FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: PAUL W. BELL MIDDLE SCHOOL

District Name: Dade

Principal: Ingrid M. Soto

SAC Chair: Leatisha Brown

Superintendent: Alberto Carvalho

Date of School Board Approval: Pending

Last Modified on: 10/24/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

Note: The following links will open in a separate browser window.

School Grades Trend Data
Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data
High School Feedback Report
K-12 Comprehensive Research Based Reading Plan

ADMINISTRATORS

List your school's administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and Ambitious but achievable annual measurable objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Ingrid M. Soto	Master of Science in Educational Leadership, Bachelor of Arts Degree in English and Spanish. Certifications: Spanish, Middle Grades English, Educational Leadership	11	18	12 11 10 09 08 School Grades C C A A A High Standards- Reading 52 64 70 67 71 High Standards- Mathematics 37 52 61 60 65 Lrng Gains-Rdg 76 64 68 67 67 Lrng Gains-Math 55 59 67 64 69 Gains-R-25 79 68 69 74 69 Gains-M-25 57 61 71 68 70
Assis Principal	Barbara M. Quintero	Masters of Science in Computer Science Education, Bachelor of Science Degree in Computer Science. Certifications: Computer Science (K-12)	1	1	12 11 10 09 08 School Grades C C A A A High Standards- Reading 52 64 70 67 71 High Standards- Mathematics 37 52 61 60 65 Lrng Gains-Rdg 76 64 68 67 67 Lrng Gains-Math 55 59 67 64 69 Gains-R-25 79 68 69 74 69

					Gains-M-25 57 61 71 68 70
	and Mathematics (6 – 12), Educational Leadership				

INSTRUCTIONAL COACHES

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (Percentage data for achievement levels, learning gains, Lowest 25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Mary Valdes	Bachelor of Arts Degree in English 6 - 12 Certifications: Elementary English, Reading, ESOL	8	2	12 11 10 09 08 School Grades C C A A A High Standards- Reading 52 64 70 67 71 High Standards- Mathematics 37 52 61 60 65 Lrng Gains-Rdg 76 64 68 67 67 Lrng Gains-Math 55 59 67 64 69 Gains-R-25 79 68 69 74 69 Gains-M-25 57 61 71 68 70

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

Describe the school-based strategies that will be used to recruit and retain high quality, effective teachers to the school.

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Assigning mentor teachers to teachers with 3 years or less of teaching experience (Professional Growth Teams).	Assistant Principal	June 2013	
2	2. Offer leadership positions such as Department Heads and Team Leaders to highly qualified teachers.	Principal	June 2013	
3	3. Offer available teaching supplements and other stipends to highly qualified teachers.	Principal	June 2013	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).
*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
0	N/A

Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

*When using percentages, include the number of teachers the percentage represents (e.g., 70% (35)).

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
38	0.0%(0)	13.2%(5)	44.7%(17)	42.1%(16)	42.1%(16)	100.0%(38)	13.2%(5)	5.3%(2)	34.2%(13)

Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

Title I, Part A

Paul Middle School provides services to ensure that students requiring additional remediation are assisted through afterschool programs such as tutoring. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are also provided to our students. Reading coaches develop, lead and evaluate school core content standards/programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategy; assist with whole school screening programs that provide early intervening services for students to be considered "at-risk;" assist in the design and implementation for progress monitoring, data collection and data analysis; participate in the design and the delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school-wide program include an extensive Parental Program; Supplemental Educational Services (SES); and special support services to special needs population such as homeless, migrant, and neglected and delinquent students.

Title I, Part C- Migrant

N/A

Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.

Title II

Title II
The District uses supplemental funds for improving basic education at Paul W. Bell Middle School as follows:
• training to certify qualified mentors for the New Teacher (MINT) Program.
• training for ad-on endorsement programs, such as Reading, Gifted, and ESOL.
• training and substitute release time for the Professional Development Liaison (PDL) at Paul Bell Middle School focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.

Title III

Through the Title III Program, Paul Bell Middle School offers all ELL students a before and after school tutoring program in the areas of reading, mathematics, and science. In addition, through the Bilingual Parent Outreach Program (BPOP), Paul Bell offers a series of free seminars in order to provide important information and continuous support to parents and families of our ELL population.

Title X- Homeless

Paul W. Bell works with our school's Social Worker to coordinate resources (clothing, school supplies social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. In addition;
•The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.

•All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
•Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students.
•The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
•Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization.
•Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
•Project Upstart will be proposing a 2012 summer academic enrichment camp for students in several homeless shelters in the community, pending funding.
•The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
•Each school will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

Paul W. Bell Middle School will receive funding from Supplemental Academic Instruction (SAI) as part of our Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

Paul B. Middle School implements violence prevention programs through our school's TRUST specialist. Such activities/programs are Red Ribbon Week, Early Bird Intervention Counseling, Anti-bullying campaign, Peer Mediation, Shark Buddies Program (student mentoring program), and various field trips such as "Jail is Hell" and special presentations by guest speakers.

Nutrition Programs

1. Paul Bell Middle School adheres to and implements the nutrition requirements stated in the District Wellness Policy.
2. Nutrition education and promoting healthy eating habits are taught through physical education classes.
3. Paul Bell Middle School's Food Service Program, school breakfast, and school lunch, follows the Healthy Foods and Beverage Guidelines as adopted in the District's Wellness Policy.

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

At Paul W. Bell Middle School all 7th grade students will be placed in a Civics & Career Planning course. This course will incorporate career and education planning and will culminate in the completion of an electronic Personalized Education Plan (ePEP), which must be signed by the student, the student's guidance counselor, and the student's parent. Career guidance and career exploration will help our students to begin making more informed educational and career choices. Students will receive information on high school course offerings, career options, and the type of academic and occupational training and skills needed to succeed in their field of interest. Additionally, our students will participate in a Career Fair which will introduce students to various career opportunities. Lastly, it is Paul W. Bell Middle's mission to increase enrollment in our vocational courses in order to further promote our Information Technology Academy.

Job Training

N/A

Other

Parental
Paul W. Bell Middle School will:
• Involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's Parent Resource Center in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services.
• Increase parental engagement/involvement through developing (with on-going parental input) our Title I School Parent Compact (for each student); our school's Title I Parental Involvement Policy; scheduling the Title I Orientation Meetings; and other documents/activities necessary in order to comply with dissemination and reporting requirements.

• Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, with flexible times to accommodate our parents' schedules as part of our goal to empower parents and build their capacity for involvement.
• Complete Title I Administration's Parental Involvement School Reports (FM-6914) and the Title I Parental Involvement Activities Report (FM - 6913), and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118. Additionally, the M-DCPS Title I Parent/Family Survey, distributed to schools by Title I Administration, will be completed by parents/families annually. The Survey's results are to be used to assist with revising our Title I parental documents for the approaching school year.

Multi-Tiered System of Supports (MTSS)/Response to Instruction/Intervention (RtI)

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The following staff members will comprise the Paul W. Bell Middle School MTSS/RtI Team:
The Principal, in addition to allocating the necessary resources, will also provide the leadership, expertise, and a common vision for the use of data-based decision-making, and ensure that the school-based leadership team is implementing MTSS/RtI, conducts assessment of MTSS/RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS/RtI implementation, and communicates with parents regarding school-based MTSS/RtI plans and activities. The core department heads (reading, mathematics, language arts, science, and social studies), all general education teachers; will provide information, content area instruction and participate in student data collection and analysis. Intensive Reading and mathematics teachers will deliver instruction/intervention to FCAT Level 1 and Level 2 students. The Special Education (SPED) department head and MTSS/RtI leader, will participate in student data collection and analysis, integrate content area instructional activities/materials into instruction, and collaborate with general education teachers through such activities as co-teaching and planning. In addition to this, she will also evaluate and monitor the effectiveness of tutorial services offered to students. The MTSS/RtI Leadership Team will develop, and evaluate school core content standards/programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identify systematic patterns of student needs while working with administration and district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for students to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. The School Psychologist will participate in collection, interpretation, and analysis of data; facilitate development of intervention plans; provide support for intervention fidelity and documentation; provide professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitate data-based decision making activities. The academic counselor will provide quality services and expertise on issues ranging from program design to assessment and intervention with individual students. Additionally, the School Social Worker, will link child-serving and community agencies to the school and families to support the child's academic, emotional, behavioral, and social success.

Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

The MTSS/RtI Leadership Team will be dedicated to exploring ways of continuously improving student academic achievement, attendance, literacy, and school safety while also concentrating on the emotional and social well-being of our students. The team will develop, implement and maintain a problem-solving system using the Florida Continuous Improvement Model (FCIM) that will allow our school, teachers and students to attain higher levels of excellence. The team will meet once a month to review and analyze both academic and behavior data in order to drive instruction and make instructional decisions. The team will also review progress monitoring data to identify students who are meeting/exceeding benchmarks, at moderate or high risk for not meeting benchmarks. This information will also be utilized to identify professional development needs and allocate necessary resources. The team will also collaborate regularly, problem-solve, share effective practices, evaluate implementation of programs, make decisions, and practice new processes and skills. In addition, they will facilitate the process of building consensus, and making decisions in terms of instruction.

