Paul W. Bell Middle School

2023-24

Schoolwide Improvement Plan (SIP)

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Paul W. Bell Middle School

11800 NW 2ND ST, Miami, FL 33182

http://pwbell.dadeschools.net/

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

Purpose and Outline of the SIP

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

I. School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Jones, Rico	Principal	• Oversee the overall implementation of the School Improvement Plan. • Facilitate collaboration among the school leadership team, teachers, and staff to develop and monitor the SIP. • Analyze student performance data and identify areas for improvement. • Establish goals and objectives aligned with the SIP and ensure their integration into the school's operations. • Allocate resources and support needed to achieve the SIP goals. • Communicate progress and updates on the SIP to staff, parents, and other stakeholders. • Evaluate the effectiveness of SIP strategies and make adjustments as necessary.
Rosario, Gracelynne	Assistant Principal	• Assist the principal in the overall implementation and management of the SIP. • Collaborate with teachers and other stakeholders to develop specific action plans for school improvement. • Support teachers in aligning their classroom practices with the SIP objectives. • Support teachers in implementing effective teaching strategies and interventions. • Monitor student progress and work with teachers to address areas needing improvement. • Monitor and evaluate the effectiveness of instructional practices and make recommendations for improvement. • Contribute to data analysis and assessment of SIP initiatives. • Analyze student achievement data and provide feedback to teachers for improvement. • Facilitate the development and implementation of the SIP action plan. • Coordinate meetings and communication among school leadership team members. • Ensure that SIP initiatives are on track and deadlines are met.
Brown, Leatisha	Other	• Prepare updates on SIP progress for the principal and other EESAC stakeholders. • Collaborate with teachers to align curriculum and instructional practices with the SIP goals. • Provide professional development opportunities related to SIP strategies and initiatives. • Work with the leadership team to assess the impact of targeted strategies on SIP objectives.
Sotomayor, Mayte	School Counselor	School Counselor (Need to add to the Employee List) • Provide support to students with social-emotional and behavioral needs that align with SIP objectives. • Collaborate with teachers and administrators to address student-specific challenges related to the SIP. • Contribute to the development of programs or interventions that support

Name	Position Title	Job Duties and Responsibilities
		student well-being and academic success. • Monitor and evaluate the effectiveness of counseling and support services related to the SIP.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The School Leadership Team (SLT) is responsible for overseeing the SIP development process and involving other stakeholders. The SLT identifies the different stakeholder groups relevant to the school's improvement process. The EESAC, which includes teachers, non-teaching staff, parents, students, and representatives from the local business or community are part of the development and monitoring of the SIP. Each stakeholder group is encouraged to provide their insights, suggestions, and concerns regarding the school's strengths, weaknesses, opportunities for improvement. The SLT analyzes the input from stakeholders to identify common themes and priorities. This analysis helps to determine the critical areas that need improvement and highlights the aspects that stakeholders are most concerned about. Based on the identified themes and priorities, the SLT works collaboratively to set specific, measurable, achievable, relevant, and time-bound (SMART) goals that align with the school's mission and vision. Before finalizing the SIP, the SLT shares the draft plan with all stakeholders to ensure their feedback is considered. This may involve another round of discussions or feedback collection. After incorporating relevant stakeholder feedback, the SLT finalizes the School Improvement Plan. The plan is then communicated to the entire school community, including parents and students, to keep everyone informed and involved.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

Throughout the implementation of the SIP, progress is regularly monitored and evaluated. The SLT will schedule quarterly reviews with stakeholders to provide updates and seek further input if necessary. The process is cyclical, and the SIP is continually reviewed and updated based on progress and changing circumstances. Stakeholder involvement remains crucial in every iteration of the improvement cycle.

