PAUL W. BELL MIDDLE SCHOOL

2025-26 Schoolwide Improvement Plan

Table of Contents

School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), 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, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); 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, F.S., and as calculated under s. 1008.34(3)(b), F.S., 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, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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.

I. School Information

A. 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.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name
Rico Jones

jonesrl@dadeschools.net

Position Title
School Principal

Job Duties and Responsibilities

• 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.

• Collaborates to develop and implement strategies for school improvement as a member of EESAC.

Leadership Team Member #2

Employee's Name
Sofia DaSilva

sdasilva@dadeschools.net

Position Title
Assistant Principal

Job Duties and Responsibilities

• 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.

• Collaborates to develop and implement strategies for school improvement as a member of EESAC.

Leadership Team Member #3

Employee's Name
Mayte Sotomayor

msotomayor@dadeschools.net

Position Title
Counselor

Job Duties and Responsibilities

• 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 student well-being and academic success.
• Monitor and evaluate the effectiveness of counseling and support services related to the SIP.

Leadership Team Member #4

Employee's Name
Leatisha Brown

tisha7@dadeschools.net

Position Title
EESAC Chairperson/PD Liaison

Job Duties and Responsibilities

• Prepare updates on SIP progress for the principal, assistant 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.

2. Stakeholder Involvement

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 (20 U.S.C. § 6314(b)(2), ESEA Section 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) leads the creation of the School Improvement Plan (SIP) by

actively involving key stakeholders. These stakeholders, including the EESAC (teachers, staff, parents, students, and community members), provide valuable feedback on the school's strengths and areas for growth. The SLT then synthesizes this input to identify critical priorities. Working collaboratively, the SLT establishes SMART goals (Specific, Measurable, Achievable, Relevant, Time-bound) that align with the school's mission. After drafting the SIP, the SLT shares it with all stakeholders for a final round of input. Once this feedback is incorporated, the SLT finalizes the SIP and communicates it to the entire school community, fostering widespread awareness and engagement.

3. 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 academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

As the School Improvement Plan (SIP) is put into action, the School Leadership Team (SLT) consistently monitors and assesses its progress. They'll hold quarterly reviews with stakeholders to share updates and get further input. This ongoing process means the SIP is regularly reviewed and adjusted to reflect progress and changing needs. Continuous stakeholder involvement is crucial at every step of the improvement cycle.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**MIDDLE/JR. HIGH** **6-8**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2024-25 TITLE I SCHOOL STATUS	**YES**
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	**87.1%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**NO**
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	**N/A**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD)** **ENGLISH LANGUAGE LEARNERS (ELL)** **HISPANIC STUDENTS (HSP)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY *2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2024-25: A** **2023-24: B** **2022-23: C** **2021-22: C** **2020-21:**

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment							128	182	193	503
Absent 10% or more school days							7	12	20	39
One or more suspensions							6	8	12	26
Course failure in English Language Arts (ELA)							8	0	1	9
Course failure in Math							4	8	11	23
Level 1 on statewide ELA assessment							28	36	27	91
Level 1 on statewide Math assessment							11	17	19	47
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)							58	67	65	190
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)							0	0	0	0

Current Year 2025-26

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	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators							39	41	45	125

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year							0	1	0	1
Students retained two or more times							0	0	1	1

Prior Year (2024-25) As Last 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 school days							6	9	21	36
One or more suspensions							4	8	20	32
Course failure in English Language Arts (ELA)							8	1	2	11
Course failure in Math							4	8	11	23
Level 1 on statewide ELA assessment							42	47	58	147
Level 1 on statewide Math assessment							19	25	45	89
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Prior Year (2024-25) As Last Reported (pre-populated)

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							24	24	47	95

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year							1	1		2
Students retained two or more times									2	2

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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.

Data for 2024-25 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	60	64	58	54	61	53	54	56	49
Grade 3 ELA Achievement			27			21			
ELA Learning Gains	66	63	59	58	60	56	58	60	56
ELA Lowest 25th Percentile	60	55	52	53	51	50			
Math Achievement*	70	67	63	68	64	60	52	60	56
Math Learning Gains	63	64	62	66	63	62			
Math Lowest 25th Percentile	71	60	57	65	62	60			
Science Achievement	59	59	54	45	56	51	48	55	49
Social Studies Achievement*	77	77	73	73	75	70	75	72	68
Graduation Rate									
Middle School Acceleration	54	78	77	59	73	74	56	74	73
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	50	62	53	55	58	49	44	50	40

*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.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	63%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	630
Total Components for the FPPI	10
Percent Tested	97%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
63%	60%	57%	50%	44%		59%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

	2024-25 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%**
Students With Disabilities	53%	No		
English Language Learners	57%	No		
Hispanic Students	63%	No		
Economically Disadvantaged Students	62%	No		

