

Miami-Dade County Public Schools

# Jose De Diego Middle School



2015-16 School Improvement Plan

## Jose De Diego Middle School

3100 NW 5TH AVE, Miami, FL 33127

<http://jdiego.dadeschools.net/>

### School Demographics

<b>School Type</b>	<b>2014-15 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 2)
Middle	Yes	95%

<b>Alternative/ESE Center</b>	<b>Charter School</b>	<b>2015-16 Minority Rate</b> (Reported as Non-white on Survey 2)
No	No	100%

### School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	F*	D	D	C

*\*Preliminary Informational Baseline School Grade*

**Note:** The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

### School Board Approval

This plan is pending