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?

The MTSS/RtI Leadership Team meets with the School Advisory Council (SAC) and the principal to help develop the School Improvement Plan. The team reviewed pertinent FCAT reading, mathematics, writing and science data, and identified areas in need of improvement. The team also assisted in establishing clear expectations for instruction, facilitated the development of a systemic approach to teaching, and aligned processes and procedures.

MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

Baseline data: District Baseline Assessments through Edusoft, Florida Comprehensive Assessment Test (FCAT), Departmental pre-tests, Student Cumulative Folders, anecdotal records, CELLA, and Florida Assessments for Instruction in Reading (FAIR) data.
Progress Monitoring: District Interim Assessments through Edusoft, FCAT practice tests and simulations, anecdotal records and FAIR data.
Midyear: District Interim Assessments through Edusoft, Departmental mid-year assessments and FAIR data.
End of year: FCAT, Departmental post-tests, CELLA and FAIR data.

Describe the plan to train staff on MTSS.

Professional development activities will be provided during Early Release days, District Professional Development days, faculty meetings, and weekly departmental meetings which will be held throughout the school year. The MTSS/RtI team will also evaluate, discuss, and determine any additional professional development activities needed during the MTSS/RtI Leadership Team meetings.

Describe the plan to support MTSS.

The MTSS/RtI team will provide support for school staff to understand the basic MTSS/RtI principles and procedures through various professional development activities (provided during Early Release days, District Professional Development days, faculty meetings, and weekly departmental meetings which will be held throughout the school year). The MTSS/RtI team will also provide a network of on-going support for RtI organized through feeder patterns. Lastly, the MTSS/RtI team will be available to provide support to any staff member needing additional assistance with the MTSS/RtI process (support will provided through team and departmental meetings held weekly during the year). Furthermore, administration will be trained on the RtI Mathematics problem solving process at Tiers 1, 2, and 3 (SST), using the the Tier 1 Problem Solving Worksheet, Tier 2 Problem Solving Worksheet, and Tier 3 Problem Solving Worksheet and the Intervention Plan (the same process will be repeated for Language Arts, which uses Think Alouds, and for Science, which uses inquiry-based activities). The MTSS/RtI team will meet on a quarterly basis to assess the effectiveness of the site-based implementation of the model, examine the implementation of interventions, progress monitoring, and the status of students in the process.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT).

The following staff members will comprise the Paul W. Bell Middle School Literacy Leadership Team:
Ingrid M. Soto, Principal, Barbara Quintero, Assistant Principal, Elena Martin, SPED Chairperson, Rossana Carrasco, ESOL Chairperson, Patrice Brent-Harris, Language Arts Chairperson, Leatisha Brown, Mathematics Chairperson and PD Liaison, Karen Igelsrud, Media Specialist, Mary Valdes, Reading Coach, Ani Alvarez, Intensive Reading Teacher, Cynthia Menocal, Science Chairperson, Christine Aiken, Social Studies Chairperson and UTD Steward, and Soraya Herran, Student Services Chairperson.

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).

The Literacy Leadership Team will meet on a monthly basis in order to promote and nurture a positive culture of reading and literacy throughout the school. The Literacy Leadership Team will be dedicated to exploring ways of continuously increasing student achievement in the area of reading by monitoring and making the necessary adjustments to the various reading initiatives being implemented at the school such as the daily 30 minutes of sustained silent reading, Reading Plus labs, Compass Learning labs, labs with books on audio cd's, and small reading groups. The Leadership Team will establish and communicate high expectations for all staff related to student achievement. The team will develop, implement and maintain a problem-solving system using the Florida Continuous Improvement Model (FCIM) that will allow our school, teachers and students to attain higher levels of excellence. In addition, the team will review and analyze data in order to drive instruction and make instructional decisions. This information will also be utilized to identify professional development needs and allocate necessary resources. The team will collaborate regularly, problem-solve, share effective practices, evaluate implementation of programs, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, and making decisions in terms of instruction. Additionally, the UTD Steward will ensure the UTD Contract will be adhered to.

What will be the major initiatives of the LLT this year?

To continue to explore more effective ways to implement various schoolwide reading initiatives such as the Reading Plus computer-based intervention system and the Compass Learning Odyssey computer-based curriculum with fidelity and in a way that not only maximizes the use of the school's current technological resources but that will also positively impact student achievement. The implementation of these two curricular programs has to also be coordinated to supplement the implementation of various other initiatives such as computer labs to be used for audio cd's provided by Recording for the Blind and Dyslexic (RFBD), the schoolwide Accelerated Reader Program which includes 30 minutes of uninterrupted reading through Advisements classes, and the pull out tutoring program targeting bubble students. Additionally, the LLT will continuously review/revise the existing Instructional Focus Calendars and ensure the alignment to the Next Generation Sunshine State Standards. Furthermore, the LLT will develop Lesson Studies that will focus on developing and implementing instructional routines that use complex text and incorporate text dependent questions. Lastly, the LLT will encourage teachers to incorporate multidisciplinary activities, into their lessons, that provide students with opportunities for research and incorporate writing throughout.

Public School Choice

Supplemental Educational Services (SES) Notification
View uploaded file (Uploaded on 10/12/2012)

*Elementary Title I Schools Only: Pre-School Transition

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

N/A

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

One of our reading teachers, who was previously our Reading Coach will assist the administration in providing professional development to all teachers so that teachers can effectively implement reading strategies across all content areas. All reading teachers will assist administration with the development and implementation of a professional development calendar which will include all departments, specifically, foreign languages, social studies, science, language arts, and electives. In addition, the reading teachers will assist in modeling lessons and providing reading strategies for teachers to implement in their daily instruction. The reading teachers will assist in providing teachers with a strategy or activity that will target a specific reading benchmark.

Additionally, the responsibility of teaching reading for every teacher will also be evident through the schoolwide implementation of a daily 30 minute sustained silent reading Advisement. On a weekly basis, all students will visit the Media Center through their Language Arts classes so that they may check out books. All students will have an individualized Accelerated Reader (AR) goal that they must meet every 9 week grading period. When students finish reading a book, they will take an AR test for that book on the computers located in the Media Center or in their Language Arts classes. Each time they take an AR test, depending on the score obtained, they will get AR points. On a weekly basis, all Language Arts teachers will receive AR reports from the Media Specialist so that they can monitor student progress toward their AR goal. Both students and parents will be informed that the AR grade makes up 20% of the student's Language Arts grade. Due to the commitment of all teachers at Paul Bell Middle School, the successful implementation of the AR program will ensure that all students are reading on a daily basis while building up their reading skills.

*High Schools Only

Note: Required for High School - Sec. 1003.413(g)(j) F.S.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

N/A

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

N/A

Postsecondary Transition

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the <u>High School Feedback Report</u>