Demographic Data	
2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Other School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	99%

2022-23 Economically Disadvantaged (FRL) Rate	88%
Charter School	No
RAISE School	No
2021-22 ESSA Identification	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History	2021-22: C 2019-20: B 2018-19: B 2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	K	1	2	3	4	5	6	7	8	Total
Absent 10% or more days	0	0	0	0	0	0	12	13	21	46
One or more suspensions	0	0	0	0	0	0	0	8	7	15
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	8	7	2	17
Course failure in Math	0	0	0	0	0	0	12	33	6	51
Level 1 on statewide ELA assessment	0	0	0	0	0	0	37	72	66	175
Level 1 on statewide Math assessment	0	0	0	0	0	0	26	46	53	125
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	57	96	114	267
	0	0	0	0	0	0	0	0	0	

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

Indicator	K	1	2	3	4	5	6	7	8	Total
Students with two or more indicators	0	0	0	0	0	0	1	1	2	4

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	12	30	26	68
One or more suspensions	0	0	0	0	0	0	2	52	10	64
Course failure in ELA	0	0	0	0	0	0	12	7	2	21
Course failure in Math	0	0	0	0	0	0	11	24	23	58
Level 1 on statewide ELA assessment	0	0	0	0	0	0	37	75	42	154
Level 1 on statewide Math assessment	0	0	0	0	0	0	36	99	53	188
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	53	86	66	205

The number of students by current grade level that had two or more early warning indicators:

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

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	12	30	26	68
One or more suspensions	0	0	0	0	0	0	2	52	10	64
Course failure in ELA	0	0	0	0	0	0	12	7	2	21
Course failure in Math	0	0	0	0	0	0	11	24	23	58
Level 1 on statewide ELA assessment	0	0	0	0	0	0	37	75	42	154
Level 1 on statewide Math assessment	0	0	0	0	0	0	36	99	53	188
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	53	86	66	205

The number of students by current grade level that had two or more early warning indicators:

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

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

District and State data will be uploaded when available.

Accountability Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	48			48			57		
ELA Learning Gains	54			47			63		
ELA Lowest 25th Percentile	45			30			57		
Math Achievement*	40			40			56		
Math Learning Gains	49			29			57		
Math Lowest 25th Percentile	40			35			45		
Science Achievement*	37			44			51		

Accountability Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
Social Studies Achievement*	73			65			71		
Middle School Acceleration	63			55			59		
Graduation Rate									
College and Career Acceleration									
ELP Progress	50			47			70		

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings.

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	50
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	499
Total Components for the Federal Index	10
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	36	Yes	2	
ELL	42			
AMI				
ASN				

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
BLK				
HSP	50			
MUL				
PAC				
WHT				
FRL	48			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	48	54	45	40	49	40	37	73	63			50
SWD	28	51	37	28	37	29	27	52				
ELL	35	49	40	30	46	39	16	63	50			50
AMI												
ASN												
BLK												
HSP	49	54	44	40	50	40	37	73	63			50
MUL												
PAC												
WHT												
FRL	46	52	44	37	47	36	34	72	58			53

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	48	47	30	40	29	35	44	65	55			47
SWD	25	32	23	20	32	41	17	48				
ELL	38	43	31	31	19	24	27	57	50			47

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
AMI												
ASN												
BLK												
HSP	49	48	30	41	29	34	44	65	56			47
MUL												
PAC												
WHT												
FRL	48	47	31	39	29	32	44	66	51			46

2018-19 ACCOUNTABILITY COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18	ELP Progress
All Students	57	63	57	56	57	45	51	71	59			70
SWD	25	39	38	22	36	27	28	35				
ELL	45	62	61	47	55	48	41	57	44			70
AMI												
ASN												
BLK												
HSP	56	63	56	55	56	45	49	70	61			70
MUL												
PAC												
WHT												
FRL	55	62	56	55	55	44	46	70	57			69

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

School, District and State data will be uploaded when available.

