and/or weakness.  | Physical Education Teachers                                     | 8/20/2007  | 6/05/2008 | Continuous Improvement Model | 0      |
| Conduct weekly assessments using the half-mile instrument to build up students' endurance.   | Physical Education Teachers                                     | 8/20/2007  | 6/05/2008 | Continuous Improvement Model | 0      |
| Increase abdominal strength and endurance by conducting weekly curl-up assessments.  | Physical Education Teachers                                     | 8/20/2007  | 6/05/2008 | Continuous Improvement Model | 0      |
| 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                                     | 8/20/2007  | 6/05/2008 | Continuous Improvement Model | 0      |
| Increase the amount of warm-up activities performed by students to increase their flexibility.                                       | Physical Education Teachers                                     | 8/20/2007  | 6/05/2008 | Healthcare & Healthy Choices | 0      |
| Encourage students to improve their nutritional habits throughout the school year to decrease body fat and improve overall wellness. | Physical Education Teachers                                     | 8/20/2007  | 6/05/2008 | Healthcare & Healthy Choices | 0      |

### 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 2007 - 2008 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.

## Electives & Special Areas Goal

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

#### **Florida Education Priorities**

|   |                                     |                                      |                                     |                                     |   |
|---|-------------------------------------|--------------------------------------|-------------------------------------|-------------------------------------|---|
| 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"/>   |

### **Electives & Special Areas 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 2007 FCAT Reading test, 30 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, 37 percent of our student population has been identified as FCAT Level 1 and 2 (according to the 2007 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 2006 - 2007 school year to the 2007 - 2008 school year.

| STRATEGIES   | PERSONS RESPONSIBLE  | START DATE | END DATE   | ALIGNMENT                         | BUDGET |
|--|--|------------|------------|-----------------------------------|--------|
| Encourage student participation in District contests.  | Assistant Principal for Curriculum, Department Heads, Teachers                           | 8/20/2007  | 6/05/2008  | Academic Enrichment Opportunities | 0      |
| 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                                  | 08/20/2007 | 06/05/2008 | Exchange Meaningful Information   | 0      |
| Inform students of club meetings, school activities, and sports during daily announcements   | Activities/Athletic Coordinator, Club Sponsors, Sports Coaches                           | 08/20/2007 | 06/05/2008 | Exchange Meaningful Information   | 0      |
| 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 | 08/20/2007 | 06/05/2008 | Academic Enrichment Opportunities | 0      |
| 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                        | 08/20/2007 | 06/05/2007 | Exchange Meaningful Information   | 0      |

### 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 2007 - 2008 extracurricular records will indicate attainment of this goal.

## Return On Investment Goal

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

#### **Florida Education Priorities**

|   |                                     |                                      |                                     |                                     |   |
|---|-------------------------------------|--------------------------------------|-------------------------------------|-------------------------------------|---|
| 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"/>   |

### **Return On Investment 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.

| STRATEGIES  | PERSONS RESPONSIBLE              | START DATE | END DATE  | ALIGNMENT                    | BUDGET |
|---|----------------------------------|------------|-----------|------------------------------|--------|
| Become more informed about the use of financial resources in relation to school programs.   | Administration, EESAC, Teachers  | 8/20/2007  | 6/05/2008 | Continuous Improvement Model | 0      |
| Collaborate with the District on resource allocation.   | Principal                        | 8/20/2007  | 6/05/2008 | Continuous Improvement Model | 0      |
| Research Best Practices and professional development options to improve return on investment.   | Administration, Media Specialist | 8/20/2007  | 6/05/2007 | Continuous Improvement Model | 0      |
| Explore how to reconstruct administrative roles, teacher professional time, and support staff responsibilities to maximize efficiency of the educational institution. | All stakeholders                 | 8/20/2007  | 6/05/2008 | Continuous Improvement Model | 0      |

### 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 Improvement Plan 2007-2008



## **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.



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***Budget Summary***

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| <b>BY GOAL</b>            | <b>TOTAL BUDGET</b> |
|---------------------------|---------------------|
| Reading                   | 262657.4            |
| Mathematics               | 196303              |
| Writing                   | 0                   |
| Science                   | 640                 |
| Parental Involvement      | 6000                |
| Discipline & Safety       | 18748               |
| Technology                | 12872               |
| Health & Physical Fitness | 0                   |
| Electives & Special Areas | 0                   |
| Return On Investment      | 0                   |
| <b>Total</b>              | <b>497220.4</b>     |



# School Improvement Plan 2007-2008



Date of Review: \_\_\_\_\_

This School Improvement Plan has been reviewed cooperatively by administrators, teachers, parents, students, and business/community representatives. As a result of this review, modifications to the SIP will be made in the following areas

\_\_\_\_\_

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*