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	The results of the 2012 FCAT 2.0 Reading Test reveal that 32% (209) of students achieved Level 3 proficiency. Paul W. Bell Middle School's goal for the 2012-2013 school year is to increase Level 3 student proficiency by 3 percentage points to 35% (231).
2012 Current Level of Performance:	2013 Expected Level of Performance:
32% (209)	35% (231)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 1 Vocabulary.	Students will be exposed to vocabulary in many contexts and will practice working with sets of words that are semantically related. Teachers will utilize explicit vocabulary instruction and strategies for deriving word meanings and word relationships from context. Students will practice using context clues to distinguish the correct meaning of words that have multiple meanings. Concept maps and word walls will also be utilized to help build knowledge of word meanings and relationships.	MTSS/RtI Leadership Team, Administration	Continuous review of student assignments and assessments that target application of the skill taught. District Interim Data reports will be reviewed by EESAC at monthly meetings and adjustments to strategies made as needed.	Formative: In-house assessments, Baseline Assessment, District Interim Assessments Summative: Results from 2013 FCAT 2.0 Reading Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	The results of the 2012 Florida Alternate Assessment (FAA) reveal that Paul W. Bell has less than 10 students scoring at levels 4, 5, or 6 in reading. Paul W. Bell Middle School's goal for the 2012-2013 school year is to increase the percentage of students maintaining levels 4, 5, or 6 or moving to levels 7, 8, or 9.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the Florida Alternate Assessment (FAA) was in Strand 1: Reading Process, specifically fluency, vocabulary development, and reading comprehension.	Students will be exposed to lessons that use read alouds, auditory tapes, and text readers that provide print with visuals and or symbols. Additionally, students will be given classroom activities that include continuous review/practice when learning reading concepts.	MTSS/RtI Leadership Team, Administration	Continuous review of student assignments and assessments that target application of the skills taught.	Formative: In-house assessments Summative: Results from 2013 Florida Alternate Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The results of the 2012 FCAT 2.0 Reading Test reveal that 20% (130) of students achieved levels 4 and 5 proficiency. Paul W. Bell Middle School's goal for the 2012-2013 school year is to increase Levels 4 and 5 student proficiency by one percentage point to 21 % (138).
2012 Current Level of Performance:	2013 Expected Level of Performance:
20% (130)	21 % (138)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 4 Informational Text/Research Process.	Students will be exposed to a variety of informational texts and instructional strategies such as reciprocal teaching, building strong arguments to support answers, and note-taking skills.	LiteracyLeadership Team	On-going review of student assignments and assessments that target application of the skills taught. District Interim Data reports will be reviewed by EESAC at monthly meetings and adjustments to strategies made as needed.	Formative: In-house assessments, Baseline Assessments, District Interim Assessments Summative: Results from 2013 FCAT 2.0 Reading Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	The results of the 2012 Florida Alternate Assessment (FAA) reveal that Paul W. Bell has less than 10 students scoring at or above level 7 in reading. Paul W. Bell Middle School's goal for the 2012-2013 school year is to increase the percentage of students maintaining levels levels 7, 8, or 9.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The results of the 2012 Florida Alternate Assessment (FAA) reveal that Paul W. Bell has less than 10 students scoring at or above level 7 in reading. Paul W. Bell Middle School's goal for the 2012-2013 school year is to increase the percentage of students maintaining levels levels 7, 8, or 9.	Students will be exposed to lessons that include guided reading of fiction, nonfiction, and informational text in order to aide students' in comparing and contrasting the three different types of texts. Additionally, students will be given classroom activities that include continuous review/practice when learning reading concepts.	Administration	Continuous review of student assignments and assessments that target application of the skill taught.	Formative: In-house assessments Summative: Results from 2013 Florida Alternate Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The results of the 2012 FCAT 2.0 Reading Test reveal that 76 % (441) of students made learning gains. Paul W. Bell Middle School's goal for the 2012-2013 school year is to increase students making learning gains by 5 percentage points to 81% (470).
2012 Current Level of Performance:	2013 Expected Level of Performance:
76 % (441)	81% (470)

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Based on the data gathered from the administration of the 2012 FCAT 2.0 Reading Test, the percent of students making learning gains increased by 12 percentage points as compared to the 2011 FCAT 2.0 Reading Test. Although there was an increase, there is still room for improvement. There is still an area that continues to be an area of concern. The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 3: Literary Analysis Fiction and Non-Fiction.	Students will be provided pull-out, push-in, and before/afterschool interventions to address and remediate their identified areas of weakness in Reporting Category 3.	MTSS/RtI Leadership Team, Administration	The MTSS/RtI Leadership Team will meet monthly to analyze current data reports generated through Edusoft. District Interim Data reports will be reviewed by EESAC at monthly meetings and adjustments to strategies made as needed.	Formative: In-house assessments, Baseline Assessments, District Interim Assessments Summative: Results from 2013 FCAT 2.0 Reading Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	The results of the 2012 Florida Alternate Assessment (FAA) reveal that Paul W. Bell Middle has less than 10 students making learning gains in reading. Paul W. Bell Middle School's goal for the 2012-2013 school year is to increase the percentage of students maintaining levels or increase levels.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency, as noted on 2012 Florida Alternate Assessment (FAA), was in Strand 1: Reading Process.	Students will be exposed to classroom activities that allow students the opportunity to read a selection multiple times prior to responding to comprehension questions. Additionally, students will be exposed to lessons where new vocabulary is introduced through the use of pictures and print, in order to increase long term reading comprehension and retention.	MTSS/RtI Leadership Team, Administration	Quarterly review of student assignments and assessments that target application of the skills taught.	Formative: In-house assessments Summative: Results from 2013 Florida Alternate Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	The results of the 2012 FCAT 2.0 Reading Test reveal that 79% (124) of students in the lowest 25 percent made learning gains. Paul W. Bell Middle School's goal for the 2012-2013 school year is to increase the percent of students in the lowest 25 percent making learning gains by 5 percentage points to 84% (132).
2012 Current Level of Performance:	2013 Expected Level of Performance:
79% (124)	84% (132)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Based on the data gathered from the administration of the 2012 FCAT 2.0 Reading Test, the percent of	Create and implement Reading Advisements to improve reading comprehension and application skills, such as	MTSS/RtI Leadership Team, Administration	Review Accelerated Reader records and reports generated to ensure students are making adequate	Formative: In-house assessments, Baseline Assessments,

				progress. District Interim Data reports will be reviewed by EESAC at monthly meetings and adjustments to strategies made as needed.	District Interim Assessments Summative: Results from 2013 FCAT 2.0 Reading Assessment
1	students in the lowest 25% making learning gains increased by eleven percentage points as compared to the 2011 FCAT 2.0 Reading Test. Although there was an increase, there is still room for improvement. There is still an area that continues to be an area of concern. The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Reading Test was Reporting Category 2: Reading Application.	making inferences, drawing conclusions and anchoring them back to the text, and exposing students to a variety of text. Students will then be required to take the Accelerated Reader test for the book read during this Reading Advisement time.			

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal #
	Paul Bell Middle School's goal from 2011 – 2017 is to reduce the percent of non-proficient students by 50%. 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	54	58	63	67	71	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	The results of the 2012 FCAT 2.0 Reading Test reveal that 55% (354) of students in the Hispanic subgroup achieved proficiency. Paul W. Bell Middle School's goal for the 2012-2013 school year is to increase student proficiency by 3 percentage points to 58 % (374). The results of the 2012 FCAT 2.0 Reading Test reveal that 50% (7) of students in the White subgroup achieved proficiency. Paul W. Bell Middle School's goal for the 2012-2013 school year is to increase student proficiency by 23 percentage points to 73 % (9).
2012 Current Level of Performance:	2013 Expected Level of Performance:
Hispanic: 55% (354) White: 50% (7)	Hispanic: 58% (374) White: 73% (9)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Hispanic: Based on the data gathered from the administration of the 2012 FCAT 2.0 Reading Test, the Hispanic subgroup made satisfactory progress in	Students will work on lessons, from the web-based reading programs Reading Plus, as part of their Language Arts classes, on a weekly basis.	MTSS/RtI Leadership Team, Administration	Review Reading Plus and Compass Learning/Odyssey Reports. District Interim Data reports will be reviewed by EESAC at monthly	Formative: Reports from Reading Plus and Compass Learning/Odyssey, In-house assessments, Baseline

| | reading. Even though there was satisfactory progress, an area of deficiency, as noted on 2012 FCAT 2.0 Reading Test, was in Reporting Category 1: Vocabulary.

White: Based on the data gathered from the administration of the 2012 FCAT 2.0 Reading Test, the White subgroup did not make satisfactory progress in reading. The area of deficiency, as noted on 2012 FCAT 2.0 Reading Test, was in Reporting Category 1: Vocabulary. | | | meetings and adjustments to strategies made as needed. . | Assessments, District Interim Assessments,

Summative: Results from 2013 FCAT 2.0 Reading Assessment |
|---|---|---|---|---|---|

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in reading.

Reading Goal #5C: | The results of the 2012 FCAT 2.0 Reading Test reveal that 33% (46) of students in the English Language Learners subgroup achieved proficiency.

Paul W. Bell Middle School's goal for the 2012-2013 school year is to increase student proficiency by 10 percentage points to 43% (59). |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 33% (46) | 43% (59) |

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Based on the data gathered from the administration of the 2012 FCAT 2.0 Reading Test, the English Language Learners subgroup did not make satisfactory progress in reading.

The area of deficiency, as noted on 2012 FCAT 2.0 Reading Test, was in Reporting Category 4: Informational Text/Research Process. | Students will work on lessons, from the web-based program ACHIEVE 3000/TeenBiz, as part of their Developmental Language Arts classes, on a weekly basis. | MTSS/RtI Leadership Team, Administration | Review ACHIEVE3000/TeenBiz Reports.

District Interim Data reports will be reviewed by EESAC at monthly meetings and adjustments to strategies made as needed. | Formative: Reports from ACIEVE 3000/TeenBiz, In-house assessments, Baseline Assessments, District Interim Assessments.

Summative: Results from 2013 FCAT 2.0 Reading Assessment |

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.

Reading Goal #5D: | The results of the 2012 FCAT 2.0 Reading Test reveal that 29% (35) of students in the Students With Disabilities subgroup achieved proficiency.

Paul W. Bell Middle School's goal for the 2012-2013 school year is to increase student proficiency by 19 percentage points to 48% (58). |

	2012 Current Level of Performance:	2013 Expected Level of Performance:
	29% (35)	48% (58)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Based on the data gathered from the administration of the 2012 FCAT 2.0 Reading Test, the Students With Disabilities subgroup did not make satisfactory progress in reading.

The areas of deficiencies, as noted on the 2012 FCAT 2.0 Reading Test, were in Reporting Category 1: Vocabulary and Reporting Category 2: Reading Application. | Students will be exposed to a variety of reading strategies such as vocabulary word maps, word walls, and instruction in differences in meaning due to shades of meaning and context.