D. 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.

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	60%		66%	60%	70%	63%	71%	59%	77%	54%			50%
Students With Disabilities	51%		64%	76%	59%	61%	63%	43%	61%	14%			42%
English Language Learners	43%		59%	58%	67%	64%	73%	40%	67%	50%			50%
Hispanic Students	60%		65%	59%	69%	63%	71%	59%	77%	53%			50%
Economically Disadvantaged Students	59%		66%	56%	71%	62%	65%	56%	74%	56%			53%

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	54%		58%	53%	68%	66%	65%	45%	73%	59%			55%
Students With Disabilities	35%		52%	62%	50%	68%	80%	21%	56%				24%
English Language Learners	41%		52%	48%	60%	65%	63%	28%	56%	50%			55%
Hispanic Students	54%		58%	53%	68%	66%	64%	45%	74%	59%			55%
Economically Disadvantaged Students	54%		62%	60%	66%	70%	75%	45%	69%	58%			56%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	54%				52%			48%	75%	56%			44%
Students With Disabilities	34%				33%			23%	53%	40%			56%
English Language Learners	37%				38%			23%	65%	43%			56%
Hispanic Students	54%				51%			47%	74%	55%			56%
Economically Disadvantaged Students	54%				46%			43%	81%	48%			58%

E. 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.

		2024-25 SPRING				
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	6	53%	62%	-9%	60%	-7%
ELA	7	50%	62%	-12%	57%	-7%
ELA	8	57%	60%	-3%	55%	2%
Math	6	71%	64%	7%	60%	11%
Math	7	68%	54%	14%	50%	18%
Math	8	54%	60%	-6%	57%	-3%
Science	8	48%	46%	2%	49%	-1%
Civics		70%	74%	-4%	71%	-1%
Biology		95%	74%	21%	71%	24%
Algebra		67%	59%	8%	54%	13%
Geometry		84%	58%	26%	54%	30%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

Most Improvement

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

The area showing the greatest improvement was Science, with student proficiency rising from 39% in 2023–2024 to 51% in 2024–2025. This notable growth is the result of several targeted initiatives implemented by the school. Key strategies included comprehensive professional development to strengthen teachers' skills in differentiated instruction, as well as collaborative planning sessions that supported the use of flexible grouping tailored to students' individual needs. Regular data chats allowed for continuous monitoring of progress and timely interventions. In addition, technology resource allocation which insured that classrooms were equipped with the necessary technology, such as tablets, laptops, and interactive software played a critical role in boosting student readiness and achievement. Together, these efforts have driven the significant gains in Science proficiency.

Lowest Performance

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

Science had the lowest performance, with proficiency at 51% in 2024–2025 though still an improvement over 39% in 2023–2024. Factors contributing to this include inconsistent instructional quality and a reliance on mid-year and end-of-year evaluations, which delayed necessary interventions. While initial gains were made through curriculum alignment and increased teacher collaboration, maintaining momentum has proven difficult. Notable strengths include the use of scaffolding strategies, hands-on learning experiences, and engaging tools like Brain Pop, all of which support student engagement and conceptual understanding. To improve outcomes, the school can focus on sustaining ongoing professional development for teachers, increasing technology resource allocations for an engaging learning environment, and incorporating more frequent assessments to enable timely, targeted support.

Greatest Decline

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

The data component showing the greatest decline in performance is Middle School Acceleration, dropping 3% to 81% in 2024-2025. The department faced issues with timely interventions and

resource utilization. Addressing these areas through continuous teacher development, frequent assessments, and engaging, relevant curriculum materials can help improve performance in this department.

Greatest Gap

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 area with the largest gap compared to the state average is 6th and 7th grade ELA, where the school's proficiency rate is 53% for 6th grade and 50% for 7th grade, falling 7 percentage points below the state average of 60% for 6th grade and 57% for 7th grade. This disparity is linked to inconsistent instructional quality, limited access to resources, and low student engagement. Closing this gap will require targeted efforts, including strengthening instructional practices, improving resource allocation, and expanding professional development opportunities for the respective grade level teachers.

EWS Areas of Concern

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

Attendance tracking, behavior interventions, and Multi-Tiered System of Supports (MTSS) initiatives.

Highest Priorities

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

1. Instructional Support/Coaching (ELA, Mathematics, Science)
2. Attendance Initiatives
3. Student Engagement (ELL/ESE)
4. Collective Efficacy/Celebrate Success
5. Connecting Families and Communities

B. Area(s) of Focus (Instructional Practices)

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

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Science

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

According to the 2025 Science data, 48% of our 8th grade students achieved proficiency, only 1 percentage point below the state average and exceeding the district average of 46%. However, several factors continue to impact performance, including a high number of ELL students performing at Level 1 and 2, whose readiness levels present challenges in mastering grade-level content, as well as a large population of SPED students requiring additional support. In response, we will implement a Technology Integration initiative focused on raising expectations and enhancing the quality of instructional delivery to better meet the diverse needs of our students.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

The Science component showed the lowest performance, with a 51% proficiency rate in 2024-2025. However, this was a 12% increase in proficiency from the 2023-2024 school year. The goal of the Science component for the 2025-2026 school year will be to increase proficiency to 53% (2 percentage points).

