
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 6041 - Paul W. Bell Middle School

FeederPattern: G. Holmes Braddock Senior

Region: Regional Center V

District: 13 - Miami-Dade

Principal: Ingrid Soto

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Paul W. Bell Middle School

Paul W. Bell Middle School is an exciting, state-of-the-art facility located in western Miami-Dade County. Its current enrollment is 1359 with a student population consisting of 96% Hispanic, 3% White Non-Hispanic, and 1% Asian, Black, Indian. The school is part of the G. Holmes Braddock Senior High Feeder Pattern in Region V. It is a bilingual school with the following special programs: Bilingual Education, English for Speakers of Other Languages, Exceptional Student Education which includes an autistic unit, Bilingual Vocational Instructional Program, Project New Beginning, Extended Foreign Language (EFL), gifted, and Project Victory. The surrounding community is one of rapid residential and commercial growth.

Paul W. Bell's objectives for the 2005-2006 school year include:

(General) -

Given instruction using the Sunshine State Standards, students will increase their reading skills as evidenced by 60 percent of students reaching Level 3 or higher on the 2006 FCAT Reading test.

(Students with Disabilities) -

Given instruction using the Sunshine State Standards, students in the SWD subgroup will improve their reading skills as evidenced by a minimum of 44 percent of students scoring at or above FCAT Achievement Level 3 on the 2006 Administration of the FCAT Reading test.

(Limited English Proficiency) -

Given instruction using the Sunshine State Standards, students in the LEP subgroup will improve their reading skills as evidenced by a minimum of 44 percent of students scoring at or above FCAT Achievement Level 3 on the 2006 Administration of the FCAT Reading test.

(General) -

Given instruction using the Sunshine State Standards, students will increase their mathematics skills as evidenced by 61 percent of students reaching the state required mastery level.

(Students with Disabilities) -

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 50 percent of students scoring at or above FCAT Achievement Level 3 on the 2006 administration of the FCAT Mathematics test.

(Limited English Proficiency) -

Given instruction using the Sunshine State Standards, students in the Limited English Proficiency subgroup will improve their mathematics skills as evidenced by a minimum of 50 percent of students scoring at or above FCAT Achievement Level 3 on the 2006 administration of the FCAT Mathematics test.

Given instruction using the Sunshine State Standards, students will maintain or increase their writing skills as evidenced by at least 84 percent of students scoring 4.0 or higher on the 2006 FCAT Writing Plus test.

Given instruction using the Sunshine State Standards, students in grade eight will increase their science skills as evidenced by meeting or exceeding the District mean scale score on the 2006 FCAT Science test.

Given results obtained by a school-wide parental survey, the school will provide three "Home-School Connection Fairs" in conjunction with a minimum of nine the Parental Involvement Nights to address the needs of parents in order to increase the level of parental involvement as documented by booth agendas and attendance rosters.

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a five percent decrease in the number of suspensions (in-school and out-of-school) during the 2005 - 2006 school year, as compared to the 2004 - 2005 school year.

Given an emphasis on the use of technology in education, 100 percent of teachers will use the electronic gradebook by the end of the 2005 -2006 school year as documented by successful uploading of student grades and the generation of report cards.

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, 35 percent of students registered in Physical Education classes will pass the 2005 – 2006 FITNESSGRAM test.

Given emphasis on the benefits of learning a second language, the number of students enrolled in a foreign language class will increase by two percent during the 2005 - 2006 school year as compared to 2004-2005 school year as documented by ITS generated class reports.

Paul W. Bell Middle School will improve its ranking on the State of Florida ROI index publication from the 84th percentile in 2003 to the 90th percentile on the next publication of the index.

Results of the Organizational Performance Improvement Snapshot reveal two areas of opportunity for Paul Bell. Areas of least satisfaction among staff for individual answers were in the Business Practice area (3.7, 4.0). The category in which the staff indicated they were least satisfied with was Strategic Planning (4.1). Our SIP does address both of these areas. Business Practices will directly be addressed in the Return on Investment Goal. Our strategies directly address the concerns of the staff in terms of efficiency and practicality. Strategic Planning concerns are also being address in a manner that effects all staff, specifically the implementation of curriculum mapping in the school.

MIAMI-DADE COUNTY PUBLIC SCHOOLS

VISION

We are committed to provide educational excellence for all.

MISSION

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

CORE VALUES

Excellence

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

Integrity

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

Equity

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

Citizenship

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

Paul W. Bell Middle School

VISION

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

MISSION

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

CORE VALUES

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

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

School Demographics

Paul W. Bell employs 120 full-time staff members and 13 part-time members. Of this group, 4 are administrators, 65 are classroom teachers, 17 are exceptional education teachers, 5 are guidance counselors, 1 is a media specialist, 6 are teacher aides, 12 serve as clerical staff, and 10 perform the custodial duties. Of the teaching staff, 6 percent are teachers new to the school, with the average length of time teaching in Florida being 5 years. Thirty-one percent of the teaching staff has an advanced degree.