Additionally, students will be provided with explicit and differentiated instruction to develop word relationships and build reading comprehension skills. | MTSS/RtI Leadership Team, Administration | Continuous review of student assignments and assessments that target application of the skill taught.

District Interim Data reports will be reviewed by EESAC at monthly meetings and adjustments to strategies made as needed. | Formative: In-house assessments, Baseline Assessments, District Interim Assessments

Summative: Results from 2013 FCAT 2.0 Reading Assessment |

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

| 5E. Economically Disadvantaged students not making satisfactory progress in reading.

Reading Goal #5E: | The results of the 2012 FCAT 2.0 Reading Test reveal that 52% (309) of students in the Economically Disadvantaged subgroup achieved proficiency.

Paul W. Bell Middle School's goal for the 2012-2013 school year is to increase student proficiency by 5 percentage points to 57% (339). |
|---|---|
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 52% (309) | 57% (339) |

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Based on the data gathered from the administration of the 2012 FCAT 2.0 Reading Test, the students in the Economically Disadvantaged subgroup made satisfactory progress in reading.

Even though there was satisfactory progress, an area of deficiency, as noted on 2012 FCAT 2.0 Reading Test, was in Reporting Category 1: Vocabulary. | Students will work on lessons, from the web-based reading programs Reading Plus, as part of their Language Arts classes, on a weekly basis. | MTSS/RtI Leadership Team, Administration | Review reports from Reading Plus and Compass Learning/Odyssey.

District Interim Data reports will be reviewed by EESAC at monthly meetings and adjustments to strategies made as needed. | Formative: Reports from Reading Plus and Compass Learning/Odyssey, In-house assessments, Baseline Assessments, District Interim Assessments.

Summative: Results from 2013 2.0 FCAT Reading Assessment |

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Reading Plus Refresher	6th – 8th Grades, Reading	Reading Coach and selected teachers	Language Arts Teachers	Teacher Planning Day (September 26, 2012)	Departmental planning sessions and Reading Plus data reports	Administrative Team

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
3a	Before and afterschool tutoring/interventions	Middle School Enrichment	$3,000.00
		Subtotal: $3,000.00	
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
		Subtotal: $0.00	
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
		Subtotal: $0.00	
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
		Subtotal: $0.00	
		Grand Total: $3,000.00	

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

* When using percentages, include the number of students the percentage represents next to the percentage (e.g., 70% (35)).

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	The results of the 2012 CELLA Test reveal that 43% (59) of students achieved proficiency in Listening/Speaking Skills. Paul W. Bell Middle School's goal for the 2012-2013 school year is to increase student proficiency by one percentage point.
2012 Current Percent of Students Proficient in listening/speaking:	

43% (59)

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Based on the data gathered from the administration of the 2012 CELLA Test, students did not achieve proficiency due to deficiencies in the areas of listening comprehension – extended speech and speaking – extended speech and vocabulary.	Students will be exposed to classroom activities that practice and enhance listening and speaking skills, such as the implementation of teacher lead grouping, cooperative learning (group reports/projects) and repetition. Additionally, the teacher will use simple and direct language to build student comprehension and foster an environment of teacher/student/modeling of correct listening and speaking processes.	ESOL Department Head, Administration.	Quarterly review of student assignments and assessments that target application of the skills taught.	Formative: In-house assessments Summative: Results from 2013 CELLA Assessment

Students read in English at grade level text in a manner similar to non-ELL students.

2. Students scoring proficient in reading. CELLA Goal #2:	The results of the 2012 CELLA Test reveal that 24% (33) of students achieved proficiency in Reading Skills. Paul W. Bell Middle School's goal for the 2012-2013 school year is to increase student proficiency by one percentage point.

2012 Current Percent of Students Proficient in reading:

24% (33)

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Based on the data gathered from the administration of the 2012 CELLA Test, students did not achieve proficiency due to a deficiency in the area of reading comprehension.	Students will be exposed to lessons that utilize graphic organizers, highlighting text, task cards, vocabulary with context clues, and note-taking/outline notes to improve students' ability in identifying text structures and organizational patterns in order to build reading comprehension skills. The use of these instructional strategies will also enhance students' use of figurative/descriptive language.	ESOL Department Head, Administration.	Continuous review of student assignments and assessments that target application of the skills taught.	Formative: In-house assessments Summative: Results from 2013 CELLA Assessment

	Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	The results of the 2012 CELLA Test reveal that 27% (38) of students achieved proficiency in Writing Skills. Paul W. Bell Middle School's goal for the 2012-2013 school year is to increase student proficiency by one percentage point.	

2012 Current Percent of Students Proficient in writing:
27% (38)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Based on the data gathered from the administration of the 2012 CELLA Test, students did not achieve proficiency due to deficiencies in the areas of writing paragraphs and editing.	Students will be exposed to daily classroom lessons that include the use of graphic organizers, spelling strategies, process writing, and continuous practice with writing prompts (after the teacher models what implementing a correct writing prompt entails).	ESOL Department Head, Administration	Ongoing monitoring of student assignments and assessments that target application of the skills taught.	Formative: In-house assessments Summative: Results from 2013 CELLA Assessment

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

Middle School Mathematics Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics.	The results of the 2012 FCAT 2.0 Mathematics Test reveal that 23% (153) of students achieved Level 3 proficiency.
Mathematics Goal #1a:	Paul W. Bell Middle School's goal for the 2012 – 2013 school year is to increase Level 3 proficiency by 7 percentage points to 30% (198).

2012 Current Level of Performance:	2013 Expected Level of Performance:
23% (153)	30% (198)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test was in the Geometry and Measurement Reporting Category (Category 3). Students lack the ability to determine a missing dimension and compare, contrast and convert units of measurement.	Implement the use of grade level planning and departmental meetings as an opportunity for teachers to plan and share best practices, hold data chats, and plan for the integration of links to learning (on targeted areas) from Compass Learning/Odyssey, and Destination Math/Riverdeep. Additionally, students will be exposed to lessons, weekly, that give them the opportunity to develop and complete hands-on exploration activities in order to maintain and or increase understanding of targeted skills.	MTSS/RtI Leadership Team, Administration	Ongoing monitoring of student assignments and assessments that target application of the skills taught. Conduct weekly department meetings to gather information from teachers to discuss which strategies have been effective and share best practices. District Interim Data reports will be reviewed by EESAC at monthly meetings and adjustments to strategies made as needed.	Formative: In-house assessments, Baseline Assessments, District Interim Assessment, Reports from Destination Math/Riverdeep and Compass Learning/Odyssey. Summative: Results from the 2013 FCAT 2.0 Mathematics Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.	The results of the 2012 Florida Alternate Assessment (FAA) reveal that that Paul W. Bell Middle has less than 10 students scoring at levels 4, 5, or 6 in mathematics.
Mathematics Goal #1b:	Paul W. Bell Middle School's goal for the 2012-2013 school year is to increase the percentage of students maintaining levels 4, 5, or 6 or moving to levels 7, 8, or 9.

2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the Florida Alternate Assessment (FAA) was in the Supporting Idea: Geometry and Measurement.	Students will use manipulatives (to include both concrete and virtual manipulatives from the National Library of Virtual Manipulatives) to reinforce the understanding of Geometry and Measurement skills. Additionally, students will be exposed to lessons where repetition is utilized for the long term learning of math concepts, such as rote counting, fact fluency, and tools for measurement.	MTSS/RtI Leadership Team, Administration	Continuous review of student assignments and assessments that target application of the skills taught. Conduct weekly department meetings to share best practices and teacher discussion on the effectiveness of using manipulatives and hands-on activities with students as part of the implementation of FCIM.	Formative: In-house assessments Summative: Results from the 2013 Florida Alternate Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	The results of the 2012 FCAT 2.0 Mathematics Test reveal that 14% (92) of students achieved Levels 4 and 5 proficiency. Paul W. Bell Middle School's goal for the 2012-2013 school year is to increase Levels 4 and 5 student proficiency by three percentage points to 17% (112).
2012 Current Level of Performance:	2013 Expected Level of Performance:
14% (92)	17% (112)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Mathematics Test was in the Geometry and Measurement Reporting Category (Category 3). Students lack the ability to apply the various geometric properties necessary to solve real world application problems. This is due to limited classroom opportunities to develop exploration and inquiry activities.	Increase student exposure to inquiry-based enrichment activities to reinforce understanding of Geometry and Measurement skills through hands-on activities accessed from the Holt on-line textbook resources, Florida Focus Achieves Assessment Resources and interactive websites (such as Discovery Education and Gizmos).	Administration	Quarterly review of student assignments and assessments that target application of the skills taught. Conduct weekly department meetings to share best practices and teacher discussion on the effectiveness of using hands-on activities with students, as part of implementing the FCIM.	Formative: In-house assessments, Baseline Assessments, District Interim Assessment, Reports from Discovery Education. Summative: Results from the 2013 FCAT 2.0 Mathematics Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