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

The leadership team will conduct regular walkthroughs and participate in collaborative planning sessions to ensure data is effectively used to inform instruction. They will facilitate data chats to analyze results from the District Science Baseline and Mid-Year Assessments, monitor progress toward academic goals, and adjust instruction to meet the diverse needs of all students. In support of the SWD subgroup, the ESE program specialist and ESE clinicians will utilize student data to guide decision-making and provide targeted interventions. Additionally, ELL strategies will be implemented to strengthen language development, improve comprehension, and support the academic success of

English Language Learners.

Person responsible for monitoring outcome
Cynthia Menocal, Science Department Chairperson

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:
Technology Integration is the use of technology tools in general content areas in education in order to allow students to apply computer and technology skills to learning and problem-solving.

Rationale:
The large population of Level 1 and 2 ELL students, whose current readiness levels impact their ability to successfully engage with grade-level content, along with a significant number of SPED students requiring additional support, has influenced these outcomes. To address these challenges, we will implement technology integration with a focus on maintaining high expectations and strengthening instructional delivery. By leveraging technology, we aim to provide personalized learning experiences that meet the diverse needs of our students, enabling them to overcome learning barriers and achieve proficiency in Science. Technology offers valuable resources and scaffolding that can effectively support both ELL and SPED students in enhancing their academic growth.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Technology Resource Allocation: Ensure that classrooms are equipped with the necessary technology, such as tablets, laptops, and interactive software, to facilitate personalized learning experiences.

Person Monitoring:	**By When/Frequency:**
Belinda Dominguez, ATMS Device Manager	September 26, 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Action to Be Taken: The school will ensure that all classrooms are equipped with essential technology—such as tablets, laptops, and interactive software—to support personalized learning. This initiative will begin with a thorough audit of current technology resources, followed by the procurement of additional devices and software as needed. Priority will be given to acquiring adaptive learning tools that support differentiated instruction for ELL and SPED students. To maximize the impact, both teachers and students will receive technical support and training to effectively use the

new technology. Monitoring the Impact: The school will track the implementation and effectiveness of this initiative through regular classroom observations and instructional walkthroughs to evaluate how technology is being integrated into teaching. Usage data, student engagement, and participation in tech-based activities will be closely monitored. Student performance will be assessed through digital tools and software-based progress trackers, with a focus on academic growth among ELL and SPED students. Feedback from teachers and students will help assess the overall effectiveness of the technology. Any challenges or gaps identified will be addressed through targeted training and support to ensure that technology integration leads to measurable improvements in learning outcomes.

Action Step #2

Professional Development: Offer ongoing professional development for teachers focused on effective technology integration strategies. Training will emphasize the use of tools and resources that promote high expectations and support differentiated instruction tailored to the needs of ELL and SPED students.

Person Monitoring:	**By When/Frequency:**
Leatisha Brown, PD Liaison	September 26, 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Action to Be Taken: The school will provide continuous professional development focused on effective technology integration strategies. This training will equip teachers with the skills and knowledge needed to utilize digital tools that support high expectations and differentiated instruction, with an emphasis on meeting the needs of ELL and SPED students. Training topics will include adaptive learning software, digital assessments, interactive content, and tools that enable personalized learning experiences. Teachers will also learn how to design lesson plans that incorporate these technologies to boost student engagement and mastery of grade-level standards. Monitoring the Impact: The impact of this initiative will be measured through both teacher and student outcomes. Teacher participation in training sessions will be tracked, and instructional walkthroughs will be conducted to observe the implementation of learned strategies in the classroom. Student performance data—particularly for ELL and SPED populations—will be analyzed to evaluate academic progress. Regular data chats will be held to review assessment results, participation in technology-based activities, and indicators of academic growth. Teacher feedback will be collected to identify challenges and areas where further support may be needed. Based on this ongoing evaluation, the professional development program and instructional practices will be adjusted to ensure they effectively support student achievement.

Action Step #3

Curriculum Enhancement: Expand the Physical Science and Biology programs by increasing the number of student cohorts enrolled in these courses.