Paul W. Bell Middle School serves 1359 students from the surrounding neighborhood, including standard curriculum students (78 percent), Exceptional Student Education (ESE) students (12 percent), English for Speakers of Other Languages (ESOL) students (10 percent), and economically disadvantaged students (78 percent). The ethnic/racial makeup of the student population is 96 percent Hispanic, 3 percent White, and 1 percent other (Asian, Black, Indian, and Multi-Racial).

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

School Foundation

Leadership:

The Organizational Performance Improvement Snapshot presents staff confidence 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 4.1 to 4.7. The highest score in this category, as well as on the entire survey, was that staff knows the organization's mission and what is to be accomplished. The lowest rating in this category, 4.1, was in the area of the organization asking what the staff thinks. In viewing the details to the responses in the Leadership category, there were a total of 15 individual responses of "disagree or strongly disagree" with 11 of those coming from the question about asking the staff for input.

District Strategic Planning Alignment:

The "Snapshot" indicates general satisfaction among staff in this category. The average score of 4.1 with a range from 4.0 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. However, one conclusion mirrors the previous concern in the area of the organization requesting ideas and input from the staff. This was the question in this category that received the lowest score of 4.0. Twelve percent of respondents chose "disagree" while zero chose "strongly disagree."

Stakeholder Engagement:

The "Snapshot" addresses perceived satisfaction of customers. With an average score of 4.3 and a range from 4.2 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, 4.2, 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" reveals general satisfaction among staff in this category. The highest score, 4.5, was in response to a "safe workplace." Curiously, two respondents "disagreed." The lowest scores were in response to "I can make changes to improve my work", 4.2, and "recognition for my work", 4.1. Though there is a strong positive response to the category, there are a handful of low scores in this section to the questions.

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

Data/Information/Knowledge Management:

The "Snapshot" illustrates staff's beliefs about measurement, analysis, and knowledge management of data. The overall score of 4.5 indicates strong agreement with 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” demonstrates general satisfaction in this category. An average score of 4.3 with a range from 4.2 to 4.3 shows general consensus in the areas of the organizational and individual processes.

Extended Learning Opportunities: Before and after school tutoring are offered.

School-wide Improvement Model: School Improvement Plan was developed with faculty input and discussions within the Curriculum 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” was the one that received the lowest overall ranking, 4.3, and also had the largest range, 3.7 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 4.0, and “I know how well my organization is doing financially” with a score of 3.7. Both of these items were the lowest in the survey. The last item mentioned was the only one on the survey that averaged below “Frequently” on the entire survey and had the largest count, 15 percent, for “Disagree and Strongly Disagree”. One item of particular interest was the response to “I am satisfied with my job” with 55 percent strongly agreeing, 33 percent agreeing, 8 percent neither agreeing or disagreeing, and 4 percent disagreeing. One can wonder if this particular question can function as a barometer of previous survey responses if the bottom four percent reflected their dissatisfaction throughout other survey questions. As to the effect these areas have on drop-out and suspension rates, if this survey had been given to customers, a clearer picture would develop as to the impact of business practices and its correlation to customer satisfaction. In other words, those customers ultimately impacted would be the best judge of how the business was best able or not able to meet their needs.

Additional Requirements

Only for schools under state sanction

• High Quality, Highly Qualified Teachers:

Name Emp # Certification

Alfaro M 176986 Physical Ed 6-12

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

Arce C 201214 Elementary Ed 1-6, Ed Leadership

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

Blandon-Gomez B 227542 Voc/Tec - Technical XRAY

Bisco N 257612 Music Elem/Sec

Brent-Harris P 187423 MG English 5-9, Media Specialist

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

Buzainz M 239753 ESE Elem/Sec, ESOL Endorsement

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

Carrodegua M 215656 VE Elem/Sec, MG Gen. Science 5 - 9

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

Ceballos S 170608 Elementary Ed, Spanish Elem/Sec

Coiras M 218369 Elementary Ed, Media Specialist

Comrie-Plater M 211071 Eng. 6-12, MG Eng. 5-9, Ed Leadership

Conde M 251902 MG Math 5-9

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

Cornelius T 166077 Physical Ed 6-12

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

Cubenas V 162997 Spanish Elem/Sec

Dearmas S 224114 SLD Elem/Sec, ESOL Endorsement

Diaz M 271751 Social Science 6-12

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

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

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

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

Falcon-Ortega A 170449 Elementary Ed, ESOL Endorsement, MG English 5 - 9

Fernandez R 220102 SLD Elem/Sec

Foley L 215161 MG General Science 5-9

Frade D 216412 MG English 5-9

Franky P 251982 Health Elem/Sec

Garcia A 238651 ESE Elem/Sec

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

Gomez S 215523 SLD Elem/Sec, Ed Leadership

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

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

Hauser J 154129 Elementary Ed, Ed Leadership

Hernandez-Diaz J 201389 Elementary Ed

Igelsrud K 164933 MG English 5-9, Media Specialist

Klein J 151088 Elementary Ed, Mentally Hndcp

Martin E 152527 VE Elem/Sec
Meltzer L 189172 Comp Sci Elem/Sec, MG Math 5-9
Menocal C 239224 MG General Science 5-9
Mestre E 236664 Physical Ed K-8
Morejon E 173111 ESE Elem/Sec
Morejon J 220734 SLD Elem/Sec
Negrelli D 146618 Chemistry, Biology, MG Gen. Sci., Gifted End.
Oliveros O 233493 MG Social Science 5-9
Ortiz J 201022 SLD Elem/Sec, ESOL Endorsement
Oruna C 226076 MG General Science 5-9, Physics 6-12
Pereira L 229743 MG General Science 5-9
Poo M 224618 Elementary Ed, SLD Elem/Sec
Quintana O 213553 MG Social Science 5-9
Ramirez L 221523 Elementary Ed, ESOL Endorsement
Reid A 218860 Soc. Sci. 6-12, MG Soc. Sci., Gifted Endorsement
Reverte C 139811 Math 6-12, Ed. Leadership
Rivas R 168245 Psychology 6-12, MG Math 5-9
Roda I 265635 MG English 5-9
Rodriguez S 171943 Spanish 7-12, SLD E/S, VE E/S
Rodriguez Y 252923 English 6-12
Rubio J 228549 MG Soc Sci., Soc.Sci. 6-12, ED. Leadership
Salum A 199377 Elementary Ed, ESOL Endorsement
Sanchez A 243803 ESE Elem/Sec
Santana S 227697 ESE Elem/Sec
Serrano I 251457 Math 6-12
Silva J 253432 Business 6-12
Tejidor C 215557 MG Soc.Sci.5-9, Soc.Sci.6-12
Ullivarri T 226551 MG Math 5-9
Valdes C 240756 English 6-12, ESOL Elem/Sec
Valdes M 266646 ESOL Elem/Sec
Vazquez C 242079 SLD Elem/Sec
Zaldivar C 211839 Elementary Ed, Primary Ed K-3, MG Math 5-9
Zaldivar J 193820 Art, Art Tech-Ed 6-12
Zapata S 240103 Math 6-12

• Highly Qualified, Certified Administrators:

Principal

Mrs. Ingrid M. Soto has a Bachelor of Arts degree in English and Spanish from the University of Miami and a Master's degree in Educational Leadership and School Administration enhanced by 21 years of teaching and administrative experience. She was a language arts teacher for 10 years at Ponce de Leon Middle School. She was an assistant principal for 11 years. For four years at

Kinloch Park Middle School, three years at Southwest Miami High School, and the last four at Paul W. Bell Middle School. At all three schools, she was the Assistant Principal for Curriculum.

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

In 2001 she was brought to Paul W. Bell Middle School to provide leadership and curriculum expertise for the continuity of the school's mission to develop bilingual, biliterate, and bicultural students. Student achievement, educational excellence, and the professional growth of our faculty have been her top priorities. For the past four years, she has embarked on a mission to develop and implement strategies to improve students' reading, writing, mathematics, and science skills such as providing Intensive Reading/Mathematics classes to all FCAT level 1 and 2 students, enhancing support for the Accelerated Reader program, and aligning instruction with the Sunshine State Standards. She was responsible for utilizing Title I funds to establish a comprehensive tutorial program and create a second computer lab for the infusion of technology and project-based learning across the curriculum. Additionally, she spearheaded the development of specific guidelines for the programmatic assessment, recommendation, and placement of students in advanced academic classes. Her leadership strength to foster team work for the achievement of academic and professional excellence is evident in the progressive improvement of the school's grade from a "C" to a "B" and from a "B" to an "A".

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

Assistant Principal

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

Assistant Principal

Mrs. Frances B. Mundo holds a Bachelor of Arts degree in History from the University of Puerto Rico and a Master's degree in Education Leadership from Nova Southeastern University. She started her career with Miami Dade County Public Schools in 1996. She taught Social Studies at W.R. Thomas Middle School and Glades Middle School for a total of 8 years. Mrs. Mundo was given additional administrative duties such as 6th grade discipline and also served as Test Chairperson at Glades Middle School for four years. As Test Chairperson, Mrs. Mundo was responsible for the coordination of all school-wide standardized assessments, faculty in-services on testing guidelines and procedures, and test data analysis. Mrs. Mundo also held the position of Activities Director, and as such she organized awards assemblies, field trips and various other school functions. For the first eight months during the 2003-2004 school year, Mrs. Mundo was assigned a temporary assistant principal position at Richmond Heights Middle School. During her tenure at Richmond Heights Middle School, Mrs. Mundo was in charge of Student Services, technology, property inventory, custodians, and other various duties and responsibilities. During the latter part of that school year, she also served as temporary assistant principal at Marjory Stoneman Douglas Elementary School. She is currently the assistant principal in charge of curriculum at Paul W. Bell Middle School.

Assistant Principal

Felix Zabala spent nine years as a teacher, in both the middle and high school arena. During his teaching period, he was the Department Chairperson for the ESOL Department at G. Holmes Braddock Senior High School. During this time, he also was on the Miami-Dade County School District's ESOL Textbook Adoption Committee.

Mr. Zabala has a M.A. in English Education from Florida International University and a Certificate in Educational Leadership from the State of Florida. He has been an administrator for eight years in three different middle schools. During his tenure as assistant principal, Mr. Zabala has never received less than "Commendable" on his performance standards.

Mr. Zabala has been a member of the Dade Association of School Administrators (DASA). In addition, he attended various professional growth workshops throughout the year to enhance his educational leadership skills.

• Teacher Mentoring:

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

• School Advisory Council:

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

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

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

• Extended Learning Opportunities

Tutoring will be provided before and after school to all students in need of additional assistance and support in the areas of reading, writing, mathematics, science, and social studies. A Saturday Academy will be offered to help specific groups of students succeed on the FCAT. Recovery courses will be offered before school for students in need of remediation.

• **School Wide Improvement Model**

The research-based School Improvement Model that will be used at Paul W. Bell Middle School is the 8 Step Continuous Improvement Model (CIM), a data-driven improvement model that was developed in Brazosport, Texas. This model supports data-driven decision making, provides for continuous monitoring of student performance, and addresses the achievement gap between all subgroups. Curriculum Mapping will be incorporated into our school infrastructure in order to support the CIM. The Language Arts and Mathematics Department Chairpersons and the Assistant Principal for Curriculum were trained this summer on how to best implement curriculum maps. The Curriculum Mapping Team will meet bi-monthly to assess, revise, and improve the maps during the year.

GOAL 1: READING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 1 STATEMENT:

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

Needs Assessment

Scores on the 2005 FCAT Reading test indicate that 42 percent of students in grades six through eight have scored below FCAT Achievement Level 3 on the 2004 FCAT Reading test. Additionally, the scores indicate that 84 percent of the Limited English Proficiency and 84 percent of the Students With Disabilities subgroups identified in the NCLB have not scored at or above grade level. A comparison of scores of the 2005 FCAT Reading test and the 2004 FCAT Reading test show an increase of two percentage points in the amount of students reading at or above grade level in the Students With Disabilities subgroup of the NCLB requirements. Furthermore, students in the Limited English Proficiency subgroup of the NCLB requirement decreased their reading proficiency by three percentage points, when comparing scores from the 2005 FCAT Reading test to scores from the 2004 FCAT Reading test.

NCLB SUBGROUP TARGET

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

Measurable Objective

(General) -

Given instruction using the Sunshine State Standards, students will increase their reading skills as evidenced by 60 percent of students reaching Level 3 or higher on the 2006 FCAT Reading test.

(Students with Disabilities) -

Given instruction using the Sunshine State Standards, students in the SWD subgroup will improve their reading skills as evidenced by a minimum of 44 percent of students scoring at or above FCAT Achievement Level 3 on the 2006 Administration of the FCAT Reading test.

(Limited English Proficiency) -

Given instruction using the Sunshine State Standards, students in the LEP subgroup will improve their reading skills as evidenced by a minimum of 44 percent of students scoring at or above FCAT Achievement Level 3 on the 2006 Administration of the FCAT Reading test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Determine reading level for each student through analysis of historical data (last four years of FCAT and NRT results).	Media Specialist	8/8/2005	5/24/2006
Provide students and teachers with FCAT Explorer passwords to facilitate test preparation in reading through infusion of technology.	FCAT Explorer Administrator Language Arts Teachers Reading Teachers	8/8/2005	5/24/2006
Monitor Accelerated Reader (AR) Program/Student Reading records.	Media Specialist Language Arts Teachers Reading Teachers	8/8/2005	5/24/2006
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.	All Teachers	8/8/2005	5/24/2006
Create curriculum maps in language arts by grading period to align instruction to Sunshine State Standards and realign intra-school instruction to address particular Sunshine State Standards earlier in the school year, thus allowing reinforcement throughout the year.	Curriculum Mapping Team Language Arts Teachers	8/8/2005	5/24/2006
Continue to provide coaching to teachers focusing on effective reading strategies.	Reading Coach	8/8/2005	5/24/2006
Assist individual struggling ESOL students with pull-out tutoring during the school day.	ESOL Department Head	8/8/2005	5/24/2006

ESOL Level 3 and 4 students will participate in the AR program to strengthen fluency.	ESOL Teachers Media Specialist	8/8/2005	5/24/2006
Practice weekly test-taking strategies in science and social studies using content area test practice material.	Science Teachers Social Studies Teachers	8/8/2005	5/24/2006
Through implementation of Continuous Instruct students in 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	8/8/2005	8/31/2005
In accordance with the Rigorous Reading Requirement, provide Intensive Reading instruction to all FCAT Level 1 and Level 2 students and develop and maintain Academic Improvement Plans(AIP) with classes scheduled to target the essential elements of reading, and develop and maintain Academic Improvement Plan (AIP) for pertinent students.	Reading teachers, Assistant Principal for Curriculum	8/8/2005	5/24/2006
Instruct Intensive Reading students in charting their FCAT achievement by analyzing weaknesses and strengths in particular clusters as part of the CIM.	Reading Coach Reading Teachers	8/8/2005	5/24/2006

Research-Based Programs

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

Professional Development

In an effort to increase data analysis skills, all staff will be trained on the use of Student Performance Indicators (S.P.I.). CRISS training will be provided by the Reading Coach to all staff members. The 8 Step Continuous Improvement Model (CIM) will be implemented school-wide. Faculty will be trained in the use of 5 graphic organizers to be used across the school (two column notes, summary frame, compare/contrast, main idea/details, cause/effect).

Evaluation

Interim Assessments in Reading will be given to all students to ensure appropriate progress is being made by all students in the area of reading. Additionally, the 2006 FCAT Reading test results will serve as an excellent indicator as to whether or not all of our strategies were effective in helping students increase their reading proficiency level.

GOAL 2: MATHEMATICS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 2 STATEMENT:

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

Needs Assessment

An assessment of data reveals that 41 percent of students in grades six through eight have scored below FCAT Achievement Level 3 on the 2005 FCAT Mathematics test. Additionally, the scores indicate that 78 percent of the Limited English Proficiency and 83 percent of the Students with Disabilities subgroups identified in the NCLB requirements have not scored at or above mastery level. A comparison of scores of the 2005 FCAT Mathematics test and the 2004 FCAT Mathematics test show an increase of four percentage points in the amount of students scoring at or above mastery level in the Students with Disabilities subgroup of the NCLB requirements. However, students in the Limited English Proficiency subgroup of the NCLB requirement showed a decrease of two percentage points in their proficiency in mathematics, when comparing scores from the 2005 FCAT Mathematics test to scores from the 2004 FCAT Mathematics test.

NCLB SUBGROUP TARGET

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

Measurable Objective

(General) -

Given instruction using the Sunshine State Standards, students will increase their mathematics skills as evidenced by 61 percent of students reaching the state required mastery level.

(Students with Disabilities) -

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 50 percent of students scoring at or above FCAT Achievement Level 3 on the 2006 administration of the FCAT Mathematics test.

(Limited English Proficiency) -

Given instruction using the Sunshine State Standards, students in the Limited English Proficiency subgroup will improve their mathematics skills as evidenced by a minimum of 50 percent of students scoring at or above FCAT Achievement Level 3 on the 2006 administration of the FCAT Mathematics test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Utilize departmentalized curriculum maps for grades six through eight, Algebra I, Geometry, and Intensive Mathematics.	Math Department Head, Mathematics Teachers, Curriculum Mapping Team.	8/8/2005	5/24/2006
Administer a textbook-generated diagnostic test (Glencoe) to all students to determine their areas of weakness.	Mathematics Teachers	8/8/2005	5/24/2006
Develop departmental midterm and final exams by grade level to align instruction with the Sunshine State Standards.	Math Teachers, Assistant Principal for Curriculum	8/8/2005	5/24/2006
Establish criteria for placement of all students in Advanced/Honors Mathematics classes and identify students meeting the requirements.	Math Department Head, Assistant Principal for Curriculum	8/8/2005	5/24/2006
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	8/8/2005	8/31/2005
Provide students and teachers with FCAT Explorer passwords to facilitate test preparation.	FCAT Explorer Administrator, Advisement Teachers, Mathematics Teachers	8/8/2005	5/24/2006
Infuse the use of technology by utilizing Classroom Performance Systems (CPS) to facilitate mathematics instruction.	Mathematics Teachers	8/8/2005	5/24/2006

Use of SPI to target students' mathematical deficiencies, by strand, including students in the ESE and ESOL programs to assess, monitor, and analyze progress per CIM.	Math Teachers	8/8/2005	8/31/2005
Provide Intensive Mathematics instruction to FCAT Level 1 and Level 2 students, and develop and maintain AIPs for pertinent students.	Intensive Mathematics Teacher	8/8/2005	5/24/2006
Identify the students in the SWD and LEP subgroups scoring at Achievement Level 1 and 2 to implement a before/after school tutorial program to address the areas of deficiencies of the students, using a diagnostic/prescriptive approach.	Math Teachers, Assistant Principal for Curriculum	8/8/2005	5/24/2006

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.). Futhermore, Plato software will be used for students needing course recovery.

Professional Development

In an effort to increase data analysis skills, all staff will be trained on the use of Student Performance Indicators (S.P.I.). Vertical teaming and Curriculum Mapping workshops were provided by the District and key personnel will ensure that the concepts are implemented. A Mathematics and Science Instructional Improvement team is in place at Paul W. Bell to make sure that students are learning math and science in a hands-on forum to ensure thorough understanding of all concepts. Sharing of Best Practices will be done through bi-monthly department meetings. The 8 Step Continuous Improvement Model (CIM) will be implemented school-wide. 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 teach them the most effective way to use the software in their classroom.

Evaluation

Interim Assessments in Mathematics will be given to all students to ensure that appropriate progress is being made by all students in the area of mathematics. Additionally, the 2006 FCAT Mathematics test results will serve as an excellent indicator as to whether or not all of our strategies were effective in helping students increase their mathematics proficiency level.

GOAL 3: WRITING

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

Florida Education Priorities

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

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

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

GOAL 3 STATEMENT:

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

Needs Assessment

Although 2005 FCAT Writing scores show that 76 percent of students met the state required mastery level of 3.5, the data also reveals opportunities for improvement in both persuasion and expository writing. While 94 percent of students in grade 8 scored at level 3.0 and 76 percent scored at level 3.5; only 55 percent of students in grade 8 scored level 4 or higher. Therefore, 45 percent of grade 8 students have the potential to move to level 4. Additionally, 2005 FCAT Writing test scores indicate that 24 percent of the LEP subgroup scored in the lower range of the FCAT Writing test.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards, students will maintain or increase their writing skills as evidenced by at least 84 percent of students scoring 4.0 or higher on the 2006 FCAT Writing Plus test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Create curriculum maps in language arts by grading period align instruction to Sunshine State Standards and re-align intra-school instruction to address particular Sunshine State Standards earlier in the school year, thus allowing reinforcement throughout the year.	Curriculum Mapping Team Language Arts Dept. Chair Language Arts Teachers	8/8/2005	5/24/2006
Infuse use of word processor in writing instruction to use Microsoft Word's Readability Scale and thesaurus to increase sentence complexity and more sophisticated and precise word choice.	Media Specialist Language Arts Teachers	8/8/2005	5/24/2006
Teach students in the ESOL program the identification of related words (roots, prefixes, and suffixes) to build on home language.	ESOL Teachers ESOL Department Chair	8/8/2005	5/24/2006
Focus on organization and support in the teaching of writing to students in the ESOL program to achieve a Level 3 in FCAT Writing.	ESOL Teachers	8/8/2005	5/24/2006
Administer a school-wide prewriting assessment to determine needs and mean score for each class as part of the CIM.	Language Arts Teachers	8/8/2005	5/24/2006
Create and maintain AIPs for students with writing deficiencies.	Language Arts Teachers	8/8/2005	5/24/2006

Research-Based Programs

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

Professional Development

In an effort to increase data analysis skills, all staff will be trained on the use of 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 school-wide.

Evaluation

Administration of a school-wide prewriting assessment will establish a baseline mean score for each language arts class. Additionally, the 2006 FCAT Writing Plus test results will serve as an excellent indicator as to whether or not all of our strategies were effective in helping students increase their writing proficiency level.

GOAL 4: SCIENCE

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

Florida Education Priorities

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

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

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

GOAL 4 STATEMENT:

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

Needs Assessment

An assessment of the 2005 FCAT Science test data reveals that the eighth grade mean scale score of 282 was ten points higher than the District's eighth grade mean scale score of 272. However, students scored nine points below the State's mean scale score of 291.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade eight will increase their science skills as evidenced by meeting or exceeding the District mean scale score on the 2006 FCAT Science test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Create a bank of Science Fair topics and universal student manual for students to use as a resource in the development of their own projects.	Science Teachers, Science Department Head	8/8/2005	5/24/2006
Create a class Science Fair project to teach students the scientific method.	Science Teachers	8/8/2005	5/24/2006
Provide before and after school science tutoring for FCAT Levels 1 and 2 and LEP students.	Science Teachers, Assistant Principal for Curriculum	8/8/2005	5/24/2006
Provide Saturday tutoring in order to provide assistance for students with their Science Fair projects.	Science Department Head, Science Teachers	8/8/2005	12/1/2005
Provide opportunities for staff development to science teachers on FCAT Science strands.	Assistant Principal for Curriculum, Science Teachers	8/8/2005	5/24/2006
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	8/8/2005	5/24/2006
Establish criteria for placement of students in Advanced/Honors science classes and identify students meeting requirements.	Science Teachers, Science Department Head	8/8/2005	5/24/2006
Conduct a Science Fair Night to recognize top projects.	Science Teachers	8/8/2005	5/24/2006
Promote reading and writing in science by the infusion of CRISS strategies in weekly lesson plans.	Science Teachers, Reading Coach	8/8/2005	5/24/2006
Develop and implement departmentalized curriculum maps, by grading period, for grades six through eight as part of the CIM.	Science Teachers, Curriculum Mapping Team, Assistant Principal for Curriculum	8/8/2005	5/24/2006

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 use of the state-adopted science textbooks (Glencoe).

Professional Development

In order to integrate the use of data analysis in curriculum design, all staff will be trained on the use of Student Performance Indicators (S.P.I.). Vertical teaming and Curriculum Mapping workshops were provided by the District and key personnel will ensure that the concepts are implemented. A Mathematics and Science Instructional Improvement team is in place at Paul W. Bell to make sure that students are learning math and science in a hands-on forum to ensure thorough understanding of all concepts. Sharing of Best Practices will be done through bi-monthly department meetings. Lastly, the 8 Step Continuous Improvement Model (CIM) will be implemented school-wide.

Evaluation

Interim Assessments in Science (teacher-created) will be given to all students to ensure that appropriate progress is being made by all students in the area of science. Additionally, the 2006 FCAT Science test results will serve as an excellent indicator as to whether or not all of our strategies were effective in helping students increase their science proficiency level.

GOAL 5: PARENTAL INVOLVEMENT

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

Florida Education Priorities

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

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

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

GOAL 5 STATEMENT:

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

Needs Assessment

An assessment of data reveals that 70.3 percent of parents completed the 2004-2005 School Climate Survey. Additionally, according to our records, eight percent of parents have attended four or more school activities, and only four percent of parents volunteered for school activities. PTSA attendance figures indicate that only two percent of our parents attended monthly meetings. Furthermore, 75 percent of parents picked up their child's 2004 - 2005 final report cards.