	2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:		The results of the 2012 Florida Alternate Assessment (FAA) reveal that that Paul W. Bell Middle has less than 10 students scoring at or above level 7 in mathematics. Paul W. Bell Middle School's goal for the 2012-2013 school year is to increase the percentage of students maintaining levels 7, 8, or 9.		
	2012 Current Level of Performance:		2013 Expected Level of Performance:		
	N/A		N/A		

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the Florida Alternate Assessment (FAA) was in the Supporting Idea: Geometry and Measurement.	Students will be exposed to lessons where guided discussions are utilized to engage students in real life math problems. Additionally, students will be provided with continuous repetition/practice when learning math concepts.	MTSS/RtI Leadership Team, Administration.	Continuous review of student assignments and assessments that target application of the skills taught. Conduct weekly department meetings to share best practices and teacher discussion on the effectiveness of using differentiated instruction with students, as part of implementing the FCIM.	Formative: In-house assessments Summative: Results from the 2013 Florida Alternate Assessment (FAA)

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
	3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:		On the 2012 FCAT 2.0 Mathematics Test 55% (320) of students made learning gains. Paul W. Bell Middle School's goal for the 2012 – 2013 school year is to increase the percentage of students making learning gains by 10 percentage points to 65% (379).		
	2012 Current Level of Performance:		2013 Expected Level of Performance:		
	55% (320)		65% (379)		

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Based on the data gathered from the administration of the 2012 FCAT 2.0 Mathematics Test, the percent of students making learning gains decreased by 4 percentage points as compared to the 2011 2.0 FCAT Mathematics Test. The area of deficiency, as noted on 2012 FCAT	Students will be provided pull-out push-in, before/afterschool interventions, daily, to address and remediate their identified areas of weakness in Reporting Category 1.	MTSS/RtI Leadership Team, Administration.	Monthly review of current data reports provided by Edusoft. Ongoing monitoring review of student assignments and assessments that target application of the skills taught. District Interim Data reports will be reviewed by EESAC at monthly meetings and	Formative: In-house assessments, Baseline Assessments, District Interim Assessments. Summative: Results from 2013 FCAT 2.0 Mathematics Assessment

			adjustments to strategies made as needed.	
2.0 Mathematics, was in Reporting Category 1.				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	The results of the 2012 Florida Alternate Assessment (FAA) reveal that that Paul W. Bell Middle has less than 10 students making learning gains in mathematics. Paul W. Bell Middle School's goal for the 2012-2013 school year is to increase the percentage of students maintaining levels or increase levels.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The areas of deficiencies, as noted on 2012 Florida Alternate Assessment (FAA), were in Big Ideas 2 and 3 (Supporting Ideas: Number Operations, Geometry and Measurement). There is an inconsistent implementation of small group instruction during the mathematics instructional block.	Implement a schedule for differentiated instruction in a pull-out setting for small groups during the mathematics instructional block. Provide specific instruction based on areas of deficiencies and utilize hands-on materials to develop understanding of concepts. Additionally, students will be provided with opportunities to learn concepts using manipulatives, visual aides, number lines, and assistive technology (for those students who cannot write).	MTSS/RtI Leadership Team, Administration.	MTSS/RtI Leadership Team will monitor and adjust academic goals utilizing teacher feedback on individual student assessments. Quarterly review of student assignments and assessments that target application of the skills taught. Conduct weekly department meetings to share best practices and teacher discussion on the effectiveness of using hands-on activities with students, as part of implementing the FCIM.	Formative: In-house assessments Summative: Results from 2013 Florida Alternate Assessment (FAA)

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	The results of the 2012 FCAT 2.0 Mathematics Test reveal that 57% (88) of students in the lowest 25 percent made learning gains. Paul W. Bell Middle School's goal for the 2012-2013 school year is to increase the percent of students in the lowest 25 percent making learning gains by 10 percentage points to 67% (104).
2012 Current Level of Performance:	2013 Expected Level of Performance:
57% (88)	67% (104)

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

1	Based on the data gathered from the administration of the 2012 FCAT 2.0 Mathematics Test, the number of students in the lowest 25% making learning gains decreased by 4 percentage points as compared to the 2011 FCAT 2.0 Mathematics Test. The area of deficiency was in Reporting Category 2.	Students in the lowest 25% will be placed in an Intensive Mathematics Class, where they will work on lessons, from the web-based mathematics programs FCAT Explorer, and Destination Math/Riverdeep, on a weekly basis, to remediate identified areas of deficiencies from Reporting Category 2.	MTSS/RtI Leadership Team, Administration	Review FCAT Explorer and Destination Math/Riverdeep reports generated to ensure students are making adequate progress. District Interim Data reports will be reviewed by EESAC at monthly meetings and adjustments to strategies made as needed.	Formative: In-house assessments, Baseline Assessments, District Interim Assessments, Reports from FCAT Explorer and Destination Math/Riverdeep. Summative: Results from 2013 FCAT 2.0 Mathematics Assessment

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Middle School Mathematics Goal # Paul Bell Middle School's goal from 2011 – 2017 is to reduce the percent of non-proficient students by 50%. 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	44	49	54	59	64	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	The results of the 2012 FCAT 2.0 Mathematics Test reveal that 40% (258) of students in the Hispanic subgroup achieved proficiency. Paul W. Bell Middle School's goal for the 2012-2013 school year is to increase student proficiency by 9 percentage points to 49% (316).
2012 Current Level of Performance:	2013 Expected Level of Performance:
Hispanic: 40% (258)	Hispanic: 49% (316)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Hispanic: Based on the data gathered from the administration of the 2012 FCAT 2.0 Mathematics Test, the Hispanic subgroup did not make satisfactory progress in mathematics. The area of deficiency, as noted by the 2012 FCAT 2.0 Mathematics Test was Reporting Category 3: Geometry and Measurement. Students lack the ability	Students will be exposed to activities and lessons that utilize higher order thinking skills through hands-on activities accessed from the Holt on-line textbook resources and interactive websites (such as Discovery Education) to help reinforce their understanding of Geometry and Measurement skills. Additionally, students will be exposed to the Step-It-Up Problem Solving	MTSS/RtI Leadership Team, Administration	Continuous review of student assignments and assessments that target application of the skills taught. Conduct weekly department meetings to share best practices and teacher discussion on the effectiveness of using hands-on activities with students, as part of implementing the FCIM. District Interim Data reports will be reviewed by EESAC at monthly	Formative: In-house assessments, Baseline Assessments, District Interim Assessments. Summative: Results from 2013 FCAT 2.0 Mathematics Assessment

	to correctly solve real world application problems involving conversions between different measurement systems.	Protocol, during daily instruction, to aide in student comprehension of the strategies necessary to solve real-world application based problems.		meetings and adjustments to strategies made as needed.	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	The results of the 2012 FCAT 2.0 Mathematics Test reveal that 22% (30) of students in the English Language Learners subgroup achieved proficiency. Paul W. Bell Middle School's goal for the 2012-2013 school year is to increase student proficiency by 16 percentage points to 38% (52).
2012 Current Level of Performance:	2013 Expected Level of Performance:
22% (30)	38% (52)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Based on the data gathered from the administration of the 2012 FCAT 2.0 Mathematics Test, the English Language Learners subgroup did not make satisfactory progress in mathematics. The area of deficiency, as noted by the 2012 FCAT 2.0 Mathematics Test, was in Reporting Category 1	Students will use manipulatives and hands-on activities to build their mathematical vocabulary and applications skills. Additionally, students will be provided with opportunities to illustrate problem situations with manipulatives and visual models.	MTSS/RtI Leadership Team, Administration	The MTSS/RtI Leadership Team will meet monthly to analyze current data reports generated through Edusoft and provide feedback on student skill attainment. District Interim Data reports will be reviewed by EESAC at monthly meetings and adjustments to strategies made as needed.	Formative: In-house assessments, Baseline Assessments, District Interim Assessments. Summative: Results from 2013 FCAT 2.0 Mathematics Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	The results of the 2012 FCAT 2.0 Mathematics Test reveal that 22% (27) of students in the Students With Disabilities subgroup achieved proficiency. Paul W. Bell Middle School's goal for the 2012-2013 school year is to increase student proficiency by 12 percentage points to 34% (41).
2012 Current Level of Performance:	2013 Expected Level of Performance:
22% (27)	34% (41)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Based on the data	Students will be exposed	MTSS/RtI	Quarterly review of	Formative:

