

# MIAMI DADE COUNTY PUBLIC SCHOOLS

## School Improvement Process

### School Information

#### **Name of School (School Number - School Name)**

6041-Paul W. Bell Middle School

#### **Principal (Last Name, First Name)**

Gonzalez, Jeffrey

#### **Assistant Principal(s) (Last Name, First Name; Last Name, First Name)**

Jones, Rico

#### **MTSS Coordinator (Last Name, First Name)**

Jones, Rico

#### **Demographic Overview**

Paul W. Bell Middle School is an exciting, state-of-the-art facility located in western Miami-Dade County. Its current enrollment is 425 with a student population consisting of 97% Hispanic, 2% White Non-Hispanic, and 1% Other. The school is part of the G. Holmes Braddock Senior High Feeder Pattern in the South Region. Paul W. Bell Middle School offers a variety of academic programs, including The Cambridge Magnet Program, The Rising Autism Academy, The Superintendent's Autism Academy (Intensive Communication Academy), English for Speakers of Other Languages, Exceptional Student Education, Vocational Education Program, Coding, Robotics, and the Gifted Program. The surrounding community is one of rapid residential and commercial growth.

#### **Current School Status**

##### **a. Provide the School's Mission Statement**

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

##### **b. Provide the School's Vision Statement**

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

#### **School Narrative**

##### **1. Provide a brief description of the community the school serves as well as highlighting the unique features and programs within the school.**

Paul W. Bell Middle School is an exciting, state-of-the-art facility located in western Miami-Dade County enriching the surrounding community it serves through the development of bilingual, biliterate, and bicultural students. We strive for excellence in the development of lifelong learners and productive citizens by improving academic competencies using technology. Our school climate survey, panorama data and home language survey will help to provide a snapshot of our students' social and emotional needs. Students have a

homeroom/advisement class every morning. Students receive academic information and guidance on academic and character education topics from their advisement teacher. The daily interaction between the teacher and student during advisement provides children the opportunity to have an adult in the building that is accessible to them for assistance and advice. The relationship between teachers and students is strengthened throughout the school year as teachers better understand their students' cultures and backgrounds. The Student Services Department uses various data points and community resources to meet the academic and social emotional needs of all students while the onsite school nurse offers medical services and promotes a healthy lifestyle. Lastly, Paul W. Bell has entered into a partnership with Florida International University (FIU). The name of the program is FIU Teach, which focuses on pairing aspiring teachers with veteran teachers.

### **Are you a Title I School?**

yes

### **Please confirm the following. School Improvement Plan (SIP) district coordinated educational interventions to be selected by schools implementing the Title I Schoolwide Program**

Participate in district coordinated efforts to improve student outcomes at the schoolsite through educational services (Such as extended learning opportunities, summer services, before or after school tutorials, intersection and spring recess tutorial sessions, etc.), in accordance with the approved SIP/Title I Plan.

Participate in discretionary educational services provided by the school district generated from the proportionate share of this school's Title I Schoolwide Program allocation. Such services are tailored in accordance to the educational needs of the students as depicted within the SIP/Title I Plan.

### **Phase I: Data Analysis (July 15 – August 14, 2020)**

Phase I of the School Improvement Process will begin at the 2020 Synergy Summer Institute. The School Leadership Team (SLT) will participate in a Strategic Planning Course to initiate the yearlong School Improvement Process. During the Synergy Summer Institute, the SLT will analyze a comprehensive set of quantitative and qualitative data within the areas of School Culture and Academic Programs from the previous school year.

After Synergy the SLT will continue the completion of Phase I by reflecting on the current practices and processes contributing to the data results during a Systems Review. The SLT will review and consider Essential Practices utilized in M-DCPS and identify practices within School Culture and Academic Programs to sustain or enhance the implementation of the school's continuous improvement process. The SLT will develop overarching Outcome Statements for the 2020-2021 school year.

Phase I will conclude with the design of an Opening of Schools Professional Development Agenda that will serve to: present the findings to the faculty to gain stakeholder involvement/feedback, build consensus and develop a collective understanding of how the school's plan will address, and be aligned to, the school's unique opportunities for improvement.

Phase I includes:

- Data and Systems Review
- School Culture and Academic Programs Data Map via Power BI: SIP Dashboard
- School Culture Data and Systems Review Organizer
- Academic Programs Data and Systems Review Organizer
- Essential Practices Selection
- School Leadership Core Competencies
- Priority Actions Development
- Outcome Statements
- Opening of School Professional Development

## **Phase I**

### **Data Analysis**

## **Analyze - Reflect - Identify**

Phase I will be completed during the 2020 Synergy Summer Institute.

July 15 - August 14, 2020

*During the Synergy Summer Institute, SLTs will collaborate in trainings led by District staff designed to analyze, reflect and identify the components that contributed to the previous year's data outcomes. The series of professional development courses will assist schools in developing and implementing the School's Improvement Process with a high degree of fidelity to maximize the impact and investment by stakeholders into all school improvement initiatives.*

*Through data disaggregation, reflection and discussion, the SLT's goal will be to identify and agree on the Essential Practices that would need to be sustained or enhanced during the 2020-2021 school year to ensure improvement in School Culture and Academic Programs.*

*Phase I will conclude with each school:*

- *Identifying the Priority Actions for each Essential Practice selected*
- *Identifying the Outcome Statements for School Culture and Academic Programs*
- *Creating a plan to provide the faculty with professional development and garner feedback from all stakeholders on all Phase I content during the 2020-2021 Opening of Schools*

## **PART ONE - Synergy Summer Institute**

### **DATA AND SYSTEMS REVIEW**

*School Leadership Teams will access and review all 2019-2020 data points provided on the SIP Dashboard located on Power BI. Systems Review Organizers will assist the school to further examine and align results to the Essential Practices.*

#### *Data and Systems Review*

1. *SLTs will analyze the School Culture and Academic Programs Data on the SIP Dashboard (i.e. student level data and teacher level data) and discuss findings.*
2. *Within the Data and Systems Review Organizer, classify data findings into the second column titled:*

*“Data Findings & Area” based on their appropriate rating (input no more than three data points for each rating):*

- ***Significantly Improved Data Findings:*** *Data findings that indicate substantial increases as compared to previous years. Also, data findings that, when compared to schools with similar*

demographics, indicate above the norm performance. Select the three data points that have had the greatest positive impact on the school's overall success.

- **Neutral Data Findings:** Data findings that have remained constant, with little to no improvement/decline from previous years. Also, data findings that, when compared to schools with similar demographics, indicate with-in the norm performance. Select the data points that, if improved, could have the greatest impact on the school's overall performance.
- **Significantly Decreased Data Findings:** Data findings that have declined in value from previous years. Also, data findings that, when compared to schools with similar demographics, indicate below the norm performance. Select the three data points that have had the negative impact on overall school success.

3. Within the Data and Systems Review Organizer, input a rationale for each data finding into the third column titled "Rationale for Selection of Data" for School Culture and Academic Programs.
4. Within the Data and Systems Review Organizer, the SLTs will review each data point selected and after the Systems Review will determine which Essential Practices contributed the most or had the greatest impact for each data finding (positive, neutral, and/or negative). The School Leadership Team will enter the Essential Practices into the fourth column titled "Connected Essential Practices". Input no more than three Essential Practices for each data finding (only one per each data finding is required).

The Data and Systems Review process will enable the SLTs to thoroughly analyze data results and identify the factors that have had the greatest impact on their school's performance.

## DATA AND SYSTEMS REVIEW ORGANIZER

### SCHOOL CULTURE

<b>Data Rating</b>	<b>Data Findings &amp; Area</b>  Be specific in defining each data element below.	<b>Rationale for Selection of Data</b>  Why was this data finding selected as being most impactful?	<b>Connected Essential Practices</b>  Which Essential Practice(s) contributed most to the data findings?
<b>Significantly Improved Data Findings</b>	The 2018-2019 School Climate Survey results (on PowerBI) indicated 73% of students agreed with the statement: "I am getting a good education at my school". The 2019-2020 School Climate Survey results (on PowerBI) indicated 76% of students strongly agreed with the statement: "I am getting a good education at my school". This is a 3 percentage point increase.	This data finding is particularly significant because if students feel that they are getting a good education in school, it will positively impact stakeholders' perception of the school, student attendance, student enrollment, and student performance.	Effective Use of School and District Support Personnel  Consistent Protocols to Maintain a Clean and Welcoming School Environment  Staff-Student Connections
	The 2018-2019 School Climate Survey results (on	This data finding is	Effective

	<p>PowerBI) indicated 77% of students agreed with the statement: “My school has enough books and equipment to help me learn”. The 2019-2020 School Climate Survey results (on PowerBI) indicated 85% of students strongly agreed with the statement: “My school has enough books and equipment to help me learn”. This is an 8 percentage point increase.</p>	<p>particularly significant because if students feel that they have the tools necessary to succeed, then student performance will increase.</p>	<p>Use of School and District Support Personnel</p> <p>Consistent Protocols to Maintain a Healthy and Safe School Environment</p> <p>Student Voice</p>
	<p>The 2018-2019 School Climate Survey results (on PowerBI) indicated 85% of staff disagreed with the statement: “I feel that there are too many students in each class”. The 2019-2020 School Climate Survey results (on PowerBI) indicated 87% of staff disagreed with the statement: “I feel that there are too many students in each class”. This is a 2 percentage point increase.</p>	<p>This data finding is particularly significant because if staff does not feel overwhelmed with the number of students in class, it will positively impact student performance.</p>	<p>Effective Use of School and District Support Personnel</p> <p>Empower Teachers And Staff</p> <p>Consistent Protocols to Maintain a Healthy and Safe School Environment</p>

### Essential Practice for Significantly Improved Data Findings (Sustained)

#### Effective Use of School and District Support Personnel

<b>Data Rating</b>	<b>Data Findings &amp; Area</b>  Be specific in defining each data element below.	<b>Rationale for Selection of Data</b>  Why was this data finding selected as being most impactful?	<b>Connected Essential Practices</b>  Which Essential Practice(s) contributed most to the data findings?
<b>Neutral Data Findings</b>	<p>The 2018-2019 School Climate Survey results (on PowerBI) indicated 54% of students agreed with the statement: “The overall climate of my school is positive and helps me learn”. The 2019-2020 School Climate Survey results (on PowerBI) indicated 54% of students agreed with the statement: “The overall climate of my school is positive and helps me learn”. There was no change in School Climate Survey results (on PowerBI) from 2018-2019 to 2019-2020.</p>	<p>This data finding is significant because if students don't feel that the climate is positive and see value in their education, then student buy-in, effort, and performance will be affected.</p>	<p>Communicate With Stakeholders</p> <p>Shared Vision/Mission</p> <p>School Spirit, Pride and</p>

			Branding
	The 2018-2019 School Climate Survey results (on PowerBI) indicated 4% of staff agreed with the statement: “I feel there is a school violence problem”. The 2019-2020 School Climate Survey results (on PowerBI) indicated 4% of staff agreed with the statement: “I feel there is a school violence problem”. There was no change in School Climate Survey results (on PowerBI) from 2018-2019 to 2019-2020.	This data finding is significant because if staff members don't feel that they are working in a safe environment, then staff performance, attendance, communication, and buy-in will be affected.	Communicate With Stakeholders Effective Use of School and District Support Personnel Consistent Protocols to Maintain a Healthy and Safe School Environment
	The 2018-2019 School Climate Survey results (on PowerBI) indicated 0% of staff agreed with the statement: “I feel there is student gang activity”. The 2019-2020 School Climate Survey results (on PowerBI) indicated 0% of staff agreed with the statement: “I feel there is student gang activity”. There was no change in School Climate Survey results (on PowerBI) from 2018-2019 to 2019-2020.	This data finding is significant because staff performance, attendance, and communication will be affected if staff members don't feel that they are working in a safe environment.	Communicate With Stakeholders Effective Use of School and District Support Personnel Consistent Protocols to Maintain a Clean and Welcoming School Environment

### Essential Practice for Neutral Data Findings (Secondary)

Communicate With Stakeholders

<b>Data Rating</b>	<b>Data Findings &amp; Area</b>  Be specific in defining each data element below.	<b>Rationale for Selection of Data</b>  Why was this data finding selected as being most impactful?	<b>Connected Essential Practices</b>  Which Essential Practice(s) contributed most to the data findings?
<b>Significantly Decreased Data Findings</b>	The 2018-2019 School Climate Survey results (on PowerBI) indicated 52% of staff agreed with the statement: “I feel staff morale is high at my school”. The 2019-2020 School Climate Survey results (on PowerBI) indicated 26% of staff agreed with the statement: “I feel staff	This is a significant data finding because this decrease in staff morale has a negative impact on our school climate. A feeling of low morale in teachers directly impacts teacher performance	Empower Teachers And Staff Effective Use of

	morale is high at my school”. This is a 26 percentage point decrease.	which, in turn, will impact student performance.	School and District Support Personnel  Team Building Activities
	The 2018-2019 School Climate Survey results (on PowerBI) indicated 83% of students disagreed with the statement: “Student drug and alcohol use are problems at my school”. The 2019-2020 School Climate Survey results (on PowerBI) indicated 74% of students disagreed with the statement: “Student drug and alcohol use are problems at my school”. This is a 9 percentage point decrease.	This data finding is significant because student safety and student freedom from exposure to mind altering substances is of utmost importance. A student that feels safe (from peer pressure and exposure to drugs/alcohol) is a student that will feel free to focus on academic endeavors.	Empower Teachers And Staff  Effective Use of School and District Support Personnel  Consistent Protocols to Maintain a Healthy and Safe School Environment
	The 2018-2019 School Climate Survey results (on PowerBI) indicated 60% of staff disagreed with the statement: “I frequently feel overloaded and overwhelmed at my job”. The 2019-2020 School Climate Survey results (on PowerBI) indicated 52% of staff disagreed with the statement: “I frequently feel overloaded and overwhelmed at my job”. This is an 8 percentage point decrease.	This is a significant data finding because this increase in percentage points has a negative impact on our school climate and teacher productivity. Teachers feeling overwhelmed impact teacher performance which, in turn, will impact student performance.	Empower Teachers And Staff  Team Building Activities  Promoting Growth Mindset

### Essential Practice for Significantly Decreased Data Findings (Primary)

Empower Teachers And Staff

## DATA AND SYSTEMS REVIEW ORGANIZER

### ACADEMIC PROGRAMS

<b>Data Rating</b>	<b>Data Findings &amp; Area</b>  Be specific in defining each data element below.	<b>Rationale for Selection of Data</b>  Why was this data finding selected as being most impactful?	<b>Connected Essential Practices</b>  Which Essential Practice(s) contributed most to the data findings?
<b>Significantly Improved</b>	According to the Academic Performance Components tab (on	This data finding is significant because increased student	Differentiated Instruction

<b>Data Findings</b>	PowerBI), the 2018 ELA proficiency is 55%, the 2019 ELA proficiency is 57%, and the 2020 ELA School Goal Predicted Proficiency (according to iReady) is 59%. This is a 4 percentage point increase over a three year period.	proficiency in Reading will positively affect comprehension and learning in all content areas.	Effective Questioning/Response Techniques  Interventions/RtI
	According to the School Grade Components tab (on PowerBI), the 2018 ELA Learning Gains Proficiency is 62%, the 2019 ELA Learning Gains Proficiency is 63%, and the 2020 ELA School Goal Predicted Proficiency is 65%. This is a 3 percentage point increase over a three year period.	This data finding is significant as it reflects that current interventions are successful in meeting all students and subgroups' individual needs and improving their proficiency rates.	Differentiated Instruction  Effective Questioning/Response Techniques  Standards-Aligned Instruction
	According to the School Grade Components tab (on PowerBI), the 2018 ELA Lowest 25% Proficiency is 53%, the 2019 ELA Lowest 25% Proficiency is 57%, and the 2020 ELA School Goal Predicted Proficiency is 60%. This is a 7 percentage point increase over a three year period.	This data finding is significant because, given our high percentage of SWD and ELL students, students are making learning gains, which reflects that current interventions are successful in meeting students' individual needs.	Differentiated Instruction  Effective Questioning/Response Techniques  Corrective Feedback for Students