Measurable Objective

Given results obtained by a school-wide parental survey, the school will provide three “Home-School Connection Fairs” in conjunction with a minimum of nine the Parental Involvement Nights to address the needs of parents in order to increase the level of parental involvement as documented by booth agendas and attendance rosters.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Send a letter home with progress reports concerning Parental Involvement Nights.	Student Services	8/8/2005	5/24/2006
Conduct three Parental Involvement Nights to enhance parent/teacher communication. Each night will have a different theme (educational, community involvement, summer preparation). Booths will be set up to disseminate information.	Administration, Student Services, Community Involvement Specialist, Career Specialist, Teachers	8/8/2005	5/24/2006
Develop a database of parents' email, by grade level, for parent communication.	Administration, Community Involvement Specialist, Web Master	8/8/2005	5/24/2006
Promote the use of the school's webpage by stamping the report card envelopes with the school's web page address.	Administration, Community Involvement Specialist	8/8/2005	5/24/2006
Collaborate with the elementary schools in order to provide a smooth transition to middle schools.	Administration, Student Services	8/8/2005	5/24/2006
Utilize Community Involvement Specialist, Activities Director, and Telesoft to advertise school activities in the local community.	Administration, Community Involvement Specialist, Activities Director	8/8/2005	05/24/06
Create a monthly activities calendar to be sent home to parents.	Administration, Activities Director, Community Involvement Specialist	8/8/2005	5/24/2006

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. Parental Involvement Nights will be documented by agendas.

GOAL 6: DISCIPLINE & SAFETY

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

Florida Education Priorities

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

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

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

GOAL 6 STATEMENT:

The school will minimize the loss of instructional time for students due to disciplinary actions.

Needs Assessment

According to the 2003 - 2004 Student Case Management System Executive Summary, there were 407 indoor suspensions and 261 outdoor suspensions at Paul Bell Middle School. Therefore, a portion of the student population missed valuable instructional time due to suspensions.

Measurable Objective

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a five percent decrease in the number of suspensions (in-school and out-of-school) during the 2005 - 2006 school year, as compared to the 2004 - 2005 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement a Saturday School Program to be used in lieu of suspensions.	Administration, EESAC, Discipline Committee, Teachers	8/8/2005	5/24/2006
Implement a school-wide detention hall.	Administration, Discipline Committee, SCSI Teacher, Teachers	8/8/2005	5/24/2006
Follow the school-wide Progressive Discipline Plan.	Administration, Discipline Committee, Teachers	8/8/2005	5/24/2006
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 the school.	Administration, Teachers	8/8/2005	5/24/2006
The school will have a counselor conduct Early-Bird intervention sessions, in order to prevent suspensions.	Administration, Student Services	8/8/2005	5/24/2006
Conduct grade-level orientations, at the beginning of the school year, outlining expected student behavior and the school-wide Progressive Discipline Plan.	Administration	8/8/2005	8/31/2005

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 Student Code of Conduct provided by the District.

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 about 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 in-school and out-of-school suspensions by five percent as evidenced by the 2005-2006 Student Case Management System Executive Summary.

GOAL 7: TECHNOLOGY

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

Florida Education Priorities

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

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

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

GOAL 7 STATEMENT:

All instructional personnel will utilize technology for record-keeping purposes.

Needs Assessment

Results from the 2004 STaR School Profile indicate that the school is below the District and State average in the areas of: Technology Funding/Budget and Instructional Technology Support. Additionally, the profile indicates that in Teacher Technology Standards are also below the District and State average.

Paul W. Bell Middle School was selected to be part of the Wave I implementation of the District Electronic Gradebook.

Measurable Objective

Given an emphasis on the use of technology in education, 100 percent of teachers will use the electronic gradebook by the end of the 2005 -2006 school year as documented by successful uploading of student grades and the generation of report cards.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide Excelsior Gradebook training sessions prior to the opening of school starting and throughout the school year.	Administration, Gradebook Manager, Computer Specialist, Teachers	8/4/2005	5/24/2006
Provide Excelsior Gradebook CD-ROMs to teachers for additional assistance.	Gradebook Managers, Media Specialist, Computer Specialist, Teachers	8/8/2005	5/24/2006
Provide on-site assistance and support to teachers throughout the school day.	Gradebook Manager, Computer Specialist	8/8/2005	5/24/2006
Provide after-school gradebook support through one-on-one help sessions.	Gradebook Manager, Computer Specialist	8/8/2005	5/24/2006
Procure laptops for teacher efficiency and convenience.	Principal	8/8/2005	5/24/2006
Provide trouble-shooting assistance via the school web site.	Gradebook Manager, Web Master	8/8/2005	5/24/2006

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, bi-monthly Curriculum Mapping meetings, and bi-monthly Departmental meetings. Additionally, individualized after-school training sessions with the school Gradebook Manager will be held twice a week.

Evaluation

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

GOAL 8: HEALTH & PHYSICAL FITNESS

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

Florida Education Priorities

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

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

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

GOAL 8 STATEMENT:

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

Needs Assessment

An assessment of data reveals that 30 percent of students in the Physical Education program during the 2004 – 2005 school year passed the FITNESSGRAM test. Furthermore, results of a school-made 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, 35 percent of students registered in Physical Education classes will pass the 2005 – 2006 FITNESSGRAM test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Administer a pre-test to determine students' areas of strengths and weaknesses.	Physical Education Teachers, Physical Education Department Head	8/8/2005	5/24/2006
Encourage students to follow a three month diet, in an attempt to decrease their body fat and increase their endurance.	Physical Education Teachers	8/8/2005	5/24/2006
Increase the amount of push ups done by students on a weekly basis in order to build up their stamina.	Physical Education Teachers	8/8/2005	5/24/2006
Increase the amount of sit-ups done done by students on a weekly basis in order to build up their stamina.	Physical Education Teachers	8/8/2005	5/24/2006
Increase the amount/warm-up activities done by students to increase their flexibility.	Physical Education Teachers	8/8/2005	5/24/2006
Conduct weekly mile-run tests to build up students' endurance.	Physical Education Teachers	8/8/2005	5/24/2006
Administer a post-test to determine areas of student improvement and/or weakness.	Physical Education Teachers	8/8/2005	5/24/2006

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 included during bi-monthly Departmental meetings. Teachers will also attend District meetings and workshops.

Evaluation

The 2005 - 2006 Administration of the FITNESSGRAM test will serve as indicator as to whether or not this objective was met. Additionally, a post-test developed by the department will be administered to all students prior to the FITNESSGRAM test to help address any last minute student deficiencies.

GOAL 9: ELECTIVES & SPECIAL AREAS

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

Florida Education Priorities

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

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

GOAL 9 STATEMENT:

Paul W. Bell Middle School will provide opportunities for students to be bilingual, biliterate, and bicultural.

Needs Assessment

A decrease in elective opportunities for FCAT Reading Level 1 and Level 2 students has resulted from performance on 2005 FCAT Reading test; 42 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. Foreign language enrollment records from the 2004 - 2005 school year reflect that 49 percent of students were enrolled in a foreign language elective.

Measurable Objective

Given emphasis on the benefits of learning a second language, the number of students enrolled in a foreign language class will increase by two percent during the 2005 - 2006 school year as compared to 2004-2005 school year as documented by ITS generated class reports.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Expose students to the offerings in the Foreign Language Department through the articulation process and Curriculum Fair.	Foreign Language Teachers, Administration	8/8/2005	5/24/2006
Promote student participation in the Spanish Club.	Spanish Club Sponsor, Foreign Language Teachers	8/8/2005	5/24/2006
Establish a Hispanic Heritage Parade and continue with the implementation of Hispanic Heritage Month activities.	Multicultural Committee, Foreign Language Teachers, Administration	8/8/2005	5/24/2006
Encourage student participation in District contests.	Foreign Language Teachers, Foreign Language Department Head	8/8/2005	5/24/2006
Provide opportunities for students to be exposed to other countries through Foreign Language Department field trips.	Foreign Language Teachers, Foreign Language Department Head, Administration	8/8/2005	5/24/2006

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 foreign language textbooks (Prentice Hall; McDougal Littell; Holt, Rinehart and Winston).

Professional Development

Sharing of Best Practices will be included during bi-monthly Departmental meetings. Teachers will also attend District meetings and workshops.

Evaluation

A two percent increase in the 2005 - 2006 foreign language enrollment records will indicate attainment of this goal.

GOAL 10: RETURN ON INVESTMENT

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 10 STATEMENT:

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

Needs Assessment

The most recent data supplied from FLDOE indicate that in 2003, Paul W. Bell Middle school ranked at the 84th 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 84th percentile in 2003 to the 90th percentile on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Become more informed about the use of financial resources in relation to school programs.	Administration, EESAC, Teachers	8/8/2005	5/24/2006
Collaborate with the District on resource allocation.	Principal	8/8/2005	5/24/2006
Allocate money for before and after school tutoring.	Principal	8/8/2005	5/24/2006
Purchase additional instructional resources for the Intensive Reading and Intensive Mathematics classes.	Principal, Reading Coach, Mathematics Department Head	8/8/2005	5/24/2006
Research Best Practices and professional development options to improve return on investment.	Administration, Media Specialist	8/8/2005	5/24/2006
Explore how to reconstruct administrative roles, teacher professional time, and support staff responsibilities to maximize efficiency of the educational institution.	All stakeholders	8/8/2005	5/24/2006

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. Data will be analyzed to evaluate the effectiveness of our investments in the educational programs offered at the school based on student performance.

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 as it pertains to the purchasing of hardware and software such as Accelerated Reader, Read 180, and Compass Learning.

Staffing:

The EESAC recommends that it continues to be involved in selecting staff who will coordinate projects necessary to successfully implement the strategies of the School Improvement Plan.

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 Library 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 Library Media Center are maintained.

Benchmarking:

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

School Safety & Discipline:

The EESAC recommends that Student Services continue its character education and promotion of non-violence through Advisement activities. The EESAC also recommends security cameras, limited accessibility to the building, and assignment of student I.D. badges.

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

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

Required Signatures:

Principal

EESAC Chair

UTD Steward

EESAC Parent Representative

EESAC Business/Community Representative

EESAC Student Representative, as applicable

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

Region Superintendent