1	gathered from the administration of the 2012 FCAT 2.0 Mathematics Test, the Students With Disabilities subgroup did not make satisfactory progress in mathematics. The area of deficiency, as noted by the 2012 FCAT 2.0 Mathematics Test, was in Reporting Category 1.	to differentiated instruction to build Reporting Category 1 skills appropriate to varying readiness levels, learning styles, and thinking skills. Additionally, teachers will incorporate FCAT Explorer, and Riverdeep-Destination Math resources into their instructional process to aid in differentiating instruction.	Leadership Team, Administration	student assignments and assessments that target application of the skills taught. Conduct weekly department meetings to share best practices and teacher discussion on the effectiveness of using hands-on activities with students, as part of implementing the FCIM. District Interim Data reports will be reviewed by EESAC at monthly meetings and adjustments to strategies made as needed.	In-house assessments, Baseline Assessments, District Interim Assessments, Reports from FCAT Explorer and Destination Math/Riverdeep. Summative: Results from 2013 FCAT 2.0 Mathematics Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	The results of the 2012 FCAT 2.0 Mathematics Test reveal that 37% (220) of students in the Economically Disadvantaged subgroup achieved proficiency. Paul W. Bell Middle School's goal for the 2012-2013 school year is to increase student proficiency by 11 percentage points to 48% (286).
2012 Current Level of Performance:	2013 Expected Level of Performance:
37% (220)	48% (286)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Based on the data gathered from the administration of the 2012 FCAT 2.0 Mathematics Test, students in the Economically Disadvantaged subgroup did not make satisfactory progress in mathematics, with the area of greatest deficiency being Reporting Category 3: Geometry and Measurement. Students need to establish relationships between concepts and real-life situations.	Increase student exposure to real-world application activities to reinforce understanding of Geometry and Measurement skills through hands-on activities accessed from the Holt on-line textbook resources and interactive websites (such as Discovery Education). Additionally, students will be exposed to the Step-It-Up Problem Solving Protocol, during daily instruction, to aide in student comprehension of the strategies necessary to solve real-world application based problems.	MTSS/Rtl Leadership Team, Administration	Ongoing monitoring of student assignments and assessments that target application of the skills taught. Conduct weekly department meetings to share best practices and teacher discussion on the effectiveness of using hands-on activities with students, as part of implementing the FCIM. District Interim Data reports will be reviewed by EESAC at monthly meetings and adjustments to strategies made as needed.	Formative: In-house assessments, Baseline Assessments, District Interim Assessments. Summative: Results from 2013 FCAT 2.0 Mathematics Assessment

End of Middle School Mathematics Goals

Algebra End-of-Course (EOC) Goals

When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	The results of the 2012 Algebra EOC assessment reveal that 39% (14) of students scored Achievement Level 3. Paul W. Bell Middle School's goal for the 2012 – 2013 school year is to maintain 39% (14) of students scoring Achievement Level 3.
2012 Current Level of Performance:	2013 Expected Level of Performance:
39% (14)	39% (14)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	According to the results of the 2012 Algebra EOC assessment, the area of greatest difficulty for students was Reporting Category 3 – Rationals, Radicals, Quadratics, and Discrete Mathematics.	Students will be provided with additional practice in solving and graphing quadratic equations, with and without technology, that involve real world applications.	Administration	Continuous review of student assignments and assessments that target application of the skills taught. Conduct weekly department meetings to share best practices and teacher discussion on the effectiveness of using hands-on activities with students, as part of implementing the FCIM. District Interim Data reports will be reviewed by EESAC at monthly meetings and adjustments to strategies made as needed.	Formative: In-house assessments, Baseline Assessments, District Interim Assessments. Summative: Results from 2013Algebra EOC Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	The results of the 2012 Algebra EOC assessment reveal that 58% (21) of students scored at achievement level 4 and 5 in Algebra. Paul W. Bell Middle School's goal for the 2012 – 2013 school year is to maintain 58% (21) of students scoring at Achievement Levels 4 and 5.
2012 Current Level of Performance:	2013 Expected Level of Performance:
58% (21)	58% (21)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	According to results of	Students will be exposed	Administration	Quarterly review of	Formative:

| | 1 | the 2012 EOC assessment, the area of greatest difficulty was Reporting Category 3 – Rationals, Radicals, Quadratics, and Discrete Mathematics. | to activities that use Venn diagrams in a variety of ways to illustrate intersection, union, difference, null and disjoint sets and to solve a variety of real world problems.

Additionally, students will be provided with inductive reasoning strategies that include discovery learning activities. | | student assignments and assessments that target application of the skills taught.

Conduct weekly department meetings to share best practices and teacher discussion on the effectiveness of using hands-on activities with students, as part of implementing the FCIM.

District Interim Data reports will be reviewed by EESAC at monthly meetings and adjustments to strategies made as needed. | In-house assessments, Baseline Assessments, District Interim Assessments.

Summative: Results from 2013Algebra EOC Assessment |

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target	
3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Algebra Goal # 3A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. Algebra Goal #3B:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3C. English Language Learners (ELL) not making satisfactory progress in Algebra. Algebra Goal #3C:	

2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra. Algebra Goal #3D:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3E. Economically Disadvantaged students not making satisfactory progress in Algebra. Algebra Goal #3E:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Geometry End-of-Course (EOC) Goals

When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
Problem-Solving Process to Increase Student Achievement	

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:	
2012 Current Level of Performance:	2013 Expected Level of Performance:
Problem-Solving Process to Increase Student Achievement	

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target	
3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Geometry Goal # 3A :

Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry. Geometry Goal #3B:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3C. English Language Learners (ELL) not making satisfactory progress in Geometry. Geometry Goal #3C:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry. Geometry Goal #3D:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

		Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

| 3E. Economically Disadvantaged students not making satisfactory progress in Geometry.

Geometry Goal #3E:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

End of Geometry EOC Goals

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Differentiated Instruction	6th – 8th Grades, Mathematics	Mathematics Department Head and selected teachers	Mathematics Teachers	Start September 2012 - Ongoing	Departmental planning sessions	Administrative Team
Discovery Education	6th – 8th Grades, Mathematics	Discovery Education Representa-tive and selected teachers	Mathematics Teachers	Start Early Release Day(October 25, 2012) – Ongoing	Departmental planning sessions	Administrative Team
Destination Math/Riverdeep	6th – 8th Grades, Mathematics	Destination Math or M-DCPS Representa-tive and selected teachers	Mathematics Teachers	Start Teacher Planning Day (September 26, 2012) – Ongoing	Departmental planning sessions, Reviews of Destination Math data reports	Administrative Team

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
3a	Before and afterschool tutoring/intervention	Middle School Enrichment	$3,000.00
			Subtotal: $3,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $3,000.00

End of Mathematics Goals

Elementary and Middle School Science Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	The results of the 2012 FCAT 2.0 Science Test reveal that 24% (57) of students achieved Level 3 proficiency. Paul W. Bell Middle School's goal for the 2012 – 2013 school year is to increase Level 3 proficiency by 5 percentage points to 29 % (68).
2012 Current Level of Performance:	2013 Expected Level of Performance:
24% (57)	29 % (68)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Science Test was Earth/Space Science.	Increase student exposure to inquiry-based hands-on activities to reinforce understanding of Earth and Space Sciences skills during labs and classroom instruction.	Administration	Teacher Science Lab Logs will document implementation of Essential Labs. Administration will monitor and ensure compliance with the District's minimum required Essential	Formative: Student Lab Reports, In-house assessments, Baseline Assessments, District Interim Assessments.

		Additionally, teachers will utilize online resources, like Gizmos and Discovery Education, to conduct virtual labs and to assist students in understanding abstract concepts.		Labs. The Science Department will review student performances on hands on and lab activities and adjust instruction to enhance effectiveness. Continuous review of student assignments and assessments that target application of the skills taught. District Interim Data reports will be reviewed by EESAC at monthly meetings and adjustments to strategies made as needed.	Summative: Results from the 2013 FCAT 2.0 Science Assessment
1					

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	The results of the 2012 Florida Alternate Assessment (FAA) reveal that Paul W. Bell Middle has less than 10 scoring at levels 4, 5, or 6. Paul W. Bell Middle School's goal for the 2012-2013 school year is to increase the percentage of students maintaining levels 4, 5, or 6 or moving to levels 7, 8, or 9.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency, as noted on the 2012 administration of the Florida Alternate Assessment (FAA), was Physical Science.	Students will be exposed to lessons where pictures/objects are used for exploration and identification of key scientific concepts. Additionally, students will be given continuous review/practice when learning science concepts.	MTSS/RtI Leadership Team, Administration	Quarterly review of student assignments and assessments that target application of the skills taught. The Science Department will review student performances on hands on and lab activities and adjust instruction to enhance effectiveness.	Formative: In-house assessments. Summative: Results from the 2013 Florida Alternate Assessment (FAA)

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	The results of the 2012 FCAT 2.0 Science Test reveal that 8% (19) of students achieved Levels 4 and 5 proficiency. Paul W. Bell Middle School's goal for the 2012-2013 school year is to increase Levels 4 and 5 student proficiency by 2 percentage points to10 % (24).