### Essential Practice for Significantly Improved Data Findings (Sustained)

#### Differentiated Instruction

<b>Data Rating</b>	<b>Data Findings &amp; Area</b>  Be specific in defining each data element below.	<b>Rationale for Selection of Data</b>  Why was this data finding selected as being most impactful?	<b>Connected Essential Practices</b>  Which Essential Practice(s) contributed most to the data findings?
<b>Neutral Data Findings</b>	According to the Academic Programs tab (on PowerBI), the 2018 Math FSA test proficiency is 47%, the 2019 Math FSA test proficiency is 49%, and the 2020 Math FSA Predicted Proficiency (According to iReady) is 48%. This would be a 1 percentage point decrease over a two year period.	This data finding is significant because despite our efforts and a year of teaching, student proficiency in math is not predicted to significantly increase. Student math proficiency is the foundation for their future success in high school math courses.	Interventions/RtI  Differentiated Instruction  Collaborative Data Chats
	According to the Academic Programs tab (on PowerBI), the 2018 Science proficiency is 48%, the 2019 Science proficiency is 48%. This is a 0% percentage point increase/decrease over a two year period.	This data finding is significant because despite our efforts and a year of teaching, student proficiency in Science did not increase.	Interventions/RtI  Data-Driven Instruction  Inquiry-based Learning (Project



			based/Problem based learning)
	According to the Academic Programs tab (on PowerBI), the 2018 MS Acceleration proficiency is 93%, the 2019 MS Acceleration proficiency is 95%. This is a 2 percentage point increase over a two year period.	This data finding is significant because scheduling students into accelerated subject areas allows them to move through traditional curriculum at a much faster rate.	Interventions/RtI Ongoing Progress Monitoring Job-embedded Professional Development

### Essential Practice for Neutral Data Findings (Secondary)

Interventions/RtI

<b>Data Rating</b>	<b>Data Findings &amp; Area</b>  Be specific in defining each data element below.	<b>Rationale for Selection of Data</b>  Why was this data finding selected as being most impactful?	<b>Connected Essential Practices</b>  Which Essential Practice(s) contributed most to the data findings?
<b>Significantly Decreased Data Findings</b>	According to the School Grade Components tab (on PowerBI), the 2018 Social Studies Proficiency is 75%, the 2019 Social Studies Proficiency is 62%. This is a 13 percentage point decrease over a two year period.	This data finding is significant because despite our efforts and a year of teaching, student proficiency in Social Studies did not increase.	Data-Driven Decision Making Interventions/RtI Collaborative Data Chats
	According to the School Grade Components tab (on PowerBI), the 2018 Math FSA Lowest 25% Learning Gains Proficiency is 54%, the 2019 Math FSA Lowest 25% Learning Gains Proficiency is 45%, This is a 9 percentage point decrease over a two year period.	This data finding is significant because it reflects that the academic needs of the students in the SWD and ELL subgroups are not being met.	Data-Driven Decision Making Interventions/RtI Collaborative Data Chats
	According to the School Grade Components tab (on PowerBI), the 2018 Science Proficiency is 58%, the 2019 Science Proficiency is 51%, This is a 7 percentage point decrease over a two year period.	This data finding is significant because despite our efforts and a year of teaching, student proficiency in Science did not increase.	Data-Driven Decision Making Effective Questioning/Response Techniques Collaborative Data Chats

### Essential Practice for Significantly Decreased Data Findings (Primary)

Data-Driven Decision Making

## ESSENTIAL PRACTICES REVIEW

*School Leadership Teams will examine the “Connected Essential Practices” column within the Data and Systems Review Organizer for School Culture and Academic Programs. SLTs will identify and come to a consensus on which continuing Essential Practices lead to, and/or had the greatest impact on, overall school improvement.*

### Sustained Essential Practice

*To identify the Sustained Essential Practice, SLTs will review the Essential Practices listed within the “Significantly Improved Data Findings” section. The SLT will agree on the Essential Practice which had the greatest impact on overall school improvement. This observed practice can exist school-wide or be grade-level or department/content specific.*

### Primary Essential Practice

*To identify the Primary Essential Practice, SLTs will review the Essential Practices listed within the “Significantly Decreased Data Findings” section. The SLT will determine which Essential Practice needs the greatest enhancements to have a positive impact on the school’s overall performance during the 2020-2021 school year.*

### Secondary Essential Practice

*To identify the Secondary Essential Practice, SLTs will review the Essential Practices listed within the “Neutral Data Findings” section. The SLT will determine which Essential Practice needs enhancements to have a positive impact on the school’s overall performance during the 2020-2021 school year.*

*The selection of each Essential Practice (Sustained, Primary and Secondary) and Priority Actions will drive the school’s action plans for the 2020-2021 school year.*

## **SCHOOL CULTURE**

### **Sustained Essential Practice**

Effective Use of School and District Support Personnel

### **Primary Essential Practice**

Empower Teachers And Staff

### **Secondary Essential Practice**

Communicate With Stakeholders

## **ACADEMIC PROGRAMS**

### **Sustained Essential Practice**

Differentiated Instruction

### **Primary Essential Practice**

Data-Driven Decision Making

### **Secondary Essential Practice**

Interventions/RtI

## PART TWO

### SCHOOL LEADERSHIP CORE COMPETENCIES

*The School Improvement Process begins with identification of Essential Practices within a school to sustain or enhance to improve the school's overall performance during the 2020-2021 school year. The next step in the process is to assess and develop the School Leadership Team's skills to successfully lead and support the implementation of the plan.*

*The School Leadership Core Competencies identified below include patterns of thinking, feeling, acting, or speaking that are directly connected to a leader's ability to affect change within a school. SLTs will assess their current skill level in each of the Core Competencies and determine how they will be applied throughout the School Improvement Process.*

**Competency 1: Commitment to Students** *A relentless pursuit and commitment to student learning as evidenced by a belief in one's own capability, and the courage to take a stand on behalf of students.*

*Commitment to Students includes certain behaviors such as:*

- *taking ownership for students' learning*
- *setting high expectations for all learners*
- *believing in students' ability to learn regardless of barriers*
- *relentlessly pursuing the implementation of what is right for the students*
- *supporting decisions and policies to improve instruction and advance learning for all students*

*Development in Commitment to Students prioritizes the students' learning as the foundation of the School Improvement Process.*

**Competency 2: Focus on Sustainable Results** *The deliberate actions and continuous drive to set challenging goals and reach a high standard of performance despite barriers.*

*A Focus on Sustainable Results includes certain behaviors such as:*

- *prioritizing activities*
- *implementing initiatives*
- *regularly tracking progress*
- *demonstrating perseverance*
- *considering innovative actions*
- *taking courses of action to achieve desired results and minimize risks*

*Developing in the area of Focusing on Sustainable Results will provide short and long-range goals for successful implementation of School Improvement Process.*

**Competency 3: Developing Others** *The act of influencing others, with the specific intent, to increase their short and long-term effectiveness, perceptions, thinking, and actions.*

*Developing Others includes certain behaviors such as:*

- *setting positive expectations*
- *personally providing instruction*

- *providing developmental feedback*
- *choosing the timing and delivery of information*
- *selecting training and work assignments to build other's capabilities*
- *fully delegating so that others may learn from their own successes and mistakes*

*Growth in Developing Others will provide opportunities to influence and improve the skills of all stakeholders throughout the School Improvement Process.*

**Competency 4: Engages the Team** *A group of adults working collectively to leverage their input, to develop actionable and tangible goals, and to implement change in the school.*

*Engaging the Team includes certain behaviors such as:*

- *empowering others*
- *keeping people on the team informed*
- *ensuring that the team produces as planned*
- *promoting the morale and performance of a team*
- *obtaining resources that the team needs to perform*
- *motivating the team with a compelling vision and enthusiasm*

*Development in Engaging the Team allows for a collaborative and comprehensive effort by all stakeholders throughout the School Improvement Process.*

## **Competency 1: Commitment to Students**

**Describe the School Leadership Team's current reality regarding Commitment to Students.**

The School Leadership Team (SLT) currently operates at a Level 3 which is, "stands behind potentially transformative decisions and/or policies that benefit students".

**As evidenced by:**

The SLT explicitly supports difficult decisions and policies by improving the school's practice of instruction and advanced learning for each and every student. The teachers put learning at the center of all decisions. The 2019 - 2020 Student School Climate Survey results indicate that 77% of the students felt that teachers provide immediate feedback, "...let me know how I'm doing on my school work". Furthermore, the SLT provides 93% of the students with appropriate resources and interventions to those students who exhibit early warning signs or disruptive behaviors, either all or some of the time, according to the results of the 2019 - 2020 School Improvement Plan (SIP) Survey.

**Describe how the School Leadership Team will use the Commitment to Students competency in the School Improvement Process.**

Our Primary Essential Practice is Empowering Teachers and Staff. The SLT plans to enhance our Commitment to Students by providing monthly professional development sessions and growth mindset strategies for all stakeholders. The staff will continue to implement strategies from the MAWI Teacher 2.0 book, "How to Empower All Learners for Classroom Success" and continue to utilize Restorative Justice Practices (RJP) to make transformative reforms at the school. The SLT will consult with the District personnel to elicit recommendations and advice in regards to long term planning that support difficult decisions and policies by improving learning for each and every student, regardless of ethnicity and background.

## **Competency 2: Focusing on Sustainable Results**

### **Describe the School Leadership Team's current reality regarding Focusing on Sustainable Results.**

The SLT currently operates at a low Level 3, which is "takes initiatives to create change and deliver results". The SLT consistently strives to foster a rich learning environment, selectively choosing to individualize goals based on student needs and ongoing data analysis with fidelity. Additionally, staff is committed to providing daily interventions to all students during an extended Advisement period that staff voted to include as part of our existing School Improvement Plan (SIP) waiver. Providing students with ample opportunities to reach academic goals is of high importance to all staff so that our shared school goal/vision can be met.

#### **As evidenced by:**

The SLT consistently participates with all stakeholders in ongoing data chats as reflected by the 2019 - 2020 School Improvement Plan (SIP) Survey Teacher results, where 71% of teachers indicated that "Progress monitoring data is utilized throughout the school year to ensure students receive appropriate remediation/enrichment". Additionally, results from the 2019 - 2020 SIP Survey reveal that 29% of teachers track student data to adjust instruction, on a daily basis, which is an increase of 19%, when comparing results from the 2018 - 2019 SIP Survey (10%). This increase highlights the teachers' prioritization of daily progress monitoring in an effort to help students reach their educational goals.

### **Describe how the School Leadership Team will use the Focusing on Sustainable Results competency in the School Improvement Process.**

Our Primary Essential Practice is Interventions/RtI. The SLT will Focus on Sustainable Results in the following ways. During the 2020-2021 school year, Paul W. Bell Middle School will continue the implementation of the Verizon Innovative Learning Schools Grant initiative. Every student and instructional staff member will continue to utilize their personal iPad with internet connectivity to use both, at home and at school. This initiative will continue to allow for project based learning, and enhance higher order thinking, and make interdisciplinary connections that will engage our students to our surrounding community. Additionally, students will continue to be provided daily interventions and/or enrichment activities, during their extended 45 minute Advisement period, in the areas of Reading, Math, Science, and Civics.

## **Competency 3: Developing Others**

### **Describe the School Leadership Team's current reality regarding Developing Others.**

The SLT currently operates at a Level 3 which is, "Adapts approach to affect actions of others". The SLT consistently uses the Continuous Improvement Model to address/remediate any areas of concern. Feedback is continually given via bi-weekly department meetings, ongoing data chats, and teacher-student discussions.

#### **As evidenced by:**

Results from the 2019 - 2020 School Climate Survey reflect an increase in the number of students feeling like they are given rigorous coursework by their teachers. According to the 2019 - 2020 Student Climate Survey, 86% of students felt that teachers required that students work hard for their grades, which is an increase of 2%, when comparing results from the 2018 - 2019 School Climate Survey. Additionally, results from the 2019 - 2020 Staff School Climate Survey revealed that 78% of the staff felt that the PD programs offered kept them informed of new strategies. This high percentage demonstrates that staff found intrinsic value from professional development opportunities offered. Furthermore, all staff members implemented strategies learned during the MAWI 2.0 book study, which featured the book, "How to Empower All Learners for Classroom Success", on a consistent basis, in class.

### **Describe how the School Leadership Team will use the Developing Others competency in the School Improvement Process.**

Our Primary Essential Practice is Empowering Teachers and Staff. The SLT plans on Developing Others by providing monthly professional development sessions and growth mindset strategies for all stakeholders. The staff will continue to implement the MAWI Teacher 2.0 strategies learned from the book, "How to Empower All Learners for Classroom Success", and continue to utilize Restorative Justice Practices (RJP) to make

transformative reforms at the school. The SLT will consult with District personnel to elicit recommendations and advice in regards to long term planning that support difficult decisions and policies by improving learning for each and every student, regardless of ethnicity and background. Additionally, time will be allotted, via the Standing Meeting Calendar, to provide teachers with time to collaborate and share best practices on a weekly basis.

## **Competency 4: Engages the Team**

### **Describe the School Leadership Team's current reality regarding Engages the Team.**

The SLT team currently operates at a Level 3, "Aligns efforts towards clear goals". The SLT consistently conducts team building professional development activities and sharing of best practices during bi-weekly departmental meetings. Additionally, a portion of the monthly faculty meetings are reserved for sharing best practices across all curricula. Furthermore, student engagement was facilitated by the implementation of a school-wide academic incentive program where students were rewarded reaching academic milestones. Individual student data chats apprised students of the goal they needed to accomplish and kept students on track to achieve goal.

### **As evidenced by:**

Results from the 2019 - 2020 School Improvement Plan (SIP) Survey reveal that 86% of staff knew the members of the Professional Learning Support Team (PLST) and the PLST members' areas of expertise, which is an increase of 8%, when comparing results to the 2018 - 2019 SIP Survey. Staff members know where to find critical and necessary information from reliable team members to achieve their goals. This increase is indicative of teachers feeling like they are part of the team that drives the School Improvement Plan.

### **Describe how the School Leadership Team will use the Engages the Team competency in the School Improvement Process.**

Our Primary Essential Practice is Empowering Teachers and Staff. The SLT will Engage the Team by allotting time on the Standing Calendar for teachers to collaborate and share best practices. Additionally, a portion of each class period will be reserved for student data chats and conversations/brainstorming sessions to help students achieve academic goals. Lastly, a teacher incentive program will be implemented along with the student incentive program.

## **PART THREE**

### **PRIORITY ACTIONS DEVELOPMENT**

*School Leadership Teams will review the Essential Practice Enhancements to create Priority Actions necessary to ensure the successful implementation of the Sustained, Primary, and Secondary Practices by the end of the 2020-2021 school year.*

#### *Sustained Essential Practice*

*SLTs will identify the Priority Actions for the Sustained Essential Practice by determining a list of actions necessary to successfully sustain the identified practice by the end of the 2020-2021 school year.*

#### *Secondary and Primary Essential Practices*

*SLTs will identify the Priority Actions for the Secondary and Primary Essential Practices by reviewing the selected enhancements for each and determining a list of actions necessary to successfully implement the identified enhancements by the end of the 2020-2021 school year.*

#### *Priority Actions*

*Schools will reflect on the implementation of the Sustained Essential Practice, the Primary Essential Practice and the Secondary Essential Practice in the previous year(s) to identify what specific actions are*

*necessary to sustain and/or enhance the practices during the 2020-2021 school year. These actions will be captured under Priority Actions.*

*The Priority Actions will assist in prioritizing the detailed action plans to be developed throughout the School Improvement Process during the 2020-2021 school year.*

## **SCHOOL CULTURE**

### **Sustained Essential Practice**

Effective Use of School and District Support Personnel

### **Priority Actions for the Sustained Essential Practice**

Paul W. Bell Middle School will promote the presence of the School Resource Officer's (SRO), visibility of school security monitors and staff, and implement its progressive discipline plan with fidelity to enhance school safety and effectively use school and District Personnel. Student safety is a key tool needed for students to learn and reach educational goals. A safe student is more inclined to be productive in school. Additionally, all staff will reserve a portion of their Advisement virtual time to inform students of the extra support students can receive from Administration and Support Personnel.

### **Primary Essential Practice**

Empower Teachers And Staff

### **Priority Actions for the Primary Essential Practice**

Paul W. Bell Middle School will provide professional development on growth mindset strategies and additional topics so that teachers can use these techniques to empower themselves. Additionally, the school will provide more opportunities for sharing of best practices and collaboration during bi-weekly departmental and team meetings to decrease teachers' feeling of being overwhelmed due to new initiatives and programs at the school, and increase staff morale.

### **Secondary Essential Practice**

Communicate With Stakeholders

### **Priority Actions to Enhance the Secondary Essential Practice**

Paul W. Bell Middle School will enhance its opportunities for valuable feedback by promoting the use of the school website for unlimited accessibility to all staff by students and parents, reserving Mondays and Wednesdays for virtual parent conferences, and conducting virtual student data chats with fidelity to improve students' sense of ownership of their own progress and self-advocacy. Additionally, all teachers will use innovative learning and video conferencing platforms to allow students and parents unlimited access to class assignments, student questions and Google Voice for unlimited parent access to teachers.

## **ACADEMIC PROGRAMS**

### **Sustained Essential Practice**

Differentiated Instruction

### **Priority Actions for the Sustained Essential Practice**

Paul W. Bell Middle School will provide professional development to teachers in the area of Differentiated Instruction, hold bi-weekly department meetings to discuss and share best practices regarding Differentiated Instruction, and conduct data chats to meet individual educational needs of all students.

### **Primary Essential Practice**

## Data-Driven Decision Making

### Priority Actions for the Primary Essential Practice

Paul W. Bell Middle will implement push-in and pull-out tutoring (virtually) to address individual students' academic needs, conduct teacher data chats to identify student areas in need of improvement and to modify instructional delivery as needed, and provide additional interventions through the Advisement/Homeroom period and after school.

### Secondary Essential Practice

Interventions/RtI

### Priority Actions to Enhance the Secondary Essential Practice

Paul W. Bell Middle School will enhance the monitoring of district and school assessment performance and usage reports, such as MATHia and I-Ready, and implement an incentive plan to promote increased usage of intervention strategies. Teachers will use innovative learning and video conferencing platforms to analyze student performance and adjust instructional delivery of content, as needed. Additionally, time will be allotted on the Standing Meeting Calendar for weekly departmental data chats and sharing of best instructional practices.

## OUTCOME STATEMENTS

*The School Leadership Team will create an overarching Outcome Statement in the areas of School Culture and Academic Programs. The School Improvement Process Outcome Statement is the goal the school aims to accomplish by the end of the 2020-2021 school year. SLTs will:*

- *Participate in a protocol to assist in creating the overarching School Improvement Process vision for their school.*
- *Consider the predicted results if effective implementation of the identified Essential Practices (Sustained, Primary, and Secondary) occur.*

*Develop a statement that encompasses the intended outcome as a result of having successfully implemented the Sustained Practice and Primary/Secondary Essential Practice Enhancements at the end of the 2020-2021 school year.*

## SCHOOL CULTURE

### OUTCOME STATEMENT

#### School Culture

1. If we successfully implement our Sustained Essential Practice of Effective Use of School and District Personnel, then Paul W. Bell Middle School's students' sense of being able to achieve educational goals will improve, as evidenced by results of the 2021 School Climate Survey. 2. If we successfully implement our Primary Essential Practice of Empowering Teachers and Staff, then Paul W. Bell Middle School's staff morale will improve, as evidenced by results of the 2021 School Climate Survey. 3. If we successfully implement our Secondary Essential Practice of Communicating with Stakeholders, then Paul W. Bell Middle School's feedback will improve, as evidenced by results of the 2021 School Climate Survey.

## ACADEMIC PROGRAMS

### OUTCOME STATEMENT

#### Academic Programs

1. If we successfully implement our Sustained Essential Practice of Differentiated Instruction, then Paul W. Bell Middle School's ELA proficiency and learning gains on the FSA will improve, as evidenced by 2021 FSA data results. 2. If we successfully implement our Primary Essential Practice of Interventions/RtI, then Paul W. Bell Middle School's Math proficiency and learning gains and Science proficiency will improve, as evidenced by



2021 FSA and FCAT 2.0 data results. 3. If we successfully implement our Secondary Essential Practice of Data-Driven Instruction, then Paul W. Bell Middle School's Math and Science proficiency will improve, as evidenced by 2021 FSA and FCAT 2.0 data results.

## OPENING OF SCHOOL PROFESSIONAL DEVELOPMENT

*School Leadership Teams will design a professional development (PD) to be provided during the Opening of Schools Mandatory PD Day. In the plan below, specify the following: morning or afternoon sessions, topics to be shared, protocols being used in both small and large groups, and the facilitator(s) leading the group sessions. The purpose of the professional development will be to share what was realized, acknowledged, learned, and planned during Phase I of the School Improvement Process with teachers and staff to garner feedback.*

*The professional development should include a summary of the:*

- *Data and Systems Review Summary*
- *School Leadership Core Competency Course Reflections*
- *Sustained Essential Practice and Priority Actions*
- *Primary & Secondary Essential Practice Selections*
  - *Priority Actions*
- *Outcome Statements*
- *Key content and strategies from Synergy courses*

*The professional development should include opportunities to gather teachers' and staff input/feedback on the following:*

- *Essential Practice Selections and Priority Actions*
- *Brainstorm possible Implementation Steps*
- *Identify possible roles/resources*

### Opening of School Professional Development Agenda

Opening of School Date	Phase I Topic	Process Description	Activity Lead
(08/20/20) AM-PM	<i>What topic will be shared?</i> <ul style="list-style-type: none"> <li>• <i>Data and Systems Review Summary</i></li> <li>• <i>School Leadership Core Competency Course Reflections</i></li> <li>• <i>Sustained Essential Practice</i></li> <li>• <i>Primary &amp; Secondary Essential</i></li> </ul>	What process/protocol will be used to share the topic and garner feedback from all stakeholders?	Who will facilitate the sharing of the topic and the collection and discussion of feedback regarding the topic?

	<p><i>Practice Selections</i></p> <ul style="list-style-type: none"> <li>• <i>Priority Actions</i></li> <li>• <i>Outcome Statements</i></li> </ul>		
08/19/2020 9:00 AM	Data and Systems Review Summary	The faculty and staff will participate in a Zoom meeting, at which time they will be welcomed at the initial Opening of Schools Meeting. They will receive information related to operational systems, as well as data related to academics and culture.	Mr. Jeffrey Gonzalez will utilize a PowerPoint presentation to present school data by accountability group and new safety procedures related to the opening of school in Stage I.
08/19/2020 10:30 AM	Data and Systems Review Sustained, Primary, and Secondary Essential Practices	The faculty will rotate through three sessions within Zoom breakout rooms. Session A will focus on the Sustained Essential Practices related to Culture and Academics.	Ms. Leatisha Brown will utilize a PowerPoint presentation to present the Sustained Essential Practices findings related to school culture and academics.
08/19/2020 10:30 AM	Data and Systems Review Sustained, Primary, and Secondary Essential Practices	The faculty will rotate through three sessions within Zoom breakout rooms. Session B will focus on the Primary Essential Practices related to Culture and Academics.	Mr. Jeffrey Gonzalez will utilize a PowerPoint presentation to present the Sustained Essential Practices findings related to school culture and academics.
08/19/2020 10:30 AM	Data and Systems Review Sustained, Primary, and Secondary Essential Practices	The faculty will rotate through three sessions within Zoom breakout rooms. Session C will focus on the Secondary Essential Practices related to Culture and Academics.	Mr. Rico Jones will utilize a PowerPoint presentation to present the Sustained Essential Practices findings related to school culture and academics.
8/20/20 through 8/26/20 8:30 AM	Priority Actions and Outcome Statements.	Instructional personnel will receive professional learning on Innovative Learning and Video Conferencing Platforms; Leading with Equity in Mind; Supporting Student and Employee Health; and Effective Family Communication Strategies for Schools.	Instructional personnel will register through the portal's My Learning Plan application for the courses offered.
8/27/20 through 8/28/20 9:00 AM	Priority Actions and Outcome Statements.	The faculty and staff will receive professional development on "Returning Smart, Reopening Together". Procedures will include but are not limited to Personal Protective Equipment and School Readiness.	Jeffrey Gonzalez, Principal; Rico Jones, Assistant Principal; Leatisha Brown, Teacher; Ms. Buzainz, Program Specialist, will utilize a PowerPoint presentation and breakout rooms within Zoom.

## Phase II

### Action Planning

### Consensus – Define – Implement

**Phase II will be developed and executed by the school as described below:**

## **Phase II Development & Stakeholder Engagement**

***August 17 – August 28, 2020***

- *Provide Opening of Schools Development to share Phase I results and garner stakeholder feedback using the OOS Development Plan*
- *Develop School Culture and Academic Programs Implementation Steps*

*Schools will begin Phase II of the School Improvement Process with an Opening of Schools Professional Development led by the School Leadership Team (SLT). Topics such as Data and Systems Review Summary, the Sustained Essential Practice, Primary and Secondary Essential Practices, Priority Actions, and Outcome Statements will be discussed and examined with stakeholders. The SLT will purposefully engage stakeholders in providing reflective feedback on the creation and implementation of specific actions aimed at achieving improved School Culture and Academic Programs. The development of the School Culture and Academic Programs specific Implementation Steps will be completed by August 28, 2020.*

### ***Implementation Steps Requirements:***

- *Align to the school's Outcome Statement, Essential Practices and Priority Actions*
- *Provide specific implementation dates*
- *Describe the specific action or activity that will take place*
- *Include the name(s) and position(s) of the person(s) responsible*
- *Specify what evidence would demonstrate the intended Implementation Step was achieved*
- *Describe the process that will be used to monitor each Implementation Step and the person(s) involved in monitoring*

## **Quarter 1 Implementation**

***August 31 – October 16, 2020***

- *Participate with the School Leadership Team in a Region Review Process*
- *Meet with the EESAC to review and approve Phase I & II of the School Improvement Process*
- *Monitor the execution of Quarter 1 Implementation Steps to ensure a high degree of fidelity*
- *Conduct an Impact Review to gather qualitative data that will inform the Quarter 1 Systems Review*

*During Quarter 1 Implementation, schools will execute Quarter 1 Implementation Steps. The school leadership team will monitor, facilitate and assess the degree to which steps were executed based on collected evidence. Towards the conclusion of this stage, schools will conduct an internal impact review that will inform their Systems Review and Data Reflection.*

## **Every Student Succeeds Act (ESSA) Data Incorporation**

- *In Phase II you will be asked to identify any subgroup(s) that fell below the 41% threshold according to the Federal Index ([link below](#)). If applicable, your school team will determine specific actions to target identified subgroup(s). As specified in the Every Student Succeeds Act (ESSA) the subgroup(s) are made up of: White, Black/African American, Hispanic, Asian, Native American, Multiracial, Pacific Islander, and Economically Disadvantaged students. In addition to the data provided on the SIP Dashboard, the school's entire ESSA Report Card may be viewed by using this link to the EduData site ([edudata.fl DOE.org](http://edudata.fl DOE.org)) in order to assist in the identification of those target subgroup(s).*
- [Federal Index and ESSA Support Categories](#)

*After analyzing the subgroup data, strategize how the **Priority Actions for the Primary Essential Practice (in Academic Programs only)** in the SIP will address the subgroup(s) of concern. Furthermore, in the first quarter Implementation Steps, include at least one Implementation Step aligned to the appropriate subgroup(s) that are being addressed.*

## **Quarter 1 Systems Review & Data Reflection**

**October 19 – October 30, 2020**

- *Evaluate and reflect on the success of the Quarter 1 Implementation Steps through the Systems Review and Data Reflection*
- *Revise and/or develop School Culture and Academic Programs Quarter 2 Implementation Steps*

*After the Quarter 1 Implementation stage, schools will examine the success of the Implementation Steps and will have the opportunity to adjust/modify based on qualitative and quantitative data gathered during the Impact Review. SLTs will develop better informed and refined Implementation Steps to execute during Quarter 2 Implementation.*

## **Quarter 2 Implementation**

**November 2 – December 18, 2020**

- *Monitor the execution of Quarter 2 Implementation Steps to ensure a high degree of fidelity*
- *Title I Schools will upload their 2020-2021 Title I – Parent and Family Engagement Plan (PFEP)*

*During Quarter 2 Implementation, schools will execute Quarter 2 Implementation Steps. The school leadership team will monitor, facilitate and assess the degree to which steps were executed based on collected evidence.*

## **SCHOOL CULTURE Quarter 1 Implementation (August 31 – October 16, 2020)**

### **School Culture Outcome Statement**

1. If we successfully implement our Sustained Essential Practice of Effective Use of School and District Personnel, then Paul W. Bell Middle School's students' sense of being able to achieve educational goals will improve, as evidenced by results of the 2021 School Climate Survey. 2. If we successfully implement our Primary Essential Practice of Empowering Teachers and Staff, then Paul W. Bell Middle School's staff morale will improve, as evidenced by results of the 2021 School Climate Survey. 3. If we successfully implement our Secondary Essential Practice of Communicating with Stakeholders, then Paul W. Bell Middle School's feedback will improve, as evidenced by results of the 2021 School Climate Survey.

### **Sustained Essential Practice**

Effective Use of School and District Support Personnel

### **Priority Actions for the Sustained Essential Practice**

Paul W. Bell Middle School will promote the presence of the School Resource Officer's (SRO), visibility of school security monitors and staff, and implement its progressive discipline plan with fidelity to enhance school safety and effectively use school and District Personnel. Student safety is a key tool needed for students to learn

and reach educational goals. A safe student is more inclined to be productive in school. Additionally, all staff will reserve a portion of their Advisement virtual time to inform students of the extra support students can receive from Administration and Support Personnel.

<b>Implementation Date(s)</b>	<b>Implementation Steps</b>	<b>Person(s) Responsible</b>  (First & last name, position)	<b>Expected Evidence</b>  (What evidence would demonstrate the Implementation Step was successfully executed?)	<b>Monitoring</b>  (How and Who?)
<b>Start:</b> Mon, Sept 14  <b>End:</b> Wed, Sept 30	The school administration will hold virtual grade level orientations, with the School Resource Officer, that focus on student expectations and discipline procedures.	Mr. Rico Jones, Assistant Principal	Monthly student discipline reports will demonstrate a decrease in the amount of disciplinary actions.	Monthly discipline and student services reports will be reviewed on a monthly basis by Mr. Jeffrey Gonzalez, Principal, and Mr. Rico Jones, Assistant Principal.
<b>Start:</b> Tue, Sept 1  <b>End:</b> Tue, Sept 8	The school administration will create a committee, which will include monthly meetings to discuss school-wide discipline initiatives, like the continuation of the Positive Behavior Intervention Support (PBIS) Program.	Mr. Rico Jones, Assistant Principal; Renee Ishmael, Behavior Management Teacher	Committee attendance logs and agendas will document the meeting dates and content covered in meetings. Additionally, student discipline reports will demonstrate a decrease in the amount of student disciplinary actions.	Committee agendas, Zoom invitations and attendance will be reviewed on a monthly basis by Mr. Jeffrey Gonzalez, Principal, and Mr. Rico Jones, Assistant Principal.
<b>Start:</b> Mon, Aug 31  <b>End:</b> Fri, Oct 16	The ESE Department will provide students in need with additional emotional support by virtually offering mental health interventions and counseling sessions with the school Behavior Management Teacher (BMT), Art Therapist, School Psychologist, and School Counselor.	Ms. Michelle Buzainz, ESE Department Chair	Monthly ESE discipline reports will show a decrease in the amount of student disciplinary actions, due to the fact that parents/students know that they can visit a myriad of mental health professionals to address any needs they might have before it escalates to a discipline issue.	Monthly discipline and student services reports will be reviewed by Ms. Michelle Buzainz, ESE Department Head.
<b>Start:</b> Mon, Sept 7  <b>End:</b> Fri, Sept 11	The school instructional staff will send virtual school norms to all students so that classroom expectations are known by all stakeholders.	Mr. Jeffrey Gonzalez, Principal; Mr. Rico Jones, Assistant Principal	Monthly student discipline reports will show a decrease in the amount of student disciplinary actions due to the fact that parents/students know the school's virtual expectations and	Monthly discipline and student services reports will be reviewed on a monthly basis by Mr. Jeffrey

			consequences (as a result of parents receiving the virtual school norms).	Gonzalez, Principal, and Mr. Rico Jones, Assistant Principal.
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### Primary Essential Practice

Empower Teachers And Staff

### Priority Actions for the Primary Essential Practice

Paul W. Bell Middle School will provide professional development on growth mindset strategies and additional topics so that teachers can use these techniques to empower themselves. Additionally, the school will provide more opportunities for sharing of best practices and collaboration during bi-weekly departmental and team meetings to decrease teachers' feeling of being overwhelmed due to new initiatives and programs at the school, and increase staff morale.

<b>Implementation Date(s)</b>	<b>Implementation Steps</b>	<b>Person(s) Responsible</b>  (First & last name, position)	<b>Expected Evidence</b>  (What evidence would demonstrate the Implementation Step was successfully executed?)	<b>Monitoring</b>  (How and Who?)
<b>Start:</b> Tue, Sept 15 <b>End:</b> Fri, Oct 16	The student services department will virtually present and expound upon growth mind set activities and sharing of best practices among teachers during faculty/department meetings, Zoom or email.	Ms. Christina Salazar, Counselor; Ms. Renee Ishmael, Behavioral Management Teacher (BMT).	The student services department will a disseminate a quarterly teacher survey to elicit explicit feedback from instructional staff.	The student services department will set goals, monitor implementation and determine next steps on a monthly basis.
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Sept 4	The school administration will create and implement a standing meeting calendar, which will include bi-weekly meetings to discuss best practices and growth mindset techniques.	Mr. Jeffrey Gonzalez, Principal	Monthly meeting attendance logs, Zoom invitations and agendas will reveal the discussion of content, while meeting minutes will detail best practices and techniques discussed.	Monthly review of minutes and attendance logs will be conducted on a monthly basis by Mr. Jeffrey Gonzalez, Principal.
<b>Start:</b> Tue, Sept 15 <b>End:</b> Fri, Oct 16	The school administration will celebrate teacher successes at monthly faculty meetings by utilizing employee recognition tools such as certificates, trophies and social media.	Mr. Jeffrey Gonzalez, Principal	Faculty meeting agendas will reflect teacher recognition efforts.	Meeting agenda will be reviewed by Mr. Jeffrey Gonzalez, Principal.
<b>Start:</b> Tue, Sept 15 <b>End:</b> Fri, Oct 16	The school administration will create a committee that will oversee and implement activities that promote a positive school culture.	Ms. Leatisha Brown, EESAC Chair	Monthly meeting agenda and minutes will reflect topics discussed. Additionally, meeting	Monthly review of meeting agenda, minutes, and attendance will be reviewed on a

			attendance logs will detail dates the committee met.	monthly basis by Mr. Jeffrey Gonzalez, Principal.
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## Secondary Essential Practice

Communicate With Stakeholders

### Priority Actions for the Secondary Essential Practice

Paul W. Bell Middle School will enhance its opportunities for valuable feedback by promoting the use of the school website for unlimited accessibility to all staff by students and parents, reserving Mondays and Wednesdays for virtual parent conferences, and conducting virtual student data chats with fidelity to improve students' sense of ownership of their own progress and self-advocacy. Additionally, all teachers will use innovative learning and video conferencing platforms to allow students and parents unlimited access to class assignments, student questions and Google Voice for unlimited parent access to teachers.

<b>Implementation Date(s)</b>	<b>Implementation Steps</b>	<b>Person(s) Responsible</b>  (First & last name, position)	<b>Expected Evidence</b>  (What evidence would demonstrate the Implementation Step was successfully executed?)	<b>Monitoring</b>  (How and Who?)
<b>Start:</b> Mon, Sept 14 <b>End:</b> Fri, Oct 16	The VILs Coach will conduct a pre-recorded parent training on how to access the school website, gradebook, parent academy and Title I information.	Mr. Julian Sanatcoloma, (VILs Coach); Ms. Selena Caracas, Community Involvement Specialist; Ms. Christina Salazar, School Counselor.	Evidence will be obtained by the Open House and Title I attendance sign-in sheets.	Ms. Christina Salazar, School Counselor will market the initiative and organize the logistics of the virtual training beginning on 9/14/20.
<b>Start:</b> Tue, Sept 8 <b>End:</b> Fri, Oct 16	The team leaders will hold virtual parent conferences twice weekly, to address student progress, any areas of deficiency and brainstorm targeted interventions.	Mr. Jeffrey Gonzalez, Principal; Mr. Rico Jones, Assistant Principal	Parent conference attendance records/logs, Zoom invitations and parent conference notes will serve as evidence that the action step was completed.	Parent conference logs will be reviewed monthly by Mr. Rico Jones, Assistant Principal to monitor increased participation.
<b>Start:</b> Mon, Aug 31	The school administration will encourage parents and students to utilize the link on the school's website to	Mr. Jeffrey Gonzalez, Principal; Mr.	An increase in the amount of visits to the school website	Monthly review of the number of

<b>End:</b> Fri, Oct 16	contact teachers, staff, and administration with any concerns they have. Additionally, a special "counselor request" link will be added to the portal so that stakeholders will be able to schedule appointments online to change schedules or request assistance.	Rico Jones, Assistant Principal	and completion of Microsoft Forms' results will serve as evidence that the implementation step was successfully completed.	visits to the website will be conducted by school webmaster.
<b>Start:</b> Mon, Sept 14 <b>End:</b> Fri, Oct 16	The magnet lead teacher/VILs lab mentor will hold a virtual parent night to introduce families to the vision of the Verizon grant and how the 5 GHz computer lab will improve the education of their children at Paul W. Bell Middle School.	Mr. Anthony Reid, VILs lab mentor; Mr. Jeffrey Gonzalez, Principal	Attendance logs, agendas, Zoom invitation and pictures will demonstrate successful completion of action step.	A debriefing of the VILs parent night will be conducted by Mr. Jeffrey Gonzalez, Principal.

**ACADEMIC PROGRAMS**  
**Quarter 1 Implementation**  
(August 31 – October 16, 2020)

**Academic Programs Outcome Statement**

1. If we successfully implement our Sustained Essential Practice of Differentiated Instruction, then Paul W. Bell Middle School's ELA proficiency and learning gains on the FSA will improve, as evidenced by 2021 FSA data results. 2. If we successfully implement our Primary Essential Practice of Interventions/RtI, then Paul W. Bell Middle School's Math proficiency and learning gains and Science proficiency will improve, as evidenced by 2021 FSA and FCAT 2.0 data results. 3. If we successfully implement our Secondary Essential Practice of Data-Driven Instruction, then Paul W. Bell Middle School's Math and Science proficiency will improve, as evidenced by 2021 FSA and FCAT 2.0 data results.

**Sustained Essential Practice**

Differentiated Instruction

**Priority Actions for the Sustained Essential Practice**

Paul W. Bell Middle School will provide professional development to teachers in the area of Differentiated Instruction, hold bi-weekly department meetings to discuss and share best practices regarding Differentiated Instruction, and conduct data chats to meet individual educational needs of all students.

<b>Implementation Date(s)</b>	<b>Implementation Steps</b>	<b>Person(s) Responsible</b> (First & last name, position)	<b>Expected Evidence</b> (What evidence would demonstrate the Implementation Step was successfully executed?)	<b>Monitoring</b> (How and Who?)
<b>Start:</b> Thu, Sept 10 <b>End:</b> Thu, Sept 24	The ELA department will meet and discuss how to utilize the Instruction Reports in iReady to provide differentiated instruction and drive instruction.	Daisy Frade, Department Head; All ELA, ESOL, and	Monthly iReady Diagnostic Reports will serve as evidence, revealing if students are completing and passing their individual lessons. Additionally, attendance	Jeffrey Gonzalez, Principal; Rico Jones, Assistant Principal; will review the



		Reading Teachers	rosters, agendas, and Zoom meeting invitations will serve as evidence that the reports were reviewed, and that next steps were developed.	iReady Diagnostic Reports and departmental meeting rosters on a monthly basis.
<b>Start:</b> Thu, Sept 10 <b>End:</b> Fri, Oct 16	Ms. Leatisha Brown will orchestrate professional development on Differentiated Instruction to the mathematics department to ensure new techniques and researched based strategies will be compatible with innovative learning and video platforms.	Rico Jones, Assistant Principal; Ms. Leatisha Brown, PD Liaison and Mathematics Department Chair	Quarterly attendance rosters, agendas, and Zoom meeting invitations will serve as evidence that the professional development sessions were conducted.	Jeffrey Gonzalez, Principal; Rico Jones, Assistant Principal; will review the resources, agendas, and meeting rosters on a monthly basis.
<b>Start:</b> Mon, Sept 28 <b>End:</b> Fri, Oct 16	The science department will provide benchmark assessments to their students and review the data. The department will then meet and discuss how to implement differentiated instruction using technology such as FlipGrid, Flip-A-Clip, iMovie Projects, Quizzizz, and Kahoot.	Cynthia Menocal, Science Department Chair; Science Department Teachers	Attendance rosters, agendas, and Zoom meeting invitations will serve as evidence that the department held weekly meetings to share differentiated instruction best practices related to technology.	Jeffrey Gonzalez, Principal; Rico Jones, Assistant Principal; will review the resources, agendas, and meeting rosters on a monthly basis.
<b>Start:</b> Thu, Sept 24 <b>End:</b> Fri, Oct 16	The social studies department will meet to discuss differentiated instruction strategies and resources, such as TPS and I.R., and how best to integrate those during instruction.	Ada Corvos, Social Studies Department Chair; Social Studies Department Teachers	Attendance rosters, agendas, and Zoom meeting invitations will serve as evidence that the department held weekly meetings to review strategies and resources related to differentiated instruction.	Jeffrey Gonzalez, Principal; Rico Jones, Assistant Principal; will review the resources, agendas, and meeting rosters.

### Primary Essential Practice

Data-Driven Decision Making

### Priority Actions for the Primary Essential Practice

Paul W. Bell Middle will implement push-in and pull-out tutoring (virtually) to address individual students' academic needs, conduct teacher data chats to identify student areas in need of improvement and to modify instructional delivery as needed, and provide additional interventions through the Advisement/Homeroom period and after school.

Implementation Date(s)	Implementation Steps	Person(s) Responsible	Expected Evidence	Monitoring  (How and Who?)
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		(First & last name, position)	(What evidence would demonstrate the Implementation Step was successfully executed?)	
<p><b>Start:</b> Thu, Sept 17</p> <p><b>End:</b> Fri, Oct 16</p>	<p>The ELA department will create announcements to serve as student reminders for students to complete their iReady lessons. The ELA department will then host recognition sessions as positive incentives. Afterwards, the departmental meetings will address data chats concerning students' strengths and weaknesses, as well as sharing best practices and enrichment/intervention opportunities.</p>	<p>Daisy Frade, ELA Department Chair; ELA/ESOL/Reading Teachers</p>	<p>The students will demonstrate increased participation and performance on the iReady Diagnostic reports. Additionally, attendance rosters, agendas, and Zoom meeting invitations will serve as evidence that the department held weekly meetings to review strategies and resources that will drive initiatives related to enrichment and interventions.</p>	<p>Jeffrey Gonzalez, Principal; Rico Jones, Assistant Principal; will review the department meeting minutes and iReady Diagnostic reports created to monitor progress and compliance.</p>
<p><b>Start:</b> Mon, Sept 28</p> <p><b>End:</b> Fri, Oct 16</p>	<p>Students will be provided interventions in the areas of Reading, Math, Science, and Civics. A monthly schedule will be created and disseminated to all core teachers.</p>	<p>Rico Jones, Assistant Principal; Core Department Chairs</p>	<p>Data reports will reveal an increase in student proficiency on District Assessments.</p>	<p>Progress monitoring with iReady Diagnostic reports (Reading Math), Topic Assessments (Math), Quarterly Assessments (Science and Civics), Teacher created assessments (all subjects) will be reviewed monthly by Administration and modification to the calendar on an "As needed" basis.</p>
<p><b>Start:</b> Thu, Oct</p>	<p>The science department will meet</p>	<p>Cynthia Menocal,</p>	<p>The</p>	<p>Jeffrey</p>

8 <b>End:</b> Fri, Oct 16	to review learner data to identify learner strengths and weaknesses. The department will then discuss and plan differentiation and individual learning paths that target the needs of our unique student population. Some students will be assigned remedial content to give them extra practice before they go on, and others will receive advanced content that will allow them to delve deeper into a topic.	Science Department Chair; Science Department Teachers	implementation step would have been successfully executed as evidenced by data reviewed from authentic student work, digital sharing of student work sample presentations, student data reports reflecting assessment results after the baseline, unit, and quarterly assessments.	Gonzalez, Principal; Rico Jones, Assistant Principal; and Cynthia Menocal, Science Department Chair; will meet with, attend and discuss data during science departmental meetings.
<b>Start:</b> Thu, Sept 24 <b>End:</b> Thu, Oct 15	The social studies department will collaborate with the ELA department to review learner data to identify learner strengths and weaknesses. The departments will then plan interdisciplinary units that provide social studies content knowledge while simultaneously refining literature reading skills and concepts.	Daisy Frade, ELA Department Chair; Ada Corvos, Social Studies Department Chair	Both social studies and literature departments will collaborate to complete an interdisciplinary unit form that demonstrates common planning objectives, goals and outcomes.	Jeffrey Gonzalez, Principal; Rico Jones, Assistant Principal; Daisy Frade, ELA Department Chair; Ada Corvos, Social Studies Department Chair will attend and discuss objectives, goals and outcomes during the collaboration meetings.

**ESSA Reflection**

To complete the following ESSA Reflection, refer to the Every Student Succeeds Act (ESSA) Data Incorporation section in the Phase II Introduction for additional information.

*If you have met expectations with all subgroup(s) input n/a in the next two fields.*

**Identify which of the ESSA subgroup(s) did not meet the 41% threshold according to the Federal Index (White, Black/African American, Hispanic, Asian, Native American, Multiracial, Pacific Islander, Economically Disadvantaged Students, Students with Disabilities, English Language Learners).**

Students With Disabilities (SWD)

**In the narrative below, be sure to detail how you will address the school-wide improvement priorities for these identified subgroup(s).**

Students with Disabilities will be provided push-in tutoring in Reading and Math by a certified Interventionist. Additionally, students will participate in scheduled interventions in the areas of Reading, Math, Science, and Civics.

Lastly, review the Implementation Steps for the Primary Essential Practice in Quarter 1 Implementation above, be sure to include at least one Implementation Step to address the subgroup(s) that fell below the 41% threshold per the Federal Index.

### Secondary Essential Practice

Interventions/RtI

### Priority Actions for the Secondary Essential Practice

Paul W. Bell Middle School will enhance the monitoring of district and school assessment performance and usage reports, such as MATHia and I-Ready, and implement an incentive plan to promote increased usage of intervention strategies. Teachers will use innovative learning and video conferencing platforms to analyze student performance and adjust instructional delivery of content, as needed. Additionally, time will be allotted on the Standing Meeting Calendar for weekly departmental data chats and sharing of best instructional practices.

<b>Implementation Date(s)</b>	<b>Implementation Steps</b>	<b>Person(s) Responsible</b>  (First & last name, position)	<b>Expected Evidence</b>  (What evidence would demonstrate the Implementation Step was successfully executed?)	<b>Monitoring</b>  (How and Who?)
<b>Start:</b> Mon, Aug 31 <b>End:</b> Fri, Oct 16	The ESE teachers, in their consultation logs, will document the students' specific subject progress and support the General Ed teachers in the area of the students' weakness.	Ms. Michelle Buzainz, ESE Department Chair; Mr. Rico Jones, Assistant Principal	Monthly data reports will reveal an increase in student learning gains on formal and informal assessments.	ESE subgroup data progress will be monitored by ESE Department Chair and discussed during curriculum council meetings as evidenced by agenda items and sign-in sheets on a bi-weekly basis.
<b>Start:</b> Mon, Oct 5 <b>End:</b> Fri, Oct 16	The administrative team will conduct teacher data chats on a monthly basis, where data results will be utilized to modify instructional delivery and incorporate bell ringers based on deficient benchmarks.	Mr. Rico Jones, Assistant Principal	Monthly data reports will reveal an increase in student proficiency on formal and informal assessments.	Mr. Rico Jones, Assistant Principal will create a walk through survey that will reveal an increase in the use of bell ringers that address deficient benchmarks.
<b>Start:</b> Thu, Sept 3 <b>End:</b> Thu, Sept 17	The math and literature departments will create and implement an incentive plan where students are provided rewards for the completion of required I-Ready (Reading/Math)	Daisy Frade, Language Arts Department Head; Leatisha Brown, Math Department Head; Mr. Rico Jones, Assistant Principal	Student proficiency on iReady data and MATHia data will improve as a result of the Quarterly Incentive Plan challenge.	Progress Monitoring will be conducted on a weekly basis by Mr. Rico Jones, Assistant Principal, as evidenced by successful completion

	minutes/lessons and MATHia workspaces.			of minutes, lessons, and workspaces.
<b>Start:</b> Mon, Oct 5 <b>End:</b> Fri, Oct 16	Core teachers will conduct student data chats and/or surveys to discuss student goals and academic progress.	Mr. Rico Jones, Assistant Principal; Daisy Frade, Language Arts Department Head; Leatisha Brown, Math Department Head; Cynthia Menocal, Science Department Head	Core teachers will share data with students so that they will become familiar with their own academic progress as evidenced by the ability to expound upon their past, current and predicted data goals.	Mr. Rico Jones, Assistant Principal will create a walk through survey will reveal that 51% of students can explain and/or elaborate on their own data.

## Parent Family Engagement Plan (PFEP)

### SCHOOL CULTURE Quarter 2 Implementation (November 2 – December 18, 2020)

#### School Culture Outcome Statement

1. If we successfully implement our Sustained Essential Practice of Effective Use of School and District Personnel, then Paul W. Bell Middle School's students' sense of being able to achieve educational goals will improve, as evidenced by results of the 2021 School Climate Survey. 2. If we successfully implement our Primary Essential Practice of Empowering Teachers and Staff, then Paul W. Bell Middle School's staff morale will improve, as evidenced by results of the 2021 School Climate Survey. 3. If we successfully implement our Secondary Essential Practice of Communicating with Stakeholders, then Paul W. Bell Middle School's feedback will improve, as evidenced by results of the 2021 School Climate Survey.

#### Sustained Essential Practice

Effective Use of School and District Support Personnel

#### Priority Actions for the Sustained Essential Practice

Paul W. Bell Middle School will promote the presence of the School Resource Officer's (SRO), visibility of school security monitors and staff, and implement its progressive discipline plan with fidelity to enhance school safety and effectively use school and District Personnel. Student safety is a key tool needed for students to learn and reach educational goals. A safe student is more inclined to be productive in school. Additionally, all staff will reserve a portion of their Advisement virtual time to inform students of the extra support students can receive from Administration and Support Personnel.

<b>Implementation Date(s)</b>	<b>Implementation Steps</b>	<b>Person(s) Responsible</b>  (First & last name, position)	<b>Expected Evidence</b>  (What evidence would demonstrate the Implementation Step was successfully executed?)	<b>Monitoring</b>  (How and Who?)
<b>Start:</b> Mon, Nov 2	The school administration will hold virtual grade level	Mr. Rico Jones,	Monthly student discipline reports will demonstrate a	Monthly discipline and

<p><b>End:</b> Mon, Nov 2</p>	<p>orientations, with the School Resource Officer, that focus on student expectations and discipline procedures.</p>	<p>Assistant Principal</p>	<p>decrease in the amount of disciplinary actions.</p>	<p>student services reports will be reviewed on a monthly basis by Mr. Jeffrey Gonzalez, Principal, and Mr. Rico Jones, Assistant Principal.</p>
<p><b>Start:</b> Mon, Nov 2 <b>End:</b> Mon, Nov 30</p>	<p>The school administration will continue the practice of using using committees, which will include monthly meetings to discuss school-wide discipline initiatives, like the continuation of the Positive Behavior Intervention Support (PBIS) Program.</p>	<p>Mr. Rico Jones, Assistant Principal; Renee Ishmael, Behavior Management Teacher</p>	<p>Committee attendance logs and agendas will document the meeting dates and content covered in meetings. Additionally, student discipline reports will demonstrate a decrease in the amount of student disciplinary actions.</p>	<p>Committee agendas, Zoom invitations and attendance will be reviewed on a monthly basis by Mr. Jeffrey Gonzalez, Principal, and Mr. Rico Jones, Assistant Principal.</p>
<p><b>Start:</b> Mon, Nov 2 <b>End:</b> Mon, Nov 30</p>	<p>The ESE Department will continue to provide students in need with additional emotional support by virtually offering mental health interventions and counseling sessions with the school Behavior Management Teacher (BMT), Art Therapist, School Psychologist, and School Counselor.</p>	<p>Ms. Michelle Buzainz, ESE Department Chair</p>	<p>Monthly ESE discipline reports will show a decrease in the amount of student disciplinary actions, due to the fact that parents/students know that they can visit a myriad of mental health professionals to address any needs they might have before it escalates to a discipline issue.</p>	<p>Monthly discipline and student services reports will be reviewed by Ms. Michelle Buzainz, ESE Department Head.</p>
<p><b>Start:</b> Mon, Nov 2 <b>End:</b> Mon, Nov 30</p>	<p>The school instructional staff will implement Positive Behavior Intervention System (PBIS) norms to all students so that classroom expectations are known by all stakeholders.</p>	<p>Mr. Jeffrey Gonzalez, Principal; Mr. Rico Jones, Assistant Principal</p>	<p>Monthly student discipline reports will show an increase in the utilization of student interventions and progressive discipline steps before severe disciplinary actions are taken. Parents will receive information about the PBIS program and its' implications for the school. Evidence will include the Paul W. Bell PBIS intervention form.</p>	<p>Monthly discipline and student services reports will be reviewed on a monthly basis by Mr. Jeffrey Gonzalez, Principal, and Mr. Rico Jones, Assistant Principal.</p>

**Primary Essential Practice**

Empower Teachers And Staff

**Priority Actions for the Primary Essential Practice**

Paul W. Bell Middle School will provide professional development on growth mindset strategies and additional topics so that teachers can use these techniques to empower themselves. Additionally, the school will provide more opportunities for sharing of best practices and collaboration during bi-weekly departmental and team meetings to decrease teachers' feeling of being overwhelmed due to new initiatives and programs at the school, and increase staff morale.

<b>Implementation Date(s)</b>	<b>Implementation Steps</b>	<b>Person(s) Responsible</b>  (First & last name, position)	<b>Expected Evidence</b>  (What evidence would demonstrate the Implementation Step was successfully executed?)	<b>Monitoring</b>  (How and Who?)
<b>Start:</b> Mon, Nov 2 <b>End:</b> Mon, Nov 30	The student services department will continue to virtually present and expound upon growth mind set activities and sharing of best practices among teachers during faculty/department meetings, Zoom or email.	Ms. Christina Salazar, Counselor; Ms. Renee Ishmael, Behavioral Management Teacher (BMT).	The student services department will a disseminate a quarterly teacher survey to elicit explicit feedback from instructional staff.	The student services department will set goals, monitor implementation and determine next steps on a monthly basis.
<b>Start:</b> Mon, Nov 2 <b>End:</b> Mon, Nov 30	The school administration will continue to implement a standing meeting calendar, which will include bi-weekly meetings to discuss best practices and growth mindset techniques.	Mr. Jeffrey Gonzalez, Principal	Monthly meeting attendance logs, Zoom invitations and agendas will reveal the discussion of content, while meeting minutes will detail best practices and techniques discussed.	Monthly review of minutes and attendance logs will be conducted on a monthly basis by Mr. Jeffrey Gonzalez, Principal.
<b>Start:</b> Mon, Nov 2 <b>End:</b> Mon, Nov 30	The school administration will continue to celebrate teacher successes at monthly faculty meetings by utilizing employee recognition tools such as certificates, trophies and social media.	Mr. Jeffrey Gonzalez, Principal	Faculty meeting agendas will reflect teacher recognition efforts.	Meeting agenda will be reviewed by Mr. Jeffrey Gonzalez, Principal.
<b>Start:</b> Mon, Nov 2 <b>End:</b> Mon, Nov 30	The school administration will continue to build upon the committee that will oversee and implement activities that promote a positive school culture.	Ms. Leatisha Brown, EESAC Chair	Monthly meeting agenda and minutes will reflect topics discussed. Additionally, meeting attendance logs will detail dates the committee met.	Monthly review of meeting agenda, minutes, and attendance will be reviewed on a monthly basis by Mr. Jeffrey Gonzalez, Principal.

## Secondary Essential Practice

Communicate With Stakeholders

### Priority Actions for the Secondary Essential Practice

Paul W. Bell Middle School will enhance its opportunities for valuable feedback by promoting the use of the school website for unlimited accessibility to all staff by students and parents, reserving Mondays and Wednesdays for virtual parent conferences, and conducting virtual student data chats with fidelity to improve students' sense of ownership of their own progress and self-advocacy. Additionally, all teachers will use innovative learning and video conferencing platforms to allow students and parents unlimited access to class assignments, student questions and Google Voice for unlimited parent access to teachers.

<b>Implementation Date(s)</b>	<b>Implementation Steps</b>	<b>Person(s) Responsible</b>  (First & last name, position)	<b>Expected Evidence</b>  (What evidence would demonstrate the Implementation Step was successfully executed?)	<b>Monitoring</b>  (How and Who?)
<b>Start:</b> Wed, Nov 4  <b>End:</b> Wed, Nov 4	The VILs Coach will conduct a pre-recorded parent training on how to access the school website, gradebook, parent academy and Title I information.	Mr. Julian Sanatcoloma, (VILs Coach); Ms. Selena Caracas, Community Involvement Specialist; Ms. Christina Salazar, School Counselor.	Evidence will be obtained by the Open House and Title I attendance sign-in sheets.	Ms. Christina Salazar, School Counselor will market the initiative and organize the logistics of the virtual training beginning on 11/04/20.
<b>Start:</b> Mon, Nov 2  <b>End:</b> Mon, Nov 30	The team leaders will continue to hold virtual parent conferences twice weekly, to address student progress, any areas of deficiency and brainstorm targeted interventions.	Mr. Jeffrey Gonzalez, Principal; Mr. Rico Jones, Assistant Principal	Parent conference attendance records/logs, Zoom invitations and parent conference notes will serve as evidence that the action step was completed.	Parent conference logs will be reviewed monthly by Mr. Rico Jones, Assistant Principal to monitor increased participation.
<b>Start:</b> Mon, Nov 2  <b>End:</b> Mon, Nov 30	The student services department will encourage students to utilize the link on the school's website to access the "Bully Box". The student services department will also expound upon the subject of bullying during the grade level orientations.	Ms. Christina Salazar, School Counselor.	An increase in the amount of visits to the school website and completion of Microsoft Forms' results will serve as evidence that the implementation step was successfully completed.	Monthly review of the number of on-line bullying incidences will be recorded in DISIS.
<b>Start:</b> Mon, Nov 23  <b>End:</b> Fri, Nov 27	The magnet lead teacher/VILs lab mentor will hold a virtual parent night to introduce families to the vision of the Verizon grant and how the 5 GHz computer lab will improve the education of their children at Paul W. Bell Middle School.	Mr. Anthony Reid, VILs lab mentor; Mr. Jeffrey Gonzalez, Principal	Attendance logs, agendas, Zoom invitation and pictures will demonstrate successful completion of action step.	A debriefing of the VILs parent night will be conducted by Mr. Jeffrey Gonzalez, Principal.



**ACADEMIC PROGRAMS**  
**Quarter 2 Implementation**  
 (November 2 – December 18, 2020)

**Academic Programs Outcome Statement**

1. If we successfully implement our Sustained Essential Practice of Differentiated Instruction, then Paul W. Bell Middle School's ELA proficiency and learning gains on the FSA will improve, as evidenced by 2021 FSA data results. 2. If we successfully implement our Primary Essential Practice of Interventions/RtI, then Paul W. Bell Middle School's Math proficiency and learning gains and Science proficiency will improve, as evidenced by 2021 FSA and FCAT 2.0 data results. 3. If we successfully implement our Secondary Essential Practice of Data-Driven Instruction, then Paul W. Bell Middle School's Math and Science proficiency will improve, as evidenced by 2021 FSA and FCAT 2.0 data results.

**Sustained Essential Practice**

Differentiated Instruction

**Priority Actions for the Sustained Essential Practice**

Paul W. Bell Middle School will provide professional development to teachers in the area of Differentiated Instruction, hold bi-weekly department meetings to discuss and share best practices regarding Differentiated Instruction, and conduct data chats to meet individual educational needs of all students.

<b>Implementation Date(s)</b>	<b>Implementation Steps</b>	<b>Person(s) Responsible</b>  (First & last name, position)	<b>Expected Evidence</b>  (What evidence would demonstrate the Implementation Step was successfully executed?)	<b>Monitoring</b>  (How and Who?)
<b>Start:</b> Mon, Nov 2  <b>End:</b> Mon, Nov 30	The ELA department will meet to discuss iReady growth monitoring and Differentiated Instruction. The ELA department will also use the data as the basis to prepare for tutoring selection.	Daisy Frade, ELA Department Chair; ELA/ESOL/Reading Teachers	The students will demonstrate increased participation and performance on the iReady Diagnostic reports. Additionally, attendance rosters, agendas, and Zoom meeting invitations will serve as evidence that the department held weekly meetings to review strategies and resources that will drive initiatives related to enrichment and interventions.	Jeffrey Gonzalez, Principal; Rico Jones, Assistant Principal; will review the department meeting minutes and iReady Diagnostic reports created to monitor progress and compliance.
<b>Start:</b> Mon, Nov 2  <b>End:</b> Mon, Nov 30	The mathematics department will meet to discuss differentiated instruction for targeted Tier 2 and Tier 3 students using applicable data from computer assisted	Leatisha Brown, Mathematics Department Chair	Data reports will reveal an increase in student proficiency on District Assessments.	Jeffrey Gonzalez, Principal; Rico Jones, Assistant Principal; will review the department meeting minutes and iReady

	learning software such as I-Ready and Edgenuity.			Diagnostic reports created to monitor progress and compliance.
<b>Start:</b> Mon, Nov 2 <b>End:</b> Mon, Nov 30	The science department will meet to discuss formative assessment tools (i.e. science base line, science quarterly assessments) to further inform instruction and/or remediation.	Cynthia Menocal, Science Department Chair; Science Department Teachers	The implementation step would have been successfully executed as evidenced by data reviewed from authentic student work, digital sharing of student work sample presentations, student data reports reflecting assessment results after the baseline, unit, and quarterly assessments.	Jeffrey Gonzalez, Principal; Rico Jones, Assistant Principal; and Cynthia Menocal, Science Department Chair; will meet with, attend and discuss data during science departmental meetings.
<b>Start:</b> Mon, Nov 2 <b>End:</b> Mon, Nov 30	The social studies department will meet to discuss a plan to provide intervention opportunities to targeted Tier 2/3 students using the district mini-assessments.	Ada Corvos, Social Studies Department Chair	The implementation step would have been successfully executed as evidenced by data reviewed from authentic student work, digital sharing of student work sample presentations, student data reports reflecting assessment results after the baseline, unit, and mini-assessments.	Jeffrey Gonzalez, Principal; Rico Jones, Assistant Principal; and Ada Corvos, Social Studies Department Chair will meet with and discuss data during social studies department meetings.

### Primary Essential Practice

Data-Driven Decision Making

### Priority Actions for the Primary Essential Practice

Paul W. Bell Middle will implement push-in and pull-out tutoring (virtually) to address individual students' academic needs, conduct teacher data chats to identify student areas in need of improvement and to modify instructional delivery as needed, and provide additional interventions through the Advisement/Homeroom period and after school.

<b>Implementation Date(s)</b>	<b>Implementation Steps</b>	<b>Person(s) Responsible</b>  (First & last name, position)	<b>Expected Evidence</b>  (What evidence would demonstrate the Implementation Step was	<b>Monitoring</b>  (How and Who?)
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			successfully executed?)	
<p><b>Start:</b> Mon, Nov 2</p> <p><b>End:</b> Mon, Nov 30</p>	<p>The ELA department will continue to create announcements to serve as student reminders for students to complete their iReady lessons. The ELA department will then host recognition sessions as positive incentives. Afterwards, the departmental meetings will address data chats concerning students' strengths and weaknesses, as well as sharing best practices and enrichment/intervention opportunities.</p>	<p>Daisy Frade, ELA Department Chair; ELA/ESOL/Reading Teachers</p>	<p>The students will demonstrate increased participation and performance on the iReady Diagnostic reports. Additionally, attendance rosters, agendas, and Zoom meeting invitations will serve as evidence that the department held weekly meetings to review strategies and resources that will drive initiatives related to enrichment and interventions.</p>	<p>Jeffrey Gonzalez, Principal; Rico Jones, Assistant Principal; will review the department meeting minutes and iReady Diagnostic reports created to monitor progress and compliance.</p>
<p><b>Start:</b> Mon, Nov 2</p> <p><b>End:</b> Mon, Nov 30</p>	<p>The ESOL Chair will provide a schedule where push-in/pull-out interventions are provided in core areas, to target applicable students' areas of weakness.</p>	<p>Mirtha Pineda, ESOL Chairperson; Estela Casanova; HLAP</p>	<p>Data reports will reveal an increase in student proficiency on benchmarks tested.</p>	<p>Jeffrey Gonzalez, Principal; Rico Jones, Assistant Principal; Mirtha Pineda, ESOL Chairperson, Progress Monitoring with I-Ready (Reading Math), Topic Assessments (Math), Teacher-created assessments (all subjects) will be reviewed monthly by Administration and modification to instructional delivery will be done on an as needed basis.</p>
<p><b>Start:</b> Mon, Nov 2</p> <p><b>End:</b> Mon, Nov 30</p>	<p>The science department will continue to meet to review learner data to identify learner strengths and weaknesses. The department will then discuss</p>	<p>Cynthia Menocal, Science Department Chair; Science Department Teachers</p>	<p>The implementation step would have been successfully executed as</p>	<p>Jeffrey Gonzalez, Principal; Rico Jones, Assistant Principal; and Cynthia Menocal,</p>

	and plan differentiation and individual learning paths that target the needs of our unique student population. Some students will be assigned remedial content to give them extra practice before they go on, and others will receive advanced content that will allow them to delve deeper into a topic.		evidenced by data reviewed from authentic student work, digital sharing of student work sample presentations, student data reports reflecting assessment results after the baseline, unit, and quarterly assessments.	Science Department Chair; will meet with, attend and discuss data during science departmental meetings.
<b>Start:</b> Mon, Nov 2 <b>End:</b> Mon, Nov 30	The social studies department will use data from bell ringers to identify learner strengths and weaknesses.	Ada Corvos, Social Studies Department Chair	The implementation step would have been successfully executed as evidenced by data reviewed from Power BI and Performance Matters.	Jeffrey Gonzalez, Principal; Rico Jones, Assistant Principal; Daisy Frade, ELA Department Chair; Ada Corvos, Social Studies Department Chair will attend and discuss objectives, goals and outcomes during department meetings.

## Secondary Essential Practice

Interventions/RtI

### Priority Actions for the Secondary Essential Practice

Paul W. Bell Middle School will enhance the monitoring of district and school assessment performance and usage reports, such as MATHia and I-Ready, and implement an incentive plan to promote increased usage of intervention strategies. Teachers will use innovative learning and video conferencing platforms to analyze student performance and adjust instructional delivery of content, as needed. Additionally, time will be allotted on the Standing Meeting Calendar for weekly departmental data chats and sharing of best instructional practices.

<b>Implementation Date(s)</b>	<b>Implementation Steps</b>	<b>Person(s) Responsible</b> (First & last name, position)	<b>Expected Evidence</b> (What evidence would demonstrate the Implementation Step was successfully executed?)	<b>Monitoring</b> (How and Who?)
<b>Start:</b> Mon, Nov 2 <b>End:</b> Mon, Nov 30	The ESE teachers, in their consultation logs, will continue to document the students' specific subject progress	Ms. Michelle Buzainz, ESE Department Chair; Mr. Rico Jones, Assistant Principal	Monthly data reports will reveal an increase in student learning gains on formal and informal assessments.	ESE subgroup data progress will be monitored by ESE Department Chair and discussed during

	and support the General Ed teachers in the area of the students' weakness.			curriculum council meetings as evidenced by agenda items and sign-in sheets on a bi-weekly basis.
<b>Start:</b> Mon, Nov 2 <b>End:</b> Mon, Nov 30	The administrative team will conduct teacher data chats on a quarterly basis, where data results will be utilized to modify instructional delivery and incorporate checks for understanding on deficient benchmarks.	Mr. Rico Jones, Assistant Principal	Monthly data reports will reveal an increase in student proficiency on formal and informal assessments.	Mr. Rico Jones, Assistant Principal will create a walk through survey that will reveal an increase in the use of bell ringers that address deficient benchmarks.
<b>Start:</b> Mon, Nov 2 <b>End:</b> Mon, Nov 30	The ELA and mathematics departments will continue to create and implement an incentive plan for the completion of required I-Ready (Reading/Math) minutes/lessons and MATHia workspaces.	Daisy Frade, Language Arts Department Head; Leatisha Brown, Math Department Head; Mr. Rico Jones, Assistant Principal	Student proficiency on iReady data and MATHia data will improve as a result of the Quarterly Incentive Plan challenge	Progress Monitoring will be conducted on a weekly basis by Mr. Rico Jones, Assistant Principal, as evidenced by successful completion of minutes, lessons, and workspaces.
<b>Start:</b> Mon, Nov 2 <b>End:</b> Mon, Nov 30	Core teachers will continue to conduct student data chats and/or surveys to discuss student goals and academic progress.	Mr. Rico Jones, Assistant Principal; Daisy Frade, Language Arts Department Head; Leatisha Brown, Math Department Head; Cynthia Menocal, Science Department Head	Core teachers will share data with students so that they will become familiar with their own academic progress as evidenced by the ability to expound upon their past, current and predicted data goals.	Mr. Rico Jones, Assistant Principal will create a walk through survey will reveal that 51% of students can explain and/or elaborate on their own data.

### **MDCPS Levels of Support for Addressing Learning Loss**

To complete the MDCPS Levels of Support for Addressing Learning Loss section, refer to the 2020-2021 MDCPS Continuous Learning Plan: A Plan to Mitigate Loss of Learning Due to COVID-19. Please address Levels 1, 2 and 3 by responding to the specific questions below.

#### **Level 1: Accelerating Student Learning- Describe the steps the school is taking to ensure high-quality grade level instruction is being provided to all students both Schoolhouse and My School Online (MSO).**

1. Follow master scheduling guidelines for middle schools to properly place students in grade level courses and interventions. 2. Prioritizing the most critical skills and knowledge of each subject and grade level and adjust the Pacing Guides accordingly. 3. Ensuring that teachers deliver strong Tier 1 core instruction in either the School House or in MSO environment regardless of modality. 4. Diagnosing students' unfinished learning and providing acceleration support using available tools. 5. Administering and analyzing diagnostic and formative assessments to determine student knowledge and guide school leaders and teachers on developing next steps in instruction and real-time micro-interventions that can prevent further gaps. 6. Continuously monitoring students' progress on grade appropriate, standards-aligned assignments that work in online and face to face settings and adjust supports as necessary.

**Level 2: Assessing and Addressing Student Learning Gaps- Describe the steps the school is taking to provide targeted interventions to tier 2/3 students in addition to support and services during the school day that are above and beyond Tier 1 instruction.**

1. Analyze diagnostic and baseline data. 2. Use decision making learning tools to determine tiered instruction and service for students. 3. Implement targeted, standards-based lessons and use computer assisted learning software during differentiated instruction, small group instruction or individualized instruction. a. iReady Tool Box b. System 44 c. Read 180 d. Edgenuity 4. Provide intervention opportunities to targeted Tier 2/3 students 5. Continue assessing students using formative assessment tools to further inform instruction and/or remediation. Target Students Intervention Tool Frequency Progress Monitoring FSA L25: I-Ready Tool Box, 3X week, iReady, FAIR and Subject area assessments FSA Regressors: Academic counseling and targeted in-class checks for understanding, academic grades, iReady, FAIR and subject area assessments FSA Bubble: Strategic questioning, review of academic grades, iReady, FAIR and Subject area assessments MSO 11+ Absences: Recommend switch to PHY & attend tutoring, 5x week, Edgenuity Below Proficiency Civics: Review of data and discussion of remediation in subject area assessments Below Proficiency Science: Review of data and discussion of remediation in subject area assessments

**Level 3: Providing Extended Learning Opportunities- Describe the steps the school is taking to offer students opportunities to participate in extended learning opportunities that are inclusive of Saturday Academy, Winter Break Academy, Spring Break Academy, and before and after school tutoring programs.**

Title III: ESOL, K-12 – These funds are distributed to all eligible schools to provide after school tutoring only to English Language Learners. These tutoring sessions are designed to help ELL's increase their language acquisition and assist them in accessing grade level work. Target Students Intervention Tool Frequency Progress Monitoring ELL Learning Loss Index: Individual tutoring, Achieve 3000, Imagine learning, Individual tutoring, Achieve 3000, Imagine Learning ELL FSA Regressors: Academic Counseling and targeted in-class checks for understanding , academic grades, subject area assessments ELL ESE HLAP Assistance: academic grades, subject area assessments ELL Bubble: Strategic questioning, academic grades, subject area assessments ELL L25: Individual and small group tutoring, academic grades, subject area assessments, Achieve 3000, Imagine Learning, ELL MSO 11+ Absences: Recommend switch to PHY & attend tutoring, academic grades, subject area assessments, Achieve 3000, Imagine Learning

## **Phase III & IV**

### **Mid-Year Review & Q3/Q4 Implementation**

#### **Reflect – Modify – Implement**

**Phases III & IV will be developed and executed at the school as described below:**

*In addition to completing the Phase III Mid-Year Review (January 4 – January 29, 2021), the School Leadership Team will create Phase IV Implementation Steps for both School Culture and Academic Programs to implement from February 1 – April 30, 2021.*

*Mid-Year Readiness Data and Systems Review should directly inform the Quarter 3 and 4 Implementation Steps.*

- o ***A Data Review:*** *is a thorough disaggregation and analysis of all pertinent data points to evaluate outcomes and inform future actions needed to achieve school goals.*
- o ***Systems Review:*** *is a thorough analysis of the impact of the implementation steps to inform future actions needed to achieve the school goals.*

### **Phase III: Mid-Year Review**

***January 4 – January 29, 2021***

- *Complete the School Improvement Process Mid-Year Reflection utilizing the Data Review Analysis and Systems Review*
- *Gather teachers and staff feedback regarding progress of Phase II Implementation Steps*
- *Develop Phase III Implementation Steps with School Leadership Team*
- *Review Phase III of the School Improvement Process (EESAC)*

### **Phase IV: Quarter 3 & Quarter 4 Implementation**

***February 1 – June 9, 2021***

- *Monitor the execution of Quarter 3 & Quarter 4 Implementation Steps to ensure a high degree of fidelity.*
- *During Quarter 3 & Quarter 4 Implementation, schools will execute Quarter 3 & Quarter 4 Implementation Steps. The school leadership team will monitor, facilitate and assess the degree to which steps were executed, and the impact obtained based on collected evidence.*

### ***Implementation Steps Requirements:***

- *Align to the school's Outcome Statement, Essential Practice and Priority Action*
- *Provide specific implementation dates*
- *Describe the specific action or activity that will take place*
- *Include the name and position of the person responsible*
- *Specify what evidence would demonstrate the intended Implementation Step was achieved*
- *Name the person responsible and describe the process that will be used to monitor each Implementation Step*

## **Mid-Year Data Map**

*For the 2020-2021 school year the Data Maps will be accessible via the SIP (School Improvement Process) Dashboard on Power BI. Schools will be notified of availability via a Weekly Briefing.*

### **Access the SIP Dashboard:**

*Administrators, members of the School Leadership Team, and Synergy participants all have access to the SIP Dashboard via [www.powerbi.com](http://www.powerbi.com) using your MDCPS Office 365 Credentials. Launch the SIP Dashboard from "Shared with me," adding this report to "Favorites" is a recommendation for ease and future reference. Once on the SIP Dashboard, the reports are separated into several tabs navigated at the bottom of the screen. To further disaggregate the data, use the following functions: buttons, filters, slicers, and drill down (availability*

*varies from tab to tab). In each report, examine the titles and descriptions for each visual. Additional text will be provided to describe any features that might be available to you.*

## **MID-YEAR DATA REVIEW**

January 4 - January 29, 2021

Convene the SLT to examine, interpret and disseminate the Mid-Year Data Map for School Culture and Academic Programs.

### **1. Describe the process used by the SLT to examine, interpret, and disseminate the Mid-Year Data Map for School Culture and Academic Programs.**

The SLT met and reviewed the Mid-Year Data Map. After examining the data with the school's Curriculum Council and Leadership Team, all Department Head members were provided an electronic copy of the Mid-Year Data Map. The use of Microsoft Forms allowed the administration to receive feedback from the staff in regards to differentiated instruction, interventions, truancy, professional development, progress monitoring and data based communication with parents. Additionally, Administration held individual data chats with teachers where data from the Mid-Year Data Map and Power B.I. results were discussed. Lastly, teachers held student data chats where data results were reviewed, and targeted interventions explained and mapped out.

### **2. In relation to your 2021 school grade goals and your Outcome Statement for School Culture describe which data finding(s) are most encouraging and which data finding(s) are most concerning. Explain why.**

According to our Outcome Statement for School Culture, the data findings which are most encouraging are the results of the student midyear survey which revealed that 80% of the students strongly agreed that their interactions with adults at the school are respectful. This is a favorable increase as highlighted by the 2019 Panorama data which revealed that students felt a lack of connection to the adults at the school. The data finding which is an area of concern for our school is that 18% of the student body has 11 or more absences as compared to .5% during the 2019 – 2020 school year. This will inherently change the way interventions and remediation are conducted moving forward.

### **3. In relation to your 2021 school grade goals and your Outcome Statements for Academic Programs, describe which data finding(s) are most encouraging and which data finding(s) are most concerning. Explain why.**

According to our Outcome Statement for Academic Programs, the data finding which is most encouraging is that iReady Mathematics Tier 1, 6th grade students increased 19% points from AP1 to AP2 (31% to 50%). The data finding which is an area of concern for our school is that iReady Reading Tier 1, 6th grade students decreased by 4%. (46% to 42%). Paul W. Bell must examine the correlation between the Mathematics and Reading 6th grade iReady scores and determine what factors are causing the inconsistency in student achievement.

### **4. In terms of grade-levels and/or subject areas, what patterns are evident in the data examined?**

Results from iReady Diagnostic#1 and Diagnostic#2 data reveal that the percentage of Tier 1 students was 47% in Reading and 45% in Mathematics respectively. Specifically, on the Mathematics Diagnostic, there was a 19% point increase in Tier 1 students in 6th grade, a 8% point increase in Tier 1 students in 7th grade and a %11 point increase in Tier 1 students in 8th grade. In Reading, diagnostic results reveal a -4% point decrease in Tier 1 students in 6th grade, a 7% point increase in Tier 1 students in 7th grade and a %5 point increase in Tier 1 students in 8th grade. Further examination will be paramount as to why the 6th grade Tier 1 students decreased in performance.

### **5. In terms of the MDCPS Levels of Support for Addressing Learning Loss, what patterns are evident for tier 2/3 students receiving interventions and additional support/services beyond tier 1 instruction?**

Evident patterns observed from tier 2/3 students receiving interventions and additional support include a need to front load information. Front loading may be accomplished through video clips short or through various learning software. Another pattern of learning loss is evident in the lack of vocabulary acquisition. The Tier 2/3 students are having difficulties with using context clues, pre-fixes, suffixes and root words to help them decipher the



meaning of subject area vocabulary. Finally, language barriers (MSO ESOL Students) are proving to be a challenge for students who are participating in 8th grade classes that are taught at a faster pace.

**6. In terms of the MDCPS Levels of Support for Addressing Learning Loss, what patterns are evident for students participating in extended learning opportunities?**

Extended learning opportunities have revealed that students are responding to the use of learning stations or remediation centers. Remediation centers require the students to take ownership of their learning while simultaneously teaching the standard in a quick and efficient way. Another pattern that is evident from students participating in extended learning opportunities is the need for timed practice drills to increase automaticity at the beginning of lessons.

## **MID-YEAR SYSTEMS REVIEW**

January 4 - January 29, 2021

Discuss the monitoring of the Quarter 1 and Quarter 2 implementation Steps to determine the degree of impact on School Culture and Academic Programs.

### **School Culture**

**1. Considering the outcomes of the Quarter 1 and 2 Implementation Steps and corresponding data for School Culture, what actions led to data surpassing expectations? Provide examples.**

The daily presence of the School Resource Officer (S.R.O.) and the effective use of Restorative Justice Circles (R.J.P.) has led to our school surpassing expectations for School Safety, as evidenced by a 92% Strongly Agree/Agree approval rating by staff members in regards to maintaining facilities that contribute to a safe overall environment (mid-year survey). Students who receive disciplinary referrals to the office are counseled by both the S.R.O. and the counselor. Additionally, these same students are required to complete an R.J.P. Circle before being allowed back to class.

**2. Considering the outcomes of the Quarter 1 and 2 Implementation Steps and corresponding data for School Culture, what actions (or lack thereof) led to data falling short of expectations? Provide examples.**

Low attendance due to the COVID 19 pandemic has led to lower than expected daily school attendance. The data finding area of concern for our school is that 18% of the student body has 11 or more absences as compared to .5% during the 2019 – 2020 school year. As result, administration emails the staff members a list of students with 6 to 14 absences on a daily basis. Staff members also receive the daily call log conducted by clerical staff to reference as they contact parents. As of January 21, 2021, a total of 28 home visits have been conducted. FDOE Emergency Order 20-EO-07 has also mandated that students who participate through My School Online and are not adequately progressing, be given an opportunity to attend school physically. Extended learning opportunities have been scheduled and staffed.

### **Academic Programs**

**1. Considering the outcomes of the Quarter 1 and 2 Implementation Steps and corresponding data for Academic Programs, what actions led to data surpassing expectations? Provide examples.**

Providing additional academic interventions during the use of intensive classes, implementing Differentiated Instruction with fidelity, and providing targeted interventions such as pull-out/push-in tutoring and after-school tutoring led to i-Ready Diagnostic Data surpassing expectations. Specifically, i-Ready Diagnostic Results reveal that there was a 11% percentage point increase in the amount of students scoring in the Tier 1 range when comparing results from i-Ready ELA AP1 to i-Ready ELA AP2 as of January 21, 2021. The number of students scoring in the Tier 3 data range reduced 5 percentage points from i-Ready ELA AP1 to i-Ready ELA AP2.

**2. Considering the outcomes of the Quarter 1 and 2 Implementation Steps and corresponding data for Academic Programs, what actions (or lack thereof) led to data falling short of expectations? Provide examples.**

Insufficient passing grades due to the learning gap caused by COVID 19, has resulted in lower than expected grade distributions with topic assessment averages. According to Power BI Q1 Grade Distribution report, referencing the topic assessment averages, 54 students earned "A's", 80 students earned "B's", 96 students earned "C's", 75 students earned "D's" and 106 students earned "F's".

### **3. As a result of the data review, will you be changing your school grade goals?**

No

### **If yes, what school grade goals need to be revised and why?**

N/A

*Be sure to resubmit the School Grade Goal Survey if you have made changes to your goals, shared via Weekly Briefing.*

## **School Leadership Core Competencies**

### **Competency 1: Commitment to Students**

Our Primary Essential Practice is Empowering Teachers and Staff. The SLT plans to enhance our Commitment to Students by providing monthly professional development sessions and growth mindset strategies for all stakeholders. The staff will continue to implement strategies from the MAWI Teacher 2.0 book, "How to Empower All Learners for Classroom Success" and continue to utilize Restorative Justice Practices (RJP) to make transformative reforms at the school. The SLT will consult with the District personnel to elicit recommendations and advice in regards to long term planning that support difficult decisions and policies by improving learning for each and every student, regardless of ethnicity and background.

**Review the Phase I description of how the School Leadership Team will use the Commitment to Students competency within the School Improvement Process. To what extent has this been implemented? Where are areas in need of improvement? Provide evidence.**

The Commitment to Students Competency has been fully implemented within the School Improvement Process by the SLT. The SLT uses the professional development sessions effectively during designated times and the staff maximizes their commitment to students. All department heads attend District trainings and consult with District personnel on a regular basis and then share the information obtained with their department members in bi-weekly department meetings.

### **Competency 2: Focusing on Sustainable Results**

Our Primary Essential Practice is Interventions/RtI. The SLT will Focus on Sustainable Results in the following ways. During the 2020-2021 school year, Paul W. Bell Middle School will continue the implementation of the Verizon Innovative Learning Schools Grant initiative. Every student and instructional staff member will continue to utilize their personal iPad with internet connectivity to use both, at home and at school. This initiative will continue to allow for project based learning, and enhance higher order thinking, and make interdisciplinary connections that will engage our students to our surrounding community. Additionally, students will continue to be provided daily interventions and/or enrichment activities, during their extended 45 minute Advisement period, in the areas of Reading, Math, Science, and Civics.

**Review the Phase I description of how the School Leadership Team will use the Focusing on Sustainable Results competency within the School Improvement Process. To what extent has this been implemented? Where are areas in need of improvement? Provide evidence.**

The Focusing on Sustainable Results Competency has been fully implemented within the School Improvement Process by the SLT. The SLT meets regularly with Administration to discuss data, collaborate on interventions, plan for the effective implementation of school initiatives and new programs, review and reward student achievement, and develop initiatives to increase student engagement.

### **Competency 3: Developing Others**

Our Primary Essential Practice is Empowering Teachers and Staff. The SLT plans on Developing Others by providing monthly professional development sessions and growth mindset strategies for all stakeholders. The staff will continue to implement the MAWI Teacher 2.0 strategies learned from the book, "How to Empower All Learners for Classroom Success", and continue to utilize Restorative Justice Practices (RJP) to make transformative reforms at the school. The SLT will consult with District personnel to elicit recommendations and advice in regards to long term planning that support difficult decisions and policies by improving learning for each and every student, regardless of ethnicity and background. Additionally, time will be allotted, via the Standing Meeting Calendar, to provide teachers with time to collaborate and share best practices on a weekly basis.

**Review the Phase I description of how the School Leadership Team will use the Developing Others competency within the School Improvement Process. To what extent has this been implemented? Where are areas in need of improvement? Provide evidence.**

The Developing Other Competency has been fully implemented within the School Improvement Process by the SLT. Department meetings are held on a bi-weekly meeting where members share best practices, discuss data results, discuss authentic student work, fine tune instructional techniques, and collaborate on interventions. Administrative walkthroughs are held on a weekly basis to ensure fidelity of the implementation of the interventions and strategies discussed in department meetings. Additionally, a committee has been created to build the foundation of leadership for those teachers who wish to embark upon leadership journeys in the future.

#### **Competency 4: Engages the Team**

Our Primary Essential Practice is Empowering Teachers and Staff. The SLT will Engage the Team by allotting time on the Standing Calendar for teachers to collaborate and share best practices. Additionally, a portion of each class period will be reserved for student data chats and conversations/brainstorming sessions to help students achieve academic goals. Lastly, a teacher incentive program will be implemented along with the student incentive program.

**Review the Phase I description of how the School Leadership Team will use the Engages the Team competency within the School Improvement Process. To what extent has this been implemented? Where are areas in need of improvement? Provide evidence.**

The Engages the Team Competency has been fully implemented. All stakeholders are informed of all school activities on the school website, social media, and the use of School Messenger. Additionally, staff has received a Year at a Glance Standing Calendar that shares important meeting dates, as well as a weekly bulletin that is sent out prior to the start of each week. This action has given teachers and staff the necessary time to discuss appropriate interventions and incentives for students which targets increased engagement and academic performance. Additionally, the administration gives positive feedback and constructive criticism during individual Teacher Data Chats and walkthrough debrief meetings. Finally, students are given unlimited access to teachers and the counselor, through a link created on the school website. Students can use their Verizon i-Pads or personal computers to ask their teachers and other students questions via emails and/or their Microsoft Teams. This unlimited access is essential to engaging students since the majority are still participating through My School Online.

## **MID-YEAR REVIEW COMMUNICATION**

**How will the findings and the next steps from the Data and Systems Review on School Culture and Academic Programs be disseminated to all pertinent stakeholders?**

A faculty meeting will be held where all members will be given all data and the time frame for the next steps will be provided. The next steps will include: 1. Department meetings will be held where all faculty will discuss data results, brainstorm targeted interventions, and discuss next steps. 2. Administration will hold individual Teacher Data Chats where data from Power B.I. and other data will be reviewed and instructional strategies suggested. 3. Teachers will conduct student data chats where data results and interventions will be discussed. 4. Administration and Student Services will conduct parent monitoring reports for Emergency Order 2020-EO-07 students to advise parents of academic progress.

## **SCHOOL CULTURE Quarter 3/4 Implementation**

(February 1 – June 9, 2021)

**School Culture Outcome Statement**

1. If we successfully implement our Sustained Essential Practice of Effective Use of School and District Personnel, then Paul W. Bell Middle School's students' sense of being able to achieve educational goals will improve, as evidenced by results of the 2021 School Climate Survey. 2. If we successfully implement our Primary Essential Practice of Empowering Teachers and Staff, then Paul W. Bell Middle School's staff morale will improve, as evidenced by results of the 2021 School Climate Survey. 3. If we successfully implement our Secondary Essential Practice of Communicating with Stakeholders, then Paul W. Bell Middle School's feedback will improve, as evidenced by results of the 2021 School Climate Survey.

**Sustained Essential Practice**

Effective Use of School and District Support Personnel

**Priority Actions for the Sustained Essential Practice**

Paul W. Bell Middle School will promote the presence of the School Resource Officer's (SRO), visibility of school security monitors and staff, and implement its progressive discipline plan with fidelity to enhance school safety and effectively use school and District Personnel. Student safety is a key tool needed for students to learn and reach educational goals. A safe student is more inclined to be productive in school. Additionally, all staff will reserve a portion of their Advisement virtual time to inform students of the extra support students can receive from Administration and Support Personnel.

Implementation Date(s)	Implementation Steps (Include the action, the frequency of the action, and the purpose of the action.)	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
<b>Start:</b> Mon, Feb 1  <b>End:</b> Mon, May 3	The School Resource Officer (SRO) will conduct a virtual presentation on the ramifications of vaping with targeted Tier 2/3 students.	Mr. Rico Jones, Assistant Principal; Officer Lazaro Ramayo	The administration, student services department, and SRO will work together to record the presentation so that it is available to all students, physically or online.	The administrative team including student services and ESE Chair will attend the presentation.
<b>Start:</b> Mon, Feb 1  <b>End:</b> Mon, May 3	The school administration will continue meeting with stakeholder committees to discuss school-wide discipline initiatives, like the continuation of the Positive Behavior Intervention Support (PBIS) Program.	Mr. Rico Jones, Assistant Principal; Renee Ishmael, Behavior Management Teacher	Committee attendance logs and agendas will document the meeting dates and content covered in meetings. Additionally, student discipline reports will demonstrate a decrease in the amount of student disciplinary actions.	Committee agendas, Zoom invitations and attendance will be reviewed on a monthly basis by Mr. Jeffrey Gonzalez, Principal, and Mr. Rico Jones, Assistant Principal.
<b>Start:</b> Mon, Feb 1  <b>End:</b> Mon, May 3	The ESE Department will continue to provide students in need with additional emotional support by virtually offering mental health interventions and counseling sessions with the	Ms. Michelle Buzainz, ESE Department Chair	Monthly ESE discipline reports will show a decrease in the amount of student disciplinary actions, due to the fact that parents/students know that	Monthly discipline and student services reports will be reviewed by Ms. Michelle

	school Behavior Management Teacher (BMT), Art Therapist, School Psychologist, and School Counselor.		they can visit a myriad of mental health professionals to address any needs they might have before it escalates to a discipline issue.	Buzainz, ESE Department Head.
<b>Start:</b> Mon, Feb 1 <b>End:</b> Mon, May 3	A mentorship program, headed by the student services department, will provide select targeted Tier 2/3 students (Early Warning Indicators) with staff members that will meet and mentor the select students.	Ms. Salazar, School Counselor	Microsoft Forms feedback surveys and emails will collect responses of those staff members who were demonstrated an interest in mentoring our students. Mentorship logs will then serve as evidence that the mentors have met regularly with the selected students.	Microsoft Form feedback surveys to be reviewed by Ms. Salazar, School Counselor and Rico Jones, Assistant Principal

### Primary Essential Practice

Empower Teachers And Staff

### Priority Actions for the Primary Essential Practice

Paul W. Bell Middle School will provide professional development on growth mindset strategies and additional topics so that teachers can use these techniques to empower themselves. Additionally, the school will provide more opportunities for sharing of best practices and collaboration during bi-weekly departmental and team meetings to decrease teachers' feeling of being overwhelmed due to new initiatives and programs at the school, and increase staff morale.

Implementation Date(s)	Implementation Steps (Include the action, the frequency of the action, and the purpose of the action.)	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
<b>Start:</b> Mon, Feb 1 <b>End:</b> Mon, May 3	The student services department will continue to virtually present and expound upon growth mind set activities and sharing of best practices among teachers during faculty/department meetings, Zoom or email.	Ms. Christina Salazar, Counselor; Ms. Renee Ishmael, Behavioral Management Teacher (BMT).	The student services department will disseminate a quarterly teacher survey to elicit explicit feedback from instructional staff.	The student services department will set goals, monitor implementation and determine next steps on a monthly basis.
<b>Start:</b> Mon, Feb 1 <b>End:</b> Mon, May 3	The school administration will continue to implement a standing meeting calendar, which will include bi-weekly grade level/department meetings to discuss best practices and growth mindset techniques.	Mr. Jeffrey Gonzalez, Principal	Monthly meeting attendance logs, Zoom invitations and agendas will reveal the discussion of content, while meeting minutes will detail best practices and techniques discussed.	Monthly review of minutes and attendance logs will be conducted on a monthly basis by Mr. Jeffrey Gonzalez, Principal.
<b>Start:</b> Mon, Feb 1	The school administration will continue to build upon the	Ms. Leatisha Brown,	Monthly meeting agenda and minutes will reflect	Monthly review of meeting agenda,

<b>End:</b> Mon, May 3	Stakeholder Committee that will oversee and implement activities that promote a positive school culture.	EESAC Chair	topics discussed. Additionally, meeting attendance logs will detail dates the committee met.	minutes, and attendance will be reviewed on a monthly basis by Mr. Jeffrey Gonzalez, Principal.
<b>Start:</b> Mon, Feb 1 <b>End:</b> Mon, May 3	The school staff will implement the use of a "Shark Shoutout" Microsoft Forms recognition template that identifies and students and staff that exemplify great character, citizenship and achievement.	Mr. Jeffrey Gonzalez, Principal, Mr. Rico Jones, Assistant Principal	Visual schoolwide recognition on school website, social media and in-house school media.	Microsoft Forms Reports/Surveys reviewed by Mr. Rico Jones, Assistant Principal

## Secondary Essential Practice

Communicate With Stakeholders

### Priority Actions for the Secondary Essential Practice

Paul W. Bell Middle School will enhance its opportunities for valuable feedback by promoting the use of the school website for unlimited accessibility to all staff by students and parents, reserving Mondays and Wednesdays for virtual parent conferences, and conducting virtual student data chats with fidelity to improve students' sense of ownership of their own progress and self-advocacy. Additionally, all teachers will use innovative learning and video conferencing platforms to allow students and parents unlimited access to class assignments, student questions and Google Voice for unlimited parent access to teachers.

Implementation Date(s)	Implementation Steps (Include the action, the frequency of the action, and the purpose of the action.)	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)
<b>Start:</b> Mon, Feb 1 <b>End:</b> Mon, May 3	School staff will organize virtual parent conference with students who are on the Emergency Order 2020-EO-07 to advise parents of student progress.	Mr. Jeffrey Gonzalez, Principal, Mr. Rico Jones, Assistant Principal; Ms. Christina Salazar, Counselor;	The evidence will consist of the ZOOM invitations and Zoom attendance roster	The administrative team including student services and ESE Chair will attend the presentation
<b>Start:</b> Mon, Feb 1 <b>End:</b> Mon, May 3	The team leaders will continue to hold virtual parent conferences three times per week to address student progress, any areas of deficiency and collaborate on targeted interventions.	Mr. Jeffrey Gonzalez, Principal; Mr. Rico Jones, Assistant Principal	Parent conference attendance records/logs, Zoom invitations and parent conference notes will serve as evidence that the action step was completed.	Parent conference logs will be reviewed monthly by Mr. Rico Jones, Assistant Principal to monitor

				increased participation.
<b>Start:</b> Mon, Feb 1 <b>End:</b> Mon, May 3	A peer mentorship initiative will allow students to pair with other students with the goal of modeling good behavior and serving as a resource of advice.	Ms. Christina Salazar, School Counselor, Renee Ishmael BMT	Peer mentors will be selected from the RJP leadership group. These students will be trained on promoting safety, increasing a sense of belonging, bridging the gap between students and adults and connecting with the community.	Microsoft Forms Reports/Surveys reviewed by Ms. Christina Salazar, School Counselor
<b>Start:</b> Mon, Feb 1 <b>End:</b> Mon, May 3	The Cambridge Ambassador initiative will allow students who exemplify the Cambridge Learner Attributes to serve in various capacities around the school, including marketing the magnet program, assisting with parent tours and participating in parent workshops/nights.	Mr. Anthony Reid, VILs lab mentor, Mr. Julian Santacoloma, (VILs Coach)	Cambridge ambassadors will be selected from the Student Government Association, the RJP leadership and teacher recommendation.	Microsoft Forms Reports/Surveys reviewed by Mr. Rico Jones, Assistant Principal

**Academic Programs  
Quarter 3/4 Implementation  
(February 1 – June 9, 2021)**

**Academic Programs Outcome Statement**

1. If we successfully implement our Sustained Essential Practice of Differentiated Instruction, then Paul W. Bell Middle School's ELA proficiency and learning gains on the FSA will improve, as evidenced by 2021 FSA data results. 2. If we successfully implement our Primary Essential Practice of Interventions/RtI, then Paul W. Bell Middle School's Math proficiency and learning gains and Science proficiency will improve, as evidenced by 2021 FSA and FCAT 2.0 data results. 3. If we successfully implement our Secondary Essential Practice of Data-Driven Instruction, then Paul W. Bell Middle School's Math and Science proficiency will improve, as evidenced by 2021 FSA and FCAT 2.0 data results.

**Sustained Essential Practice**

Differentiated Instruction

**Priority Actions for the Sustained Essential Practice**

Paul W. Bell Middle School will provide professional development to teachers in the area of Differentiated Instruction, hold bi-weekly department meetings to discuss and share best practices regarding Differentiated Instruction, and conduct data chats to meet individual educational needs of all students.

Implementation Date(s)	Implementation Steps (Include the action, the frequency of the action, and the purpose of the action.)	Person(s) Responsible (First & Last Name, Position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and who?)
<b>Start:</b> Mon, Feb 1	Provide professional development on	Mr. Julian Santacoloma,	Culminating assessments will be	Mr. Rico Jones, Assistant Principal will review Zoom

<b>End:</b> Mon, May 3	Differentiated Instruction (DI) to all staff and remote teaching strategies utilizing the services and expertise of the VILs coach.	(VILs Coach)	analyzed through the lens of the SAMR model with a goal of reaching the Redefinition level.	attendance logs and attend professional development sessions.
<b>Start:</b> Mon, Feb 1 <b>End:</b> Mon, May 3	Restructure core class framework to include Differentiated Instruction (DI) at the beginning of class or designate a DI day once a week.	Mr. Jeffrey Gonzalez, principal; Mr. Rico Jones, Assistant Principal	Designated DI class periods and/or DI days will be monitored and analyzed by the administration with feedback.	Mr. Jeffrey Gonzalez, principal; Mr. Rico Jones, Assistant Principal will view and/or conduct classroom walkthroughs to analyze the quality of DI taking place during class.
<b>Start:</b> Mon, Feb 1 <b>End:</b> Mon, May 3	Intensive Mathematics and Science courses will be created utilized to remediate students through the lens of DI. Remediation tools that will include iReady tool box, Personal Math Trainer and Edgenuity.	Ms. Leatisha Brown, Math Department Head; Ms. Cynthia Menocal	The master schedule will reflect intensive classes for Mathematics and Science courses.	Mr. Jeffrey Gonzalez, principal; Mr. Rico Jones, Assistant Principal will view and/or conduct classroom walkthroughs to analyze the quality of DI taking place during class.
<b>Start:</b> Mon, Feb 1 <b>End:</b> Mon, May 3	Maximize the services of interventionist as they provide push-in/pull out remediation services for targeted Tier2/3 students on a daily basis.	Mr. Jeffrey Gonzalez, principal; Mr. Rico Jones, Assistant Principal	The interventionist schedule will serve as evidence of services rendered. A weekly Microsoft Forms reflection survey will be utilized to provide feedback from the interventionist.	Mr. Jeffrey Gonzalez, principal; Mr. Rico Jones, Assistant Principal will view and/or conduct classroom walkthroughs to analyze the quality of interventions taking place. Microsoft Forms surveys will be utilized to provide feedback from the interventionist.

## Primary Essential Practice

Data-Driven Decision Making

### Priority Actions for the Primary Essential Practice

Paul W. Bell Middle will implement push-in and pull-out tutoring (virtually) to address individual students' academic needs, conduct teacher data chats to identify student areas in need of improvement and to modify instructional delivery as needed, and provide additional interventions through the Advisement/Homeroom period and after school.

Implementation Date(s)	Implementation Steps (Include the action, the frequency of the action, and the purpose of the action.)	Person(s) Responsible (First & Last Name, Postion)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and who?)



<p><b>Start:</b> Mon, Feb 1</p> <p><b>End:</b> Mon, May 3</p>	<p>The ESOL Chair will continue to provide a schedule where push-in/pull-out interventions are provided in core areas, to target applicable students' areas of weakness.</p>	<p>Mirtha Pineda, ESOL Chairperson; Estela Casanova; HLAP</p>	<p>Data reports will reveal an increase in student proficiency on benchmarks tested.</p>	<p>Jeffrey Gonzalez, Principal; Rico Jones, Assistant Principal; Mirtha Pineda, ESOL Chairperson, Progress Monitoring with I-Ready (Reading Math), Topic Assessments (Math), Teacher-created assessments (all subjects) will be reviewed monthly by Administration and modification to instructional delivery will be done on an as needed basis.</p>
<p><b>Start:</b> Mon, Feb 1</p> <p><b>End:</b> Mon, May 3</p>	<p>Paul W. Bell Middle will be offering after-school tutoring to ELL students utilizing Title III funding (MSO and PHY). Tutoring services will take place two times a week for the subjects of Reading, Writing, Mathematics and Science. The ELL Learning Loss Index Students will be considered high priority.</p>	<p>Diego Negrao, Social Studies Teacher</p>	<p>Student attendance data will be monitored using sign-in sheets.</p>	<p>Jeffrey Gonzalez, Principal; Rico Jones, Assistant Principal; will monitor the effectiveness of the interventions taking place during the tutoring sessions.</p>
<p><b>Start:</b> Mon, Feb 1</p> <p><b>End:</b> Mon, May 3</p>	<p>The ESE teachers, in their consultation logs, will continue to document the students' specific subject progress and support the General Ed teachers in the area of the students' weakness.</p>	<p>Ms. Michelle Buzainz, ESE Department Chair; Mr. Rico Jones, Assistant Principal</p>	<p>Monthly data reports will reveal an increase in student learning gains on formal and informal assessments.</p>	<p>ESE subgroup data progress will be monitored by ESE Department Chair and discussed during curriculum council meetings as evidenced by agenda items and sign-in sheets on a bi-weekly basis.</p>
<p><b>Start:</b> Mon, Feb 1</p> <p><b>End:</b> Mon, May 3</p>	<p>Paul W. Bell Middle will be offering after-school and before-school tutoring to targeted Tier2/3 students utilizing the Middle School Enrichment Funds. Tutoring services will take 5 days a week. The Emergency Order 2020-EO-07 students will be considered high priority.</p>	<p>Ms. Leatisha Brown, Math Department Head; Ms. Cynthia Menocal, Anthony Reid, Magnet Lead Teacher, Ada Corvos, Social Studies Department Chair,</p>	<p>Student attendance data will be monitored using sign-in sheets.</p>	<p>Jeffrey Gonzalez, Principal; Rico Jones, Assistant Principal; will monitor the effectiveness of the interventions taking place during the tutoring sessions.</p>

**Secondary Essential Practice**

Interventions/RtI

**Priority Actions for the Secondary Essential Practice**

Paul W. Bell Middle School will enhance the monitoring of district and school assessment performance and usage reports, such as MATHia and I-Ready, and implement an incentive plan to promote increased usage of intervention strategies. Teachers will use innovative learning and video conferencing platforms to analyze student performance and adjust instructional delivery of content, as needed. Additionally, time will be allotted on the Standing Meeting Calendar for weekly departmental data chats and sharing of best instructional practices.

Implementation Date(s)	Implementation Steps (Include the action, the frequency of the action, and the purpose of the action.)	Person(s) Responsible (First & Last Name, Postion)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and who?)
<b>Start:</b> Mon, Feb 1 <b>End:</b> Mon, May 3	The VILs coach will work with interventionist and intensive classes to create final products in which students present their own personal data.	Mr. Julian Santacoloma, (VILs Coach)	Final products will be analyzed through the lens of the SAMR model with a goal of reaching the Redefinition level.	Jeffrey Gonzalez, Principal; Rico Jones, Assistant Principal; will debrief with the VILs coach and assess effectiveness.
<b>Start:</b> Mon, Feb 1 <b>End:</b> Mon, May 3	Core teachers will continue to conduct student data chats and/or surveys to discuss student goals and academic progress.	Mr. Rico Jones, Assistant Principal; Daisy Frade, Language Arts Department Head; Leatisha Brown, Math Department Head; Cynthia Menocal, Science Department Head	Core teachers will share data with students so that they will become familiar with their own academic progress as evidenced by the ability to expound upon their past, current and predicted data goals.	Mr. Rico Jones, Assistant Principal will create a walk through survey will reveal that 51% of students can explain and/or elaborate on their own data.
<b>Start:</b> Mon, Feb 1 <b>End:</b> Mon, May 3	The ELA and mathematics departments will continue to create and implement an incentive plan for the completion of required I-Ready (Reading/Math) minutes/lessons and MATHia workspaces.	Daisy Frade, Language Arts Department Head; Leatisha Brown, Math Department Head; Mr. Rico Jones, Assistant Principal	Student proficiency on iReady data and MATHia data will improve as a result of the Quarterly Incentive Plan challenge	Progress Monitoring will be conducted on a weekly basis by Mr. Rico Jones, Assistant Principal, as evidenced by successful completion of minutes, lessons, and workspaces.
<b>Start:</b> Mon, Feb 1 <b>End:</b> Mon, May 3	Implement testing subject area boot camps that will allow students to remediate weak benchmarks	Daisy Frade, Language Arts Department Head; Leatisha Brown, Math Department Head; Ada Corvos, Social Studies Department Head; Cynthia Menocal,	Boot camp plans, schedules and results will be presented to administration and kept on file.	Jeffrey Gonzalez, Principal; Rico Jones, Assistant Principal; will debrief with department heads on boot camp effectiveness.

**MDCPS Levels of Support for Addressing Learning Loss**

To complete the MDCPS Levels of Support for Addressing Learning Loss section, refer to the 2020-2021 MDCPS Continuous Learning Plan: A Plan to Mitigate Loss of Learning Due to COVID-19. Please address Levels 1, 2 and 3 by responding to the specific questions below.

**Level 1: Accelerating Student Learning- Describe the steps the school is taking to ensure high-quality grade level instruction is being provided to all students both Schoolhouse and My School Online (MSO).**

1. Follow master scheduling guidelines for middle schools to properly place students in grade level courses and interventions. 2. Prioritizing the most critical skills and knowledge of each subject and grade level and adjust the Pacing Guides accordingly. 3. Ensuring that teachers deliver strong Tier 1 core instruction in either the School House or in MSO environment regardless of modality. 4. Diagnosing students' unfinished learning and providing acceleration support using available tools. 5. Administering and analyzing diagnostic and formative assessments to determine student knowledge and guide school leaders and teachers on developing next steps in instruction and real-time micro-interventions that can prevent further gaps. 6. Continuously monitoring students' progress on grade appropriate, standards-aligned assignments that work in online and face to face settings and adjust supports as necessary.

**Level 2: Assessing and Addressing Student Learning Gaps- Describe the steps the school is taking to provide targeted interventions to tier 2/3 students in addition to support and services during the school day that are above and beyond Tier 1 instruction.**

1. Analyze diagnostic and baseline data. 2. Use decision making learning tools to determine tiered instruction and service for students. 3. Implement targeted, standards-based lessons and use computer assisted learning software during differentiated instruction, small group instruction or individualized instruction. a. iReady Tool Box b. System 44 c. Read 180 d. Edgenuity 4. Provide intervention opportunities to targeted Tier 2/3 students 5. Continue assessing students using formative assessment tools to further inform instruction and/or remediation.

**Level 3: Providing Extended Learning Opportunities- Describe the steps the school is taking to offer students opportunities to participate in extended learning opportunities that are inclusive of Saturday Academy, Winter Break Academy, Spring Break Academy, and before and after school tutoring programs.**

Middle School Enrichment (MSE) After School Program: The safe and supporting atmosphere provided by quality after-school activities benefits the students involved as well as the parents and school community at large. Targeted students include but not limited to ESE Learning Loss Index and Emergency Order 20-EO-07 students. This tutoring program is provided in MSO and PHY formats. Title III: ESOL, K-12 – These funds are distributed to all eligible schools to provide after school tutoring only to English Language Learners. These tutoring sessions are designed to help ELL's increase their language acquisition and assist them in accessing grade level work. Target Students Intervention Tool Frequency Progress Monitoring ELL Learning Loss Index: Individual tutoring, Achieve 3000, Imagine learning, Individual tutoring, Achieve 3000, Imagine Learning ELL FSA Regressors: Academic Counseling and targeted in-class checks for understanding , academic grades, subject area assessments ELL ESE HLAP Assistance: academic grades, subject area assessments ELL Bubble: Strategic questioning, academic grades, subject area assessments ELL L25: Individual and small group tutoring, academic grades, subject area assessments, Achieve 3000, Imagine Learning, ELL MSO 11+ Absences: Recommend switch to PHY & attend tutoring, academic grades, subject area assessments, Achieve 3000, Imagine Learning

## **Phase V**

### **End of Year Reflection**

#### **Input – Feedback – Outcome Analysis**

**Phase V will be developed and executed by the school as described below:**

*During Phase V, teachers and staff will be given the opportunity to collaborate with the School Leadership Team and provide meaningful input after the review of the School Improvement Process implemented during the 2020-2021 school year. The School Leadership Team will complete Phase V*

*End of Year Reflection for both School Culture and Academic Programs considering the success of the Outcome Statements.*

## **Phase V Stakeholder Feedback and Reflection**

***May 3 – June 9, 2021***

- *Use the 2020-2021 Continuous Improvement Reflection Worksheet, to meet with all grade level/departments to solicit input with the following:*
  - *Areas of strength and opportunities for improvement in both School Culture and Academic Programs*
  - *Reflections and predictions for School Culture and Academic Programs*
- *Meet to reflect on the feedback gathered from the grade level/departments. The team will use the feedback received to guide the development of one comprehensive 2020-2021 Continuous Improvement Reflection Worksheet.*
- *Schedule a faculty meeting during the month of May where faculty/staff will complete the 2020-2021 School Improvement Survey.*
- *During this May faculty meeting, share the findings from the 2020-2021 Continuous Improvement Reflection Worksheet and seek consensus from all faculty/staff to ensure that the findings accurately represent the identified areas of strength and opportunities for improvement along with the identified processes that will be sustained, developed, or enhanced in the areas of School Culture and Academic Programs for the 2021-2022 school year.*
- *After the May faculty meeting, schedule an EESAC meeting to share the outcomes.*

## **2020-2021 Continuous Improvement Reflection Worksheet**

### **School Culture**

**May 3 – June 9, 2021**

Reflect on Phase I, II, and III of the School Improvement Process and consider the school's success in meeting the intended Outcome Statements, implementing the Primary/Secondary Essential Practices Developments/Enhancements, and monitoring the Sustained Essential Practice within School Culture.

School Culture Outcome Statement

In reviewing Phase I, II, and III of the School Improvement Process, to what extent did the school meet the intended Outcome Statement in School Culture?

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Sustained Essential Practice

Primary Essential Practice

Secondary Essential Practice

## **End of Year Implementation Plan Reflection**

### **Strengths**

In reviewing the Implementation Steps executed during the 2020-2021 school year, which step(s) led to the successful implementation of the Sustained Essential Practice? Be specific about the factors that contributed to your success.

### **Opportunity for Improvement**

In reviewing the Implementation Steps implemented during the 2020-2021 school year, which step(s) for the Sustained Essential Practice were not implemented with success? Be specific about the factors that hindered the implementation.

In reviewing the Implementation Steps executed during the 2020-2021 school year, which step(s) led to the successful implementation of the Primary Essential Practice? Be specific about the factors that contributed to your success.

In reviewing the Implementation Steps implemented during the 2020-2021 school year, which step(s) for the Primary Essential Practice were not implemented with success? Be specific about the factors that hindered the implementation.

In reviewing the Implementation Steps executed during the 2020-2021 school year, which step(s) led to the successful implementation of the Secondary Essential Practice? Be specific about the factors that contributed to your success.

In reviewing the Implementation Steps implemented during the 2020-2021 school year, which step(s) for the Secondary Essential Practice were not implemented with success? Be specific about the factors that hindered the implementation.

## **School Culture Prediction**

Based on your Mid-Year Reviews, and the End of Year Implementation Plan Reflection, make a prediction about the School Culture results for the 2020-2021 school year. Include what data findings you expect to see significantly improve, remain neutral, and significantly decrease. Provide a rationale for your prediction which should include the Essential Practices that contribute to your prediction.

## **2020-2021 Continuous Improvement Reflection Worksheet**

### **Academic Programs**

**May 3 – June 9, 2021**

Reflect on Phase I, II, and III of the School Improvement Process and consider the school's success in meeting the intended Outcome Statements, implementing the Primary/Secondary Essential Practices Developments/Enhancements, and monitoring the Sustained Essential Practice within Academic Programs.

Academic Programs Outcome Statement

In reviewing Phase I, II, and III of the School Improvement Process, to what extent did the school meet the intended Outcome Statement in Academic Programs?

Sustained Essential Practice

Primary Essential Practice

Secondary Essential Practice

## **End of Year Implementation Plan Reflection**

### **Strengths**

### **Opportunity for Improvement**

In reviewing the Implementation Steps executed during the 2020-2021 school year, which step(s) led to the successful

In reviewing the Implementation Steps implemented during the 2020-2021 school year, which step(s) for the Sustained

implementation of the Sustained Essential Practice? Be specific about the factors that contributed to your success.

Essential Practice were not implemented with success? Be specific about the factors that hindered the implementation.

In reviewing the Implementation Steps executed during the 2020-2021 school year, which step(s) led to the successful implementation of the Primary Essential Practice? Be specific about the factors that contributed to your success.

In reviewing the Implementation Steps implemented during the 2020-2021 school year, which step(s) for the Primary Essential Practice were not implemented with success? Be specific about the factors that hindered the implementation.

In reviewing the Implementation Steps executed during the 2020-2021 school year, which step(s) led to the successful implementation of the Secondary Essential Practice? Be specific about the factors that contributed to your success.

In reviewing the Implementation Steps implemented during the 2020-2021 school year, which step(s) for the Secondary Essential Practice were not implemented with success? Be specific about the factors that hindered the implementation.

### **2020-2021 MDCPS Continuous Learning Plan: A Plan to Mitigate Loss of Learning Due to COVID-19**

**In reviewing the MDCPS Levels of Support for Addressing Learning Loss, reflect on which strategic steps the school implemented with success that helped to mitigate the loss of learning due to COVID-19?**

**In reviewing the MDCPS Levels of Support for Addressing Learning Loss, reflect on which steps the school implemented that did not yield desired results?**

### **Academic Programs Prediction**

Based on your Mid-Year Reviews, and the End of Year Implementation Plan Reflection, make a prediction about the Academic Program results for the 2020-2021 school year. Include what data findings you expect to see significantly improve, remain neutral, and significantly decrease. Provide a rationale for your prediction which should include the Essential Practices that contribute to your prediction.