Person Monitoring:	**By When/Frequency:**
Cynthia Menocal, Science Department Chairperson	September 26, 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Action to Be Taken: The school will continue to strengthen the Physical Science and Biology programs by maintaining the number of student cohorts enrolled in these courses. A key focus will be aligning the master schedule to ensure that all students enrolled in Geometry are also enrolled in Biology, maximizing opportunities for academic acceleration and the accumulation of acceleration points. To further support student success, Biology tutoring sessions will be offered before and after school. These efforts aim to uphold access to rigorous science instruction and prepare students for advanced coursework. Monitoring the Impact: The school will evaluate the success of this initiative

through multiple measures. Enrollment data will be tracked to confirm the preservation of Physical Science and Biology participation, particularly among Geometry students. The master schedule will be regularly reviewed to ensure it effectively supports this alignment and facilitates acceleration. Attendance and engagement in tutoring sessions will be monitored, and student progress will be measured through both formative and summative assessments. Proficiency rates and overall academic performance in science will be analyzed, and feedback from both students and teachers will be gathered to assess program effectiveness. Ongoing evaluation will guide adjustments, ensuring the continued growth and impact of the science program.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

According to the 2025 FAST PM3 data, 54% of our students demonstrated proficiency in ELA, below the district average of 61%. This data highlights the ongoing need for targeted remediation in ELA. To address this, the school must implement structured processes that provide additional support, interventions, and focused instruction for students performing below grade-level expectations. A data-driven approach will be critical in identifying learning gaps, guiding instructional decisions, and ultimately improving student outcomes and overall academic achievement.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

The ELA component showed a 54% proficiency rate in 2024-2025. Data demonstrated a 0% increase in proficiency from the 2023-2024. The goal of the ELA component for the 2025-2026 will be to increase proficiency to 56% (2 percentage points).

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

The School Leadership Team (SLT) will oversee the implementation of differentiated instruction through regular classroom observations, lesson plan reviews, and analysis of student work. Assessment data will be reviewed during quarterly data chats to monitor student progress and identify areas for improvement. To support effective implementation, targeted professional development on differentiated instruction will be provided, ensuring that educators have the necessary knowledge and strategies to meet the diverse learning needs of their students.

Person responsible for monitoring outcome
Daisy Frade, ELA Department Chairperson

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:
Data-Driven Decision Making is a core component of the school's culture, guiding decisions at all levels. This approach ensures that goal setting, intervention planning, and instructional strategies are grounded in evidence and aligned with student needs. By consistently leveraging data insights, the school is committed to improving outcomes and supporting student success.

Rationale:
Although our ELA proficiency rate held steady at 54% from 2024 to 2025, it highlights the need for targeted support and interventions. Employing a data-driven approach is essential to pinpoint specific areas where students struggle, enabling teachers to tailor instruction that effectively addresses these gaps. Through systematic assessment and analysis of student performance data, we can establish clear, actionable goals, such as increasing ELA proficiency to 57% in the 2025-2026 school year.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Professional Development: Offer training for teachers on effectively using data to inform instructional planning and differentiation, with an emphasis on strategies that target identified student needs.

Person Monitoring:	**By When/Frequency:**
Leatisha Brown, PD Liaison	September 26, 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Action to Be Taken: The District will organize and deliver professional development sessions for teachers focused on effectively using data for instructional planning and differentiation. These sessions will cover how to analyze student performance data, develop targeted instructional strategies, and implement differentiation to meet specific student needs. Teachers will learn to interpret assessment results to guide lesson planning, set measurable goals, and tailor instruction for diverse learners. Monitoring the Impact: To measure the impact of this professional development, the school will track teacher participation and engagement to ensure all relevant staff are involved. Implementation of new strategies will be monitored through instructional walkthroughs and lesson plan reviews. Student performance data will be analyzed to evaluate the effectiveness of data-driven instruction, with a focus on increases in proficiency rates and reductions in achievement gaps. Teacher feedback will be collected to assess their confidence and success in applying these

strategies. Additionally, ongoing follow-up sessions and support will be provided to address challenges and ensure that professional development leads to improved instructional practices and student outcomes.

Action Step #2
Data Analysis: Consistently review student assessment data to identify proficiency gaps and pinpoint specific areas for improvement in ELA.

Person Monitoring:	**By When/Frequency:**
Sofia DaSilva, Assistant Principal	September 26, 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Action to Be Taken: The school will establish a systematic approach to data analysis by regularly reviewing student performance data from FAST PM1 and PM2 assessments to identify proficiency gaps and areas needing improvement in ELA. This will include scheduling periodic data chats with the School Leadership Team (SLT) to review findings and determine data-driven actions. During these sessions, the SLT will analyze trends, compare performance across student groups, and pinpoint instructional areas that require adjustments to close proficiency gaps. Monitoring the Impact: To monitor this initiative's effectiveness, the school will track the frequency and outcomes of data analysis meetings and data chats. Progress will be evaluated by analyzing changes in student performance data over time, focusing on ELA proficiency improvements. Feedback from the SLT and teachers will also be collected to assess how well data insights are being applied in the classroom. Regular progress updates will be shared with stakeholders to maintain transparency and ensure timely adjustments based on ongoing data analysis.

Action Step #3
Targeted Interventions: Develop and implement focused support programs for students performing below grade level, including small-group instruction and personalized tutoring designed to address specific learning needs.

Person Monitoring:	**By When/Frequency:**
Sofia DaSilva, Assistant Principal	September 26, 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Action to Be Taken: The school will develop and implement targeted support and intervention programs for students performing below expectations. These programs will include small-group instruction and individualized tutoring designed to address specific academic gaps identified through data analysis. Each intervention will focus on providing targeted skill development, personalized feedback, and strategic instructional support to help students improve their performance. Monitoring the Impact: To evaluate the effectiveness of these interventions, the school will monitor key indicators such as student participation and attendance in small-group and tutoring sessions. Student progress will be measured through ongoing formative and summative assessments, tracking improvements in proficiency and overall academic performance. Feedback from students, teachers, and tutors will be collected to assess the impact of the interventions and identify areas for improvement. Achievement and growth data will be analyzed regularly to determine whether the interventions are effectively closing performance gaps and driving academic success.

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Intervention

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

According to the 2025 assessment data, Students with Disabilities (SWD) demonstrated the following proficiency levels: 51% in ELA, 59% in Mathematics, 15% in Science, and 50% in Civics. These results reveal an achievement gap and a decline in student performance in Science and Civics, with the SWD subgroup showing the lowest performance across core academic subjects. The primary focus moving forward is to address these disparities through targeted support and interventions specifically designed to meet the unique learning needs of SWD students. This focus is critical, as the data reflects consistent underperformance—particularly in Science and Civics—which signals ongoing academic challenges that hinder progress for this subgroup. The need for intervention was further reinforced by trends in prior-year data, which also indicated that SWD students were performing below expected levels. Addressing these gaps requires the implementation of strategic, data-informed measures to provide tailored resources, accommodations, and instructional support. Ensuring equitable access to learning opportunities for SWD students is essential for improving outcomes and closing the achievement gap.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

According to the 2025 assessment data, the SWD subgroup achieved proficiency levels of 15% in Science and 50% in Civics. This shows a decline in Science from 19% the previous year, while Civics dropped from 59% the previous year. To address ongoing achievement gaps and support improved outcomes, the school has established specific, measurable goals for the current academic year. The target for Science is to increase proficiency from 15% to 18%, and for Civics, from 50% to 53% - each reflecting a 3 percentage point gain. These goals are part of a data-driven strategy aimed at supporting the academic growth of SWD students and closing proficiency gaps in key subject areas.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

To support improved student outcomes through data-driven instruction and targeted support, this area of focus will be monitored using several strategic approaches. The leadership team will conduct regular classroom walkthroughs and participate in collaborative planning sessions to ensure that data is being effectively used to inform instructional decisions. Ongoing data chats will be held to review results from the District Science Baseline, District Topic Assessments, and Mid-Year Assessments, as well as FAST Progress Monitoring 1 and 2. These sessions will be critical for tracking progress

toward established goals and for making timely, informed adjustments to instruction that address the diverse needs of all learners. Specialized staff—including the ESE program specialist and ESE clinicians—will play a key role by using student data to tailor interventions for the Students with Disabilities (SWD) subgroup. By embedding data-driven practices into the instructional framework and engaging all relevant stakeholders, the school will ensure ongoing reflection, adaptation, and responsiveness to student needs—ultimately promoting academic growth for every student.

Person responsible for monitoring outcome
Amy Demoss, ESE Program Specialist

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:
Data-Driven Instruction is a strategic approach in which educators use student performance data to inform their instructional planning and delivery. This process involves ongoing assessment, careful analysis, and purposeful action to meet students' individual learning needs. By regularly reviewing data, teachers can identify priority standards and adjust their instruction throughout the year to ensure targeted and effective teaching.

Rationale:
Implementing data-driven instruction is essential for effectively meeting the unique educational needs of Students with Disabilities (SWD). By analyzing specific performance data, the school can identify learning gaps and determine where additional support is needed. This approach enables the development of targeted interventions and the adjustment of instructional strategies to address individual student needs. It also ensures that resources are used strategically and that student progress is continuously monitored. Through this evidence-based process, personalized learning plans can be created, realistic goals set, and the effectiveness of interventions evaluated—ultimately improving academic outcomes and strengthening support for SWD students.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Professional Development: Offer training for educators on how to effectively interpret and utilize student data to inform instruction. The focus will be on equipping teachers with the skills and strategies needed to differentiate instruction based on data insights, with particular attention to supporting the needs of Students with Disabilities (SWD).

Person Monitoring: **By When/Frequency:**
Leatisha Brown, PD Liaison   September 26, 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Action to Be Taken: The school will implement a professional development program aimed at strengthening educators' ability to interpret and apply student data effectively. This training will focus on analyzing performance data, drawing meaningful conclusions, and using those insights to differentiate instruction—particularly for Students with Disabilities (SWD). The program will include a combination of workshops, interactive sessions, and hands-on activities to build teachers' capacity to tailor their instructional strategies and provide targeted support. The ultimate goal is to ensure that all educators are confident and skilled in using data to drive instruction and meet the diverse learning needs of SWD students. Monitoring the Impact: To evaluate the effectiveness of this professional development initiative, the school will implement several monitoring strategies. Post-training assessments and feedback surveys will measure educators' understanding and practical application of data interpretation skills. Classroom observations and instructional walkthroughs will be conducted to assess how well differentiated strategies are being implemented to support SWD students. Student performance data will also be analyzed to determine whether improvements in academic outcomes can be linked to enhanced instructional practices. Regular check-ins and feedback sessions with participating teachers will provide additional insights and guide any necessary adjustments to ongoing support and training.

Action Step #2
Data Collection: Consistently gather and analyze performance data specific to Students with Disabilities (SWD), including assessment results, classroom observations, and progress toward IEP goals. This data will be used to identify proficiency gaps, monitor student growth, and determine areas requiring targeted instructional support.

Person Monitoring: **By When/Frequency:**
Amy Demoss, ESE Program Specialist   September 26, 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Action to Be Taken: The school will implement a structured and ongoing process for data collection and analysis to support Students with Disabilities (SWD). This approach will involve regularly gathering a range of performance data, including topic-specific assessments, FAST assessment results, classroom observation notes, and Individualized Education Plan (IEP) outcomes. The data will be systematically analyzed to identify proficiency gaps and pinpoint areas where SWD students require additional instructional support. Insights gained will guide the design of targeted interventions and instructional adjustments tailored to the specific needs of these students. Monitoring the Impact: To evaluate the effectiveness of this initiative, the school will establish a consistent process for reviewing and analyzing the collected data. The School Leadership Team will meet regularly to examine findings, track progress toward closing identified learning gaps, and refine strategies as needed. Periodic progress reports will compare current student data to baseline benchmarks, providing clear indicators of growth. Additionally, teacher and support staff feedback will be gathered to assess the practicality and effectiveness of interventions. This continuous review process ensures that the school's data-driven approach remains responsive and adaptive to the evolving needs of SWD students, ultimately enhancing instruction and support services.

Action Step #3
Regular Monitoring: Implement a structured system for continuously monitoring the progress of Students with Disabilities (SWD) through periodic data reviews and progress reports. This will include regular data chats with the School Leadership Team to evaluate the effectiveness of current

interventions and make timely, data-informed adjustments to better support student growth.

Person Monitoring:
Sofia DaSilva, Assistant Principal

By When/Frequency:
September 26, 2026

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Action to Be Taken: To ensure effective support for Students with Disabilities (SWD), the school will implement a comprehensive system for regular monitoring of student progress. This system will include periodic reviews of academic performance data, classroom observations, and progress reports. Regularly scheduled data chats with the School Leadership Team will serve as a structured forum to evaluate the effectiveness of current interventions and instructional strategies. These meetings will focus on identifying data trends, assessing the impact of supports, and making informed adjustments to better address the needs of SWD students. Monitoring the Impact: The effectiveness of this action step will be assessed through a series of ongoing practices. Data chats will allow for in-depth discussions on student progress and the success of implemented strategies. Performance data will be tracked over time to monitor growth and identify areas requiring further attention. Progress reports will be reviewed to ensure interventions remain aligned with individual student needs and are producing measurable improvements. In addition, feedback from teachers and support staff involved in the monitoring process will be collected to refine and enhance intervention strategies. This continuous evaluation process will help maintain the effectiveness of the monitoring system and ensure sustained academic progress for SWD students.

IV. Positive Learning Environment

Area of Focus #1

Other: Continuing the Celebration of Success

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

According to the 2024 and 2025 Student Climate Survey, only 44% of students agreed with the statement: "The overall climate or feeling at my school is positive and helps me learn," falling below the 49% benchmark set for last year. Stagnant results point to the need for a more effective structure to celebrate success and motivate growth. By consistently highlighting achievements, we can nurture a culture focused on growth, encourage goal setting, and reinforce the importance of hard work. This ongoing commitment not only drives continuous improvement but also strengthens connections among students, staff, and families—fostering a school community where everyone's accomplishments are valued and celebrated.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Through the intentional use of the evidence-based practice of celebrating success, we aim to boost student agreement with the statement, "The overall climate or feeling at my school is positive and helps me learn," by 3 percentage points on the End-of-Year Student Climate Survey.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

To assess the impact of celebrating success, the school will monitor changes in student perceptions using the End-of-Year Student Climate Survey, with a target of a 5-percentage point increase in positive responses. Documentation of recognition activities, along with regular feedback from students, teachers, and staff, will be reviewed to ensure consistent implementation and identify opportunities for improvement. The School Leadership Team will analyze this data during scheduled meetings to refine strategies as needed. This continuous improvement process is designed to boost student motivation and engagement, ultimately supporting higher academic achievement and fostering a more positive school climate.

Person responsible for monitoring outcome
Lisa Oberlander, Activities Director

Evidence-based Intervention:
Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).
Description of Intervention #1:
Celebrating successes means intentionally recognizing and publicly acknowledging the achievements of both staff and students, with encouragement and support from all stakeholders. By emphasizing the connection between effort and achievement, this practice reinforces the value of hard work and encourages students to focus on the process of learning and growth. Recognition is most effective when it is tied to clearly defined standards or criteria, ensuring it is meaningful and motivating.

Rationale:
Continuing the implementation of the evidence-based strategy of celebrating success is a key step toward enhancing school climate and boosting student morale. Publicly recognizing achievements helps create a positive, supportive environment where effort is valued and accomplishments are acknowledged. This approach not only motivates students and staff but also strengthens the link between hard work and success, contributing to a more engaging and effective learning experience for all.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Elevate Our Recognition Program: Expand our current structured system for celebrating the achievements of both staff and students. This program will build upon monthly awards, public acknowledgments, and special events dedicated to highlighting individual and group accomplishments in our school and community.

Person Monitoring: **By When/Frequency:**
Rico Jones, Principal September 26, 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Action to Be Taken: The school will continue to implement a structured Recognition Program to celebrate the achievements of both staff and students. The program will feature monthly awards, public announcements, and special events such as assemblies or ceremonies. A selection committee will review nominations each month to recognize accomplishments across academic and non-academic areas. These events will publicly honor recipients and foster a school-wide culture of recognition, motivation, and community. Monitoring the Impact: To evaluate the effectiveness of the Recognition Program, the school will track participation rates, gather feedback from students and staff, and monitor engagement during recognition events. Surveys and feedback forms will be used to assess the program's impact and identify areas for improvement. The School Leadership Team will regularly review data and feedback to determine the program's role in boosting morale and promoting a positive school climate. This continuous evaluation will guide adjustments to ensure ongoing relevance and effectiveness.

Action Step #2
Celebratory Events: Coordinate and host regular events—such as assemblies, luncheons, or ceremonies—to publicly recognize and celebrate the achievements of students and staff.

Person Monitoring: **By When/Frequency:**
Lisa Oberlander, Activities Director September 26, 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Action to Be Taken: The school will plan and host regular celebratory events—such as assemblies, luncheons, and ceremonies—to publicly recognize and honor the achievements of both students and staff. These events will be scheduled throughout the academic year, with designated dates for highlighting outstanding accomplishments. Each celebration will include award presentations, speeches, and opportunities for the broader school community to engage and participate. Monitoring the Impact: To assess the effectiveness of these events, the school will collect feedback from attendees through surveys and informal conversations. Participation rates and levels of enthusiasm will be monitored to evaluate overall engagement. The School Leadership Team will review feedback and attendance data to determine the events' impact on morale and their contribution to a positive school climate. Ongoing analysis will inform adjustments to ensure the celebrations remain meaningful, inclusive, and motivating for the entire school community.

Action Step #3
Peer Recognition: Enhance the current system that allows students and staff to nominate peers for awards, promoting a culture of mutual respect, support, and appreciation within the school community.

Person Monitoring: **By When/Frequency:**

Mayte Sotomayor, Counselor   September 26, 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Action to Be Taken: The school will enhance the peer recognition system that enables students and staff to nominate one another for awards. Nominations will be submitted through a designated platform or form and reviewed regularly by a selection committee. Chosen nominees will be recognized during school events or through public announcements. This initiative aims to build a culture of mutual respect and appreciation by celebrating achievements acknowledged by peers. Monitoring the Impact: To evaluate the effectiveness of the peer recognition system, the school will monitor the number and quality of nominations, as well as the diversity of individuals recognized. Feedback surveys will be distributed to gather insights on the program's impact on school culture and relationships. The School Leadership Team will review this data to assess the system's role in promoting a supportive environment and will make adjustments as needed to ensure it remains inclusive and effective.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods
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 (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

List the school's webpage where the SIP is made publicly available.

The strategy for sharing the School Improvement Plan (SIP), Unified School Improvement Grant (UniSIG) budget, and Schoolwide Plan (SWP) with stakeholders emphasizes clarity, accessibility, and inclusive communication. Key actions include posting documents on the school website, hosting informational meetings and conferences, and distributing summaries through newsletters and social media. Collaboration with parent-teacher associations will also support outreach efforts. All materials will be made accessible to ensure broad understanding and engagement. The goal is to promote transparency, encourage stakeholder involvement, and invite meaningful feedback from students, families, staff, local businesses, and community organizations.

https://paulbellmiddle.net/title-i/

Positive Relationships With Parents, Families and other Community Stakeholders
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 Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

The school's approach to building positive relationships with parents, families, and community stakeholders is centered on open communication, active engagement, and collaboration. The plan includes hosting regular parent-teacher meetings, workshops, and events to promote interaction and gather valuable feedback. Additionally, the school utilizes user-friendly communication tools—such as

emails and a monthly activity calendar—to keep families informed about student progress and upcoming events. By actively involving parents and community members in decision-making and educational initiatives, the school seeks to fulfill its mission, address student needs, and strengthen the support network essential for student success.

https://paulbellmiddle.net/title-i/

Plans to Strengthen the Academic Program
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 (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

The school's plan to strengthen its academic program centers on several strategic initiatives aimed at enhancing the quality of instruction and learning time. Key priorities include implementing research-based teaching strategies and curriculum enhancements that promote personalized instruction, small-group learning, and project-based activities. The integration of technology and digital resources will further enrich the curriculum and create pathways for accelerated learning. In addition, the school will collaborate with local educational organizations and experts to expand access to specialized programs, extracurricular opportunities, and enrichment resources. Collectively, these efforts are designed to elevate academic outcomes, maximize instructional time, and provide a more rigorous and engaging learning experience for all students.

How Plan is Developed
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 this Act, 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) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

The School Improvement Plan (SIP) is closely aligned with Title I programs, delivering significant benefits to the school community by addressing the unique needs of economically disadvantaged students. These programs offer essential academic support—such as tutoring services and professional development for teachers—which contributes to improved student performance. Title I initiatives also foster increased parental involvement through workshops and outreach activities, strengthening the connection between home and school. Funding supports smaller class sizes, extended learning opportunities, and enhancements to school facilities. In addition, Title I provides comprehensive resources such as counseling services and nutrition programs, helping to close achievement gaps and promote student well-being. Ultimately, these programs play a critical role in advancing equity, enriching educational outcomes, and supporting the broader school community.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

The school is committed to holistic student development through a comprehensive support system that addresses both academic and non-academic needs. This includes access to counseling services for emotional and mental health support, specialized assistance for students with diverse learning needs, and mentoring programs that guide and empower students. Partnerships with community organizations further expand the range of available resources and interventions. Through regular assessments, feedback systems, and a multidisciplinary team approach, the school ensures that students receive the support necessary to build social-emotional skills, maintain mental well-being, and thrive personally—all within a safe, inclusive, and nurturing learning environment.

Preparing for Postsecondary Opportunities and the Workforce

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

The school takes a proactive approach to preparing students for postsecondary education and career readiness by offering a wide range of experiences and resources. To expand academic opportunities, the school offers advanced coursework enabling middle school students to earn high school credits. In addition, career fairs, counseling services, and informational workshops help students understand their postsecondary options, equipping them to make informed decisions as they transition into high school and plan for the future.

Addressing Problem Behavior and Early Intervening Services

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. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

The school has implemented a comprehensive, schoolwide tiered support model designed to proactively prevent and address student behavior challenges, in alignment with the Individuals with

Disabilities Education Act (IDEA). This three-tiered framework includes universal prevention, targeted interventions, and intensive support services. At the universal level, the school promotes a positive and inclusive environment through character education, social-emotional learning, and proactive classroom management strategies. For students requiring additional support, targeted interventions such as small-group counseling, individualized behavior plans, and tailored assistance are provided. When more intensive support is needed, a multidisciplinary team develops and implements Individualized Education Plans (IEPs) to ensure students with disabilities receive appropriate services in full compliance with IDEA. Ongoing progress monitoring and data-informed decision-making are integral to this model, allowing for timely intervention and effective behavior management.

Professional Learning and Other Activities

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

The school is committed to ongoing professional development and support for its educators and staff. Teachers, paraprofessionals, and other personnel regularly engage in targeted training sessions focused on strengthening instructional practices and effectively utilizing academic assessment data. These sessions cover a variety of key topics, including data analysis, differentiated instruction, and technology integration—all aimed at enhancing teaching effectiveness and improving student outcomes.

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

Not applicable.

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSIor CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6).

Process to Review the Use of Resources
Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

The process for reviewing resource use to meet student needs begins with a comprehensive needs assessment, incorporating academic performance data and other key indicators. Based on the findings, resources are strategically allocated to support targeted interventions and student services. The leadership team closely monitors implementation, collecting data on student progress and evaluating the effectiveness of resource use. Regular data reviews inform necessary adjustments, ensuring continuous alignment with student needs. Stakeholder feedback—from teachers, students, and parents—is actively gathered and integrated into the process to drive ongoing improvement and ensure resources are effectively supporting student success.

Specifics to Address the Need
Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

To support the needs of the ESE (Exceptional Student Education) subgroup, the school will implement a series of targeted interventions. These include morning and afternoon tutoring sessions designed to provide focused academic support. Teachers will receive professional development in data analysis, differentiated instruction, and technology integration, along with additional planning time to enhance instructional effectiveness. Student incentives will be continued to encourage progress toward academic goals. If available through Miami-Dade County Public Schools, Winter and Spring Academy programs will also be utilized. Tutoring sessions will be launched within 2-3 months, with professional development and increased planning time introduced within 3–6 months. The effectiveness of these strategies will be monitored through interim assessments, allowing for timely adjustments. In the medium term, the Spring Academy's impact will be evaluated, and long-term reviews will guide future resource planning to ensure continued improvement and accountability.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.	**No**

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00