2012 Current Level of Performance:	2013 Expected Level of Performance:
8% (19)	10 % (24)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the FCAT 2.0 Science Test was Physical/Chemical Sciences.	Students will be exposed to enrichment opportunities for them to design and develop science and engineering projects to increase scientific thinking, and the development of inquiry-based activities and experimental design as it relates to Physical and Chemical Sciences.	Administration	Science Fair Projects and continuous review of student assignments and assessments that target application of the skills taught. District Interim Data reports will be reviewed by EESAC at monthly meetings and adjustments to strategies made as needed. The Science Department will review student performances on enrichment and lab activities and adjust instruction to enhance effectiveness.	Formative: Student Science Fair Projects, student work samples, In-house assessments, Baseline Assessments, District Interim Assessments. Summative: Results from the 2013 FCAT 2.0 Science Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	The results of the 2012 Florida Alternate Assessment (FAA) reveal that that Paul W. Bell Middle has less than 10 scoring at or above level 7. Paul W. Bell Middle School's goal for the 2012-2013 school year is to increase the percentage of students maintaining levels 7, 8, or 9.

2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area of deficiency as noted on the 2012 administration of the Florida Alternate Assessment (FAA) was Earth/Space Science.	Students will be exposed to classroom activities where texts and pictures are utilized for exploration and identification of key scientific concepts.	MTSS/RtI Leadership Team, Administration	Continuous review of student assignments and assessments that target application of the skills taught.	Formative: In-house writing prompts, Baseline Assessment, District Interim Assessments. Summative: Results from the 2013 Florida Alternate Assessment (FAA)

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Discovery Education	6th – 8th Grades, Science	Discovery Education Representa-tive and selected teachers	Science Teachers	Start Early Release Day (October 25, 2012) – Ongoing	Departmental planning sessions	Administrative Team
Science Fair Project Development	6th- 8th Grade, Science	Science Department Head	Science Teachers	Weekly Science departmental meetings on an on-going basis starting September 2012.	Participation in Regional/State Science Fair Competitions	Administrative Team

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Science Goals

Writing Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	The results of the 2012 FCAT Writing Test reveal that 74% (171) of students scored level 3 or higher. Paul W. Bell Middle School's goal for the 2012-2013 school year is to increase the percentage of students scoring level 3 or higher by 2 percentage points to76% (177).

	2012 Current Level of Performance:		2013 Expected Level of Performance:		
	74% (171)		76% (177)		

		Problem-Solving Process to Increase Student Achievement			
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Based on the data gathered from the administration of the 2012 FCAT Writing Test the area with the most need for improvement was informational/expository writing, specifically focus on a topic and organization.	Students will be exposed to lessons in which the teacher models effective expository writing that includes focus on a topic, strong organization and relevant information.	Administration	Continuous review of student assignments and assessments that target application of the skills taught.	Formative: In-house writing prompts, Baseline Assessment, District Interim Assessments. Summative: Results from the 2013 FCAT Writing Assessment
2	Based on the data gathered from the administration of the 2012 FCAT Writing Test, an area of deficiency was writing a persuasive essay that stated a position or claim and had effective supporting arguments to persuade the reader.	Students will be exposed to lessons in which persuasive writing techniques are reviewed with students. Additionally, students will be given examples, such as poetry, print and media advertisements, editorials, and speeches, to evaluate persuasive techniques. Furthermore, students will be exposed to classroom activities where students select a favorite topic and write a persuasive text that shows why the topic is important.	Administration	Ongoing monitoring of student assignments and assessments that target application of the skills taught.	Formative: In-house writing prompts, Baseline Assessment, District Interim Assessments. Summative: Results from the 2013 FCAT Writing Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	The results of the 2012 Florida Alternate Assessment (FAA) reveal that that Paul W. Bell Middle has less than 10 scoring at levels 4, 5, or 6. Paul W. Bell Middle School's goal for the 2012-2013 school year is to increase the percentage of students maintaining levels 4, 5, or 6 or moving to levels 7, 8, or 9.
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

		Problem-Solving Process to Increase Student Achievement			
	Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool

			Monitoring	Strategy	
1	Based on the data gathered from the administration of the 2012 Florida Alternate Assessment (FAA) the area with the most need for improvement was informational/expository writing. Students are in need of additional practice on the expository writing concept.	Students will be exposed to lessons where picture cards are used to create sentences and paragraphs on topic. Additionally, students will be given continuous repetition/practice when learning writing concepts and students who are physically unable to write will use assistive technology.	MTSS/RtI Leadership Team, Administration	Continuous review of student assignments and assessments that target application of the skills taught.	Formative: In-house writing prompts, Baseline Assessment, District Interim Assessments. Summative: Results from the 2013 Florida Alternate Assessment (FAA)

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Teaching writing as a process with the use of revision and editing strategies.	6th – 8th Language Arts	M-DCPS Personnel	Language Arts teachers	Monthly Language Arts Departmental meetings held August - October 2012	Mini Assessments and student work samples	Administrative Team

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Writing Goals

Civics End-of-Course (EOC) Goals

When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:				
1. Students scoring at Achievement Level 3 in Civics. Civics Goal #1:	Paul W. Bell Middle School's goal for the 2012-2013 school year is to increase the percentage of students scoring at Achievement Level 3 on the Civics EOC test.			
2012 Current Level of Performance:	2013 Expected Level of Performance:			
0% (0)	10% (17)			
Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack the necessary vocabulary, fluency and decoding skills needed for reading comprehension.	Students will be exposed to classroom activities that help students develop an understanding of the content-specific vocabulary taught in government/civics.	Administration	Continuous review of student assignments and assessments that target application of the skills taught.	Formative: In-house assessments, Chapter/unit assessments Summative: Results from the 2013 Civics End of Course (EOC) Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:				
2. Students scoring at or above Achievement Levels 4 and 5 in Civics. Civics Goal #2:	Paul W. Bell Middle School's goal for the 2012-2013 school year is to increase the percentage of students scoring at Achievement Levels 4 or 5 on the Civics EOC test.			
2012 Current Level of Performance:	2013 Expected Level of Performance:			
N/A	N/A			
Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack the ability to formulate a persuasive argument.	Conduct mock trials twice a year to provide opportunities for students to discuss the values, complexities, and dilemmas involved in social, political, and economic issues. These mock trials will assist students develop well-reasoned positions on issues.	Conduct mock trials twice a year to provide opportunities for students to discuss the values, complexities, and dilemmas involved in social, political, and economic issues. These mock trials will assist students develop well-	Administration	Formative: In-house assessments Summative: Results from the 2013 Civics End of Course (EOC) Assessment

		reasoned positions on issues.		

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Increasing Student Reading Comprehension (techniques & strategies)	6th – 8th Social Studies teachers	Reading Coach	Social Studies teachers	Monthly Social Studies Departmental meetings held August - October 2012	Mini Assessments and student work samples	Administrative Team

Civics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Civics Goals

Attendance Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:

Paul W. Bell Middle School's goal for the 2012-2013 school year is to increase student attendance by 0.5 percentage point to 95.55% (667).

Paul W. Bell Middle School's goal for the 2012-2013 school year is to decrease the number of students with

				10 or more absences by 5 % (11).

1. Attendance

Attendance Goal #1:

Paul W. Bell Middle Schools' goal for the 2012-2013 school year is to decrease the number of students with excessive tardies by 5% (4).

Paul W. Bell Middle School's goal for the 2011-2012 school year is to decrease the number of students with 10 or more absences by 5 % (10).

Paul W. Bell Middle Schools' goal for the 2011-2012 school year is to decrease the number of students with excessive tardies by 5% (4).

2012 Current Attendance Rate:	2013 Expected Attendance Rate:
95.05% (663)	95.55% (667)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
229	218
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
82	78

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	An analysis of attendance data reveals an average attendance of 95.05% during the 2011-2012 school year. These results are due to parents' unfamiliarity with the school's attendance policy and procedures.	Hold grade-level student orientation assemblies detailing schoolwide attendance policies and procedures. Contact parents of students with excessive unexcused absences in order to discuss reasons for absences, request proof or documentation, and review schools' attendance policy and procedures. Implement a system in which the Advisement teachers must request documentation from students/parents upon student's return after an absence. Provide incentives for students with improved attendance and for Advisement classes with perfect	Student Services, Administration, Community Involvement Specialist (CIS) Administration Student Services, Administration	Weekly updates to administration by Student Services and CIS Administrator will monitor the various attendance reports through Excelsior Gradebook and Teacher Attendance Down Load System (TADLS) Administrator will monitor the various attendance reports through Excelsior Gradebook and TADLS Administrator will monitor the various	Attendance reports, Student Services and CIS Communication Logs Attendance reports through Excelsior Gradebook and TADLS Attendance reports through Excelsior Gradebook and TADLS Attendance reports through Excelsior Gradebook and