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The data component with the lowest performance would be Science with 40% proficiency. Although it is our data component demonstrating the lowest performance, it did show a 9 percentage point improvement from 31% proficiency in 2022. One notable factor contributing to the low performance in Science in 2022 is the presence of a substantial ELL (English Language Learners) population, comprising 29% of the eighth-grade student population. Language barriers can significantly hinder students' ability to comprehend complex scientific concepts and effectively express their understanding. Another contributing factor is the presence of students with learning disabilities or special needs (ESE), accounting for 20% of the eighth-grade student population. These students require tailored instruction and additional support to grasp scientific concepts effectively. To sustain and build upon this positive trend in Science proficiency, continuous data analysis and monitoring are essential. Additionally, ongoing efforts should focus on addressing the specific needs of ELL and ESE students to ensure their equitable access to a high-quality science education.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

According to data from 2021-2022, the Civics data decreased from 74 percent to 63 percent which a 9 percentage point decrease. Several factors may have contributed to this decline. The presence of a substantial ELL (English Language Learners) population, comprising 33% of students at Levels 1 to 4, has likely played a significant role. Language barriers can impede these students' understanding of complex civic concepts and hinder their ability to effectively articulate their knowledge. Additionally, the school experienced an influx of students from other countries, with 24% of 7th-grade student scores not counting for school grade purposes. This demographic shift introduces variations in students' prior civic education experiences, language proficiency, and familiarity with the U.S. civics curriculum. These factors collectively contributed to the observed decline. Addressing this decline will require targeted strategies to support ELL students, assist those transitioning from other countries, and ensure a consistent and effective civics curriculum. Ongoing monitoring and data analysis will be crucial to track progress and make necessary adjustments to improve Civics proficiency rates.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The data analysis highlights a significant performance gap in 7th Grade Mathematics, which stands out as the data component with the most substantial disparity compared to the state average. Specifically, the school's proficiency rate in 7th Grade Mathematics is at 32%, significantly below both the district and state proficiency rates, both standing at 48%. Several contributing factors appear to have played a role in this gap. Firstly, the ELL (English Language Learners) population, comprising 33% of students at Levels 1 to 4, may have contributed to the challenge. The school also experienced an influx of students from other countries, with 24% of 7th-grade student scores not counting for school grade purposes, potentially impacting the overall performance data. Additionally, the adjustment to a new curriculum and resources, including the framework, program design, and planning tools for Mathematics, may have posed challenges for Mathematics teachers as they were getting acquainted with these changes. All these factors collectively emphasize the importance of targeted support and strategies in 7th Grade Mathematics to bridge this performance gap and improve student outcomes.

Which data component showed the most improvement? What new actions did your school take in this area?

The 2022-2023 Mathematics PM3 FAST data shows 44% proficiency as compared to 2021-2022 FSA proficiency of 32% which is an improvement of 9 percentage points. This 9 percentage point improvement reflects a concerted effort to enhance student performance. Several action steps and strategies were instrumental in bringing about this positive change. Firstly, opportunities for collaborative planning sessions were organized with a specific focus on data-driven instruction and differentiation. During these sessions, teachers analyzed student data to identify areas of weakness and strength, which served as a basis for tailoring instructional plans. This collaborative approach allowed educators to share insights and best practices, fostering a collective effort toward improving Mathematics proficiency. Another key strategy employed was the integration of differentiated instruction into lessons. Recognizing that students have diverse learning needs and abilities, teachers adjusted their teaching methods and materials to cater to individual students. This approach ensured that each student received the necessary support and challenges to address their specific areas of weakness, ultimately contributing to improved proficiency. Moreover, student data chats played a vital role in the improvement process. These sessions involved a deep analysis of individual student data, enabling teachers to pinpoint precisely where students were struggling. Through data chats, educators could tailor interventions and support to address these specific weaknesses effectively.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

EWS data demonstrates 46 students who were absent 10% or more days. Improving middle school attendance is crucial for students' academic success. Attendance initiatives such as early identification and intervention, a positive school environment, mentoring and counseling programs, family engagement, and incentives need to be implemented and monitored. School attendance is vital for a student's holistic development and success in both academic and personal spheres. Regular attendance fosters a positive learning environment, builds important life skills, and sets the stage for future achievements.

EWS data indicated 269 students with a substantial reading deficiency. Reviewing and ensuring fidelity to the MTSS process would ensure that targeted and systematic interventions are provided to support students' academic, social-emotional, and behavioral needs. This data-driven approach identifies students who may be struggling and provide appropriate interventions at different levels of intensity. Following the MTSS process involves a continuous cycle of data collection, analysis, intervention implementation, progress monitoring, and decision-making. It is a collaborative effort involving teachers, administrators, support staff, and parents to ensure all students receive the necessary support to succeed academically and socially.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

Instructional Support/Coaching (Science, ELA, Mathematics): This section focuses on providing instructional support and coaching specifically in the core subjects of Science, English Language Arts (ELA), and Mathematics. This choice is driven by the data, which identifies these areas as needing improvement, particularly in terms of proficiency rates compared to district and state averages. To address this, the school will invest in professional development and coaching for teachers in these subjects, ensuring they are well-equipped with the knowledge and strategies to deliver effective instruction. This support will involve workshops, peer mentoring, and ongoing feedback to enhance teaching practices and ultimately improve student outcomes.

Attendance Initiatives: Addressing attendance issues is crucial as it directly impacts student engagement and academic performance. Chronic absenteeism can hinder a student's ability to succeed in any subject. To tackle this, the school will implement attendance initiatives that aim to identify and address the root causes of absenteeism, provide additional support to students who are frequently absent, and engage with families to promote regular attendance. These initiatives may include mentoring programs, incentives for good attendance, and communication strategies to keep parents informed about the

importance of consistent attendance.

Student Engagement: Student engagement is a cornerstone of effective learning. To address the proficiency gaps in various subjects, the school will prioritize strategies that enhance student engagement. This could involve incorporating interactive lessons, hands-on activities, project-based learning, and technology integration into the curriculum. Additionally, educators will focus on fostering a positive classroom environment where students feel motivated and empowered to participate actively in their learning.

Collective Efficacy/Celebrate Success: Building collective efficacy is vital for a school community. When teachers and staff believe in their collective ability to make a positive impact on student learning, it can drive substantial improvements. Celebrating successes, both big and small, reinforces this belief and creates a positive atmosphere. Regularly acknowledging and celebrating achievements, whether they are improved test scores or accomplishments in extracurricular activities, can boost morale and motivation, encouraging all stakeholders to continue working towards common goals.

Connecting Families and Communities: Education is a collaborative effort that extends beyond the classroom. Building strong connections between families, communities, and the school is crucial for student success. The school will implement strategies to involve families in their children's education, such as hosting regular parent-teacher conferences, family engagement nights, and open houses. Additionally, the school will actively seek community partnerships and resources to provide additional support for students, whether through after-school programs, mentorships, or access to community resources.

Each of these sections was chosen based on a thorough analysis of the school's strengths and areas in need of improvement. By addressing these aspects comprehensively, the school aims to create a holistic and supportive learning environment that fosters academic achievement and overall well-being for all students.

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to 2023 school data, Science was the lowest performance component with 40% proficiency as compared to the district average of 52%. Although it is data component demonstrating the lowest performance, it did show a 9 percentage point improvement from 31% proficiency in 2022. The eighth grade student population had 29% ELL students and 20% ESE. Identified contributing factors include a language barrier which can hinder students' ability to comprehend complex scientific concepts and articulate their knowledge effectively. In addition, students with learning disabilities or special needs may require additional support and tailored instruction to grasp scientific concepts effectively. Scaffolding instruction through strategies such as breaking down complex ideas, providing language support, and offering differentiated resources can significantly aid students in achieving greater proficiency in Science.

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

With the evidence-based strategy of scaffolding, an increase of 2% of the eighth-grade student population will demonstrate proficiency at grade level or above in Science, as measured by the 2023-2024 state assessment.

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

The leadership group will engage in walkthroughs and participate in collaborative planning sessions to assist in utilizing data for instructional purposes. They will also conduct data chats to analyze the results of the District Science Baseline and District Science Mid-Year assessments, assessing progress towards objectives and adapting instruction to cater to all learners' requirements. Additionally, the ESE program specialist, behavioral management teacher, and ESE clinicians will rely on student data to make informed decisions and address the specific needs of the SWD subgroup. ESOL strategies will be put into action to enhance language development, improve comprehension, and facilitate academic achievement for students who are still acquiring proficiency in English.

Person responsible for monitoring outcome:

Rico Jones (jonesrl@dadeschools.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Scaffolding is a valuable instructional strategy that can greatly benefit science instruction for students. In the context of education, scaffolding refers to the temporary support and guidance provided by teachers or peers to help students accomplish tasks or learn concepts that would be too challenging to achieve independently.

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

Science often involves complex ideas and abstract theories. Scaffolding helps break down these intricate concepts into smaller, more manageable parts, making it easier for students to grasp and understand the underlying principles. Scaffolding builds upon students' existing knowledge and experiences. By connecting new scientific concepts to what students already know, it helps create meaningful associations and promotes better retention of information.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

Review the current Science curriculum to identify areas for improvement and alignment with educational standards.

Person Responsible: Rico Jones (jonesrl@dadeschools.net)

By When: August 14-September 29:

Provide science teachers with support and collaborative planning sessions to review and update curriculum resources that include hands-on activities and real-life applications.

Person Responsible: Gracelynne Rosario (grosario@dadeschools.net)

By When: August 14-September 29

Establish a plan that includes a well-equipped science laboratory to promote science inquiry through experiments and demonstrations for each science unit.

Person Responsible: Cynthia Menocal (239224@dadeschools.net)

By When: August 14-September 29

#2. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Based on 2023 FAST PM3 data, the proficiency rate in Mathematics among students was 44%, which is lower than the district average of 54%. Similarly, in the subject of ELA (English Language Arts), 42% of students demonstrated proficiency, which is also below the district average of 51%. Data demonstrates the need for remediation in both Mathematics and ELA. Processes need to be implemented to provide additional support, interventions, and targeted instruction to help students who are performing below the expected level. This data-driven approach is vital to help students who are currently performing below the desired level and to improve overall academic achievement.

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

With the evidence-based approach of differentiated instruction, there will be a 2% increase of students achieving grade-level proficiency or higher on the June 2024 ELA and Mathematics FAST state assessments.

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

The SLT will monitor differentiated instruction by conducting classroom observations, reviewing lesson plans and student work. Assessment data will be analyzed during quarterly data chats. Professional development related to differentiated instruction will be planned to ensure that educators have the necessary knowledge and skills to effectively implement differentiation in their classrooms.

Person responsible for monitoring outcome:
Rico Jones (jonesrl@dadeschools.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Differentiated instruction is an educational approach that caters to the diverse needs, abilities, interests, and learning styles of students. Its rationale includes addressing student diversity, maximizing engagement, fostering academic growth, meeting individual learning needs, enhancing achievement, promoting inclusivity, addressing special educational needs, encouraging critical thinking, emphasizing student-centered learning, and preparing students for real-world challenges.

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

The targeted element of differentiated instruction is a powerful instructional practice that we will implement by first assessing each student's individual needs, strengths, and learning styles. This assessment will inform our tailored teaching methods, adjusting materials, and resources to cater to diverse learning preferences. Regular formative assessments will allow us to monitor progress, providing additional support or enrichment as needed. Our approach will also emphasize effort and growth over grades, fostering a positive learning environment that encourages students to embrace challenges as opportunities for improvement. Through differentiated instruction, we aim to enhance student engagement, motivation, and comprehension, ultimately leading to improved academic performance and a deeper understanding of the subject matter.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

Provide targeted and comprehensive professional development opportunities for ELA, Mathematics and Science teachers to enhance their understanding and implementation of differentiated instruction strategies.

Person Responsible: Rico Jones (jonesrl@dadeschools.net)

By When: August 14-September 29

Provide ELA, Mathematics and Science teachers with collaborative planning sessions that target flexible grouping strategies based on students' readiness levels, interests, and learning profiles.

Person Responsible: Gracelynne Rosario (grosario@dadeschools.net)

By When: August 14-September 29

Monitor student progress through quarterly teacher and student data chats.

Person Responsible: Gracelynne Rosario (grosario@dadeschools.net)

By When: August 14-September 29

#3. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The data analysis underscores the pressing need to prioritize support for the Students with Disabilities (SWD) subgroup within the school community. While all three identified subgroups—Hispanic students, English Language Learners (ELL), and SWD—face proficiency challenges in core subjects, the SWD subgroup demonstrates the most significant proficiency gaps, with rates as low as 32% in ELA, 34% in Mathematics, 25% in Science, and 54% in Civics. These stark disparities highlight the urgency of targeted interventions and support to address the specific learning needs of SWD students, ensuring they receive the necessary resources and accommodations to bridge these pronounced achievement gaps. While attention to all subgroups is crucial, the data strongly emphasizes the necessity of prioritizing and tailoring strategies to meet the unique challenges faced by SWD students in their academic journey.

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

With the evidence-based strategy of data-driven decision, the ESE students will exhibit a 2% average increase in proficiency in each subject area, as evidenced by their performance in the 2024 FAST Assessment and the 2024 NGSSA.

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

The monitoring of this Area of Focus, which centers on improving student outcomes through data-driven instruction and support, will involve several key strategies. The leadership team will actively engage in walkthroughs and participate in collaborative planning sessions to ensure that data is effectively utilized to inform instructional practices. Additionally, data chats will be a regular practice, enabling an in-depth analysis of the FAST assessment data from progress monitoring 1 and 2, as well as the District Science Baseline and District Science Mid-Year assessment results. These data chats will serve as a critical tool for assessing progress toward established goals and, equally important, for making informed adjustments to instruction to better meet the diverse needs of all learners. Furthermore, specialized staff members, including the ESE program specialist, behavioral management teacher, and ESE clinicians, will play a pivotal role in utilizing student data to make informed decisions that specifically address the unique needs of the Students with Disabilities (SWD) subgroup. Through these comprehensive data-driven practices and the involvement of key stakeholders, the educational program aims to continuously monitor and adapt its approach to ensure that all students receive the necessary support and opportunities for academic growth.

Person responsible for monitoring outcome:

Rico Jones (jonesrl@dadeschools.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Data-driven decision-making is a systematic approach which involves a collaborative effort among various stakeholders, including administrators, ESE (Exceptional Student Education) support staff, teachers, and parents, to analyze multiple data points related to student performance. By examining various data sources, such as assessment results, progress monitoring data, attendance records, behavior data, and input from educators and parents, this intervention aims to pinpoint specific goals, interventions, and supports tailored to the unique needs of each student. Through this evidence-based approach, the school community can make informed decisions to positively impact student learning and achievement. This

approach ensures that interventions are grounded in data and that resources are allocated effectively to support student progress towards established goals.

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

The rationale for implementing data-driven decision making within the school community is grounded in the fundamental belief that informed decisions lead to improved student outcomes. By engaging administrators, ESE support staff, and teachers in this process, the school seeks to harness the power of data to guide various aspects of education, from setting clear and measurable goals to tailoring interventions, optimizing teacher placement, differentiating instruction, and addressing behavior challenges. This approach ensures that decisions are not based on assumptions but on a comprehensive analysis of student performance, allowing for precise and targeted efforts that ultimately enhance learning experiences and outcomes for all students.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

Differentiated Instruction will be provided in the areas of ELA, Math, and Science to remediate any areas of deficiency.

Person Responsible: Gracelynne Rosario (grosario@dadeschools.net)

By When: August 14-September 29

The administration and ESE department will provide students with incentives and celebrate success. The school will employ Positive Behavioral Interventions and Supports to encourage behavior that supports student education.

Person Responsible: Gracelynne Rosario (grosario@dadeschools.net)

By When: August 14-September 29

Data chats will help identify ESE students that need academic and/or behavioral supports in order to meet their academic goals.

Person Responsible: Rico Jones (jonesrl@dadeschools.net)

By When: August 14-September 29

#4. Positive Culture and Environment specifically relating to Other

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the student climate survey 2023 39% of students agreed with the statement "The overall climate or feeling at my school is positive and helps me learn". This fell below 50% of threshold. Paul W. Bell Middle School will increase in 2024 by 11 percentage points. Celebrating successes and recognizing achievements are essential aspects of fostering a positive and motivating learning environment. Celebrating successes and providing recognition in an educational setting can be a powerful tool for fostering a positive and achievement-oriented culture. It encourages all stakeholders to set and pursue goals, reinforces the importance of effort, and inspires continuous improvement. Moreover, it strengthens the bond among all stakeholders, creating a supportive community where everyone celebrates each other's accomplishments.

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

With the evidence-based strategy of celebrating success, we aim to have a 11 percentage point increase of students agreeing with the statement "The overall climate or feeling at my school is positive and helps me learn" during the End of Year Student Climate Survey.

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

The school leadership team can monitor the progress of the recognition and celebration program by defining the specific criteria for recognizing staff and student achievements. These celebrations will take place for academic performance, extracurricular accomplishments, positive behavior, and acts of kindness. The SLT will create a calendar that outlines the schedule for recognition events and assemblies throughout the academic year to ensure a balanced distribution of celebrations across various achievements and stakeholders.

Person responsible for monitoring outcome:

Leatisha Brown (tisha7@dadeschools.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

When staff and students achieve something significant, acknowledging their accomplishments in a special way can boost morale and motivation. Publicly celebrating these achievements allows the entire school community, including teachers, students, parents, and administrators, to share in the success and feel a sense of pride. Recognizing and celebrating successes not only motivates the individuals being honored but also encourages others to strive for excellence. When students witness their peers' achievements being celebrated, it inspires them to set goals and work hard to attain similar recognition.

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

Celebrating successes highlights the connection between effort and positive outcomes. By publicly recognizing hard work, dedication, and perseverance, students learn that putting in effort can lead to meaningful achievements. This understanding is crucial in developing a growth mindset, where students believe that their abilities can be improved through effort and practice.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

Plan and organize monthly or quarterly award ceremonies to celebrate student achievements.

Person Responsible: Ada Corvos (acorvos@dadeschools.net)

By When: August 14-September 29

Develop a communication plan to showcase outstanding student accomplishments through school publications, social media, and the school's website.

Person Responsible: Rico Jones (jonesrl@dadeschools.net)

By When: August 14-September 29

Establish a calendar of events dedicated to staff appreciation events, such as a breakfast or luncheon, to recognize teachers for their dedication and hard work.

Person Responsible: Gracelynne Rosario (grosario@dadeschools.net)

By When: August 14-September 29

Implement a nomination and selection process for a "Teacher of the Month" program, involving input from students, parents, and staff.

Person Responsible: Gracelynne Rosario (grosario@dadeschools.net)

By When: August 14-September 29

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

For the past two school years, the school's ESE subgroup has fallen under the 41% Federal Index. The school will use funds to provide students with intervention opportunities such as morning, afternoon and Saturday tutoring. In addition, we will offer Winter and Spring Academy, as available through Miami Dade County Public Schools. The leadership team will meet to monitor student progress and conduct data chats after assessments. Teachers will be provided with additional professional development and support as well as additional planning time as needed. EESAC funds will be used to fund incentives for students who meet their academic goals.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

The plan for disseminating a School Improvement Plan (SIP), Unified School Improvement Grant (UniSIG) budget, and Schoolwide Plan (SWP) to stakeholders involves creating easily understood documents and utilizing diverse communication channels. This includes posting documents on the school's website, holding meetings and conferences, sharing summaries in newsletters and on social media, collaborating with parent-teacher associations, and ensuring accessibility for all. The goal is to promote transparency, foster engagement, and encourage feedback from students, families, staff, local businesses, and organizations within the school community.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

The school's strategy for building positive relationships with parents, families, and community stakeholders centers on open communication, engagement, and collaboration. The school aims to facilitate regular parent-teacher meetings, workshops, and events to create opportunities for interaction and feedback. Additionally, it plans to establish user-friendly communication channels, such as emails, monthly calendar of activities and events, to keep parents informed about their child's progress and school activities. By involving parents and community members in decision-making processes and educational initiatives, the school seeks to fulfill its mission, meet students' needs, and strengthen the overall support system for student success.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP. (ESSA 1114(b)(7)ii))

The school's strategy to enhance the academic program involves several key initiatives. It aims to implement research-based teaching methods and curriculum enhancements to improve the quality of learning time, focusing on individualized instruction, small-group activities, and project-based learning. The school will also explore the integration of technology and digital resources to enrich the curriculum and offer opportunities for accelerated learning. Additionally, by fostering partnerships with local educational organizations and professionals, the school intends to provide access to specialized programs, extracurricular activities, and resources that further enhance the educational experience. These efforts collectively aim to strengthen the academic program, maximize learning time, and offer an enriched and accelerated curriculum to benefit all students.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

The SIP is aligned with the Title I school programs to bring significant benefits to the school community by addressing the specific needs of economically disadvantaged students. These programs offer essential academic support, such as tutoring and professional development for educators, which ultimately improves overall academic achievement within the school. Furthermore, they actively encourage parental involvement through workshops and outreach, strengthening the sense of community. Reduced class sizes, extended learning opportunities, and improved school facilities are also made possible by Title I funding. These programs play a crucial role in closing achievement gaps, providing holistic support that includes counseling and nutrition programs, and engaging the broader community. In essence, Title I school programs contribute to enhanced educational outcomes, equity, and the well-being of both students and the entire school community.

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

The school prioritizes holistic student development by implementing a comprehensive support system. This includes providing access to counseling services for emotional and mental health needs, offering specialized support services for students with diverse learning requirements, and fostering mentoring relationships to guide and empower students. Additionally, the school collaborates with external community organizations to expand the range of available resources and interventions. Through regular assessments, feedback mechanisms, and a multidisciplinary team approach, the school ensures that students receive the necessary non-academic support to enhance their social-emotional skills, mental well-being, and overall personal growth, fostering a safe and nurturing learning environment.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

The school adopts a proactive approach to prepare students for postsecondary opportunities and the workforce by introducing them to a range of experiences and resources. It provides exposure to career and technical education programs, allowing students to explore various fields and gain practical skills. To expand access to postsecondary coursework, the middle school offers advanced courses enabling students to earn high school credits. Through career fairs, counseling, and workshops, middle school students are well-informed about their postsecondary options, empowering them to make informed decisions as they transition into high school and beyond.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

The school has implemented a comprehensive schoolwide tiered model to proactively prevent and address problem behavior among students, in coordination with the Individuals with Disabilities Education Act (IDEA) guidelines. The model encompasses three tiers: universal prevention strategies,

targeted interventions, and intensive support services. At the universal level, the school promotes a positive and inclusive school culture through character education programs, social-emotional learning, and proactive classroom management techniques. For students who require additional support, targeted interventions are provided through small-group counseling, behavior plans, and individualized assistance. When intensive support is needed, a multidisciplinary team collaborates to develop and implement individualized education plans (IEPs) for students with disabilities, ensuring that services are aligned with IDEA requirements. Regular progress monitoring and data-driven decision-making are integral components of this model, facilitating early intervention and support to address problem behavior effectively.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

The school is committed to ongoing professional development and support for its educators and staff. Teachers, paraprofessionals, and other personnel engage in regular training sessions focused on improving instruction and data utilization from academic assessments. These sessions cover various topics such as data analysis, differentiated instruction, and technology integration to enhance teaching practices.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

Title I school programs bring significant benefits to the school community by addressing the specific needs of economically disadvantaged students. These programs offer essential academic support, such as tutoring and professional development for educators, which ultimately improves overall academic achievement within the school. Furthermore, they actively encourage parental involvement through workshops and outreach, strengthening the sense of community. Reduced class sizes, extended learning opportunities, and improved school facilities are also made possible by Title I funding. These programs play a crucial role in closing achievement gaps, providing holistic support that includes counseling and nutrition programs, and engaging the broader community. In essence, Title I school programs contribute to enhanced educational outcomes, equity, and the well-being of both students and the entire school community.