		attendance during a 9-week grading period.		attendance reports through Excelsior Gradebook and Teacher Attendance Down Load System (TADLS) Administrator will monitor the various attendance reports through Excelsior Gradebook and TADLS	TADLS Attendance reports through Excelsior Gradebook and TADLS
				Administrator will monitor the various attendance reports through Excelsior Gradebook and Teacher Attendance Down Load System (TADLS)	Attendance reports through Excelsior Gradebook and TADLS
				Administrator will monitor the various attendance reports through Excelsior Gradebook and TADLS	Attendance reports through Excelsior Gradebook and TADLS
2	An analysis of attendance data reveals that student tardies are due to parents' unfamiliarity with the school's policy and procedures, regarding late students.	Contact parents of students with excessive tardies in order to discuss reasons for tardies, and review the school's tardy policy and procedures.	Student Services, Administration, Social Worker, Community Involvement Specialist (CIS)	Weekly updates to administration by Student Services and CIS	Attendance reports, Student Services and CIS Communication Logs
		Implement a progressive tardy/detention policy through which students with 3 tardies or more will be issued a before/ after school detention as a consequence.	Administration and Advisement Teachers	Administrator will monitor the various attendance reports through Excelsior Gradebook and Teacher Attendance Down Load System (TADLS)	Attendance reports through Excelsior Gradebook and TADLS
		Follow up with Social Worker and Community Involvement Specialist and possible home visits.	Student Services, Administration	Administrator will monitor the various attendance reports through Excelsior Gradebook and TADLS	Attendance reports through Excelsior Gradebook and TADLS
		Provide incentives for students with reduced number of tardies	Administration and Advisement Teachers		
		Implement a progressive tardy/detention policy through which students with 3 tardies or more will be issued a before/ after school detention as a consequence.		Administrator will monitor the various attendance reports through Excelsior Gradebook and Teacher Attendance Down Load System (TADLS)	Attendance reports through Excelsior Gradebook and TADLS
		Follow up with Social Worker and Community Involvement Specialist and possible home visits.	Student Services, Administration	Administrator will monitor the various attendance reports through Excelsior Gradebook and TADLS	Attendance reports through Excelsior Gradebook and TADLS
		Provide incentives for students with reduced number of tardies.			
					Attendance reports through

| | | | | | Excelsior Gradebook and TADLS |
| | | | | | Attendance reports through Excelsior Gradebook and TADLS |

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Schoolwide Attendance Policy/Procedures and Truancy Prevention	6th – 8th Attendance	Administrative Team	All teachers, counselors, CIS, and attendance clerk	Teacher Planning day (August 17, 2012)	During PD, provide procedures for teachers on gathering required documentation following student absences. Administration will monitor the implementation of this system by reviewing attendance records and reports.	Administrative team and attendance clerk

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Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
1.1 & 1.2	FCAT/Attendance Student Incentives	EESAC Budget	$2,999.00
			Subtotal: $2,999.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $2,999.00

End of Attendance Goal(s)

Suspension Goal(s)

When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	Paul W. Bell Middle School's goal for the 2012-2013 school year is to decrease the total number of indoor suspensions by 10% (20). Paul W. Bell Middle School's goal for the 2012-2013 school year is to decrease the total number of students on outdoor suspensions by 10% (8).
2012 Total Number of In—School Suspensions	2013 Expected Number of In-School Suspensions
197	177
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
101	91
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
84	76
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
56	50

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	An analysis of suspension data reveals a total of 84 outdoor suspensions during the 2011-2012 school year. These results are due to parents being unfamiliar with the procedures and content of the Code of Student Conduct and that they are in need of further clarification when it comes to consequences for student infractions.	Post the Secondary Code of Student Conduct on the school's website and send parent letters informing them of this availability. Advisement teachers to review the Code of Student Conduct with their students during the first week of school and periodically each nine weeks.	Administration, Student Services	Monitor COGNOS reports on student suspension	COGNOS reports

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Code of Student Conduct	6th – 8th Students/ Conduct	Administrator	Schoolwide	Week of August 20-24, 2012 (Advisement Teachers) Week of September 10-14, 2012 (Orientation Assemblies) Week of January 7-11, 2013 (Student Services Team)	Classroom walkthroughs	Administrative Team

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Suspension Goal(s)

Parent Involvement Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	N/A - Title I School, see PIP
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
N/A - Title I School, see PIP	N/A - Title I School, see PIP

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Parent Involvement Goal(s)

Science, Technology, Engineering, and Mathematics (STEM) Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of school data, identify and define areas in need of improvement:

1. STEM STEM Goal #1:	Based on 2011 – 2012 master schedule records, there were 15 Advanced/Honors/Gifted Math and Science courses offered at Paul Bell Middle School, during the 2011 – 2012 school. For the 2012 – 2013 school year Paul Bell Middle School will increase the number of Advanced/Honors/Gifted courses offered by 10%.

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Based on data gathered from the 2012 FCAT Mathematics test, only 37% of the student population achieved mastery on the mathematics test, which is a requirement for being placed in an upper level mathematics course. Based on classroom records, students have limited exposure to project-based learning activities during lab time.	Review student records to determine if students with high FCAT Mathematics Achievement Level 2s (looking at the developmental scale score), can be placed in upper level mathematics courses. These students would receive additional support through pull-out and push-in tutoring. Students will be exposed to more lessons, during lab time, that incorporate project-based learning, such as the Science Fair process. Teachers will increase students' lab time. Additionally, the Mathematics and Science Department heads will meet with feeder schools to discuss articulation.	Administration	Weekly updates, on targeted students' progress, to Mathematics Department head by Advanced Mathematics teacher Administrator will monitor student grades via Interim Progress reports and the various academinc gradebook reports given through Excelsior Gradebook.	Student Academic reports through Excelsior Gradebook .
2	Currently, the Mathematics and Science Department Head only meet once a year, with feeder pattern schools, to discuss articulation related to STEM.	Increase the number of articulation meetings from once a year to four times a year (once a grading period) to ensure proper student placement in the STEM program for the following school year.	Administration	Quarterly updates from Mathematics and Science department head on the articulation meeting minutes to Administration. Weekly Departmental Meetings to discuss any articulation changes.	2012 – 2013 Articulation Records

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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

			PD	Target Dates		

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	Participants (e.g. , PLC, subject, grade level, or school-wide)	(e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
STEM Explanation and Articulation Procedures	6 – 8th Mathematics & Science	Mathematics & Science Department Heads	6 – 8th Mathematics & Science Teachers	Weekly departmental meetings	Review of articulation/subject selection records	Mathematics Department Head, Science Department Head, Student Services, Administration

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of school data, identify and define areas in need of improvement:	
1. CTE CTE Goal #1:	Paul Bell Middle School will increase student enrollment in middle school CTE course by 5%.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Enrollment is not strong enough for student completion of CTE program or acquiring skills necessary for certification.	CTE teacher will implement CTE program state curriculum standards, including pacing of activities, as outlined within CTE professional development activities. Additionally, the school will publicize and	Administration	Monitor the effective implementation of lessons and timely instruction in the CTE classrooms through common planning. Monitor attendance records of magnet fairs and articulation meetings (including	Master Schedule, Curriculum Records, Magnet Fair Attendance Records, and Articulation Meeting Attendance Records

| | | highlight the IT magnet program being offered at feeder patter high schools, on a quarterly basis, during magnet fairs and articulation meetings. | | feeder pattern meetings). | |

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
CTE – strategies for increasing student enrollment in CTE	6 – 8th Technology	Administrative Team	6 – 8th Technology teacher	August 17, 2012, October 25, 2012, December 12, 2012, and February 1, 2013	Review of subject selection and master schedule records	Assistant Principal

CTE Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of CTE Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	3a	Before and afterschool tutoring/interventions	Middle School Enrichment	$3,000.00
Mathematics	3a	Before and afterschool tutoring/intervention	Middle School Enrichment	$3,000.00
Attendance	1.1 & 1.2	FCAT/Attendance Student Incentives	EESAC Budget	$2,999.00
				Subtotal: $8,999.00

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00
				Grand Total: $8,999.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

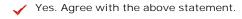| jn Priority	jn Focus	jn Prevent	jn NA

Are you a reward school: jn Yes jn No

A reward school is any school that improves their letter grade or any school graded A.

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School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting "Yes" or "No" below.

✔ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
FCAT/Attendance Student Incentives	$2,999.00

Describe the activities of the School Advisory Council for the upcoming year

The purpose of Paul W. Bell Middle School's Educational Excellence School Advisory Council is to work together to ensure improved student achievement. One of the ways the council will achieve this is by preparing, monitoring and evaluating the School Improvement Plan.

The EESAC is the sole body responsible for final decision-making at the school relating to the implementation of the School Improvement Plan. The EESAC meets regularly (the third Tuesday of every month) to review and revise our School Improvement Plan.

The EESAC develops the strategies and activities to be included in the School Improvement Plan and has been involved in determining the financial implications of said strategies and making pertinent decisions after taking into consideration the funding available.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Dade School District PAUL W. BELL MIDDLE SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	64%	52%	84%	32%	232	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	64%	59%			123	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	68% (YES)	61% (YES)			129	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					484	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested

Dade School District PAUL W. BELL MIDDLE SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	70%	61%	91%	41%	263	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	68%	67%			135	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	69% (YES)	71% (YES)			140	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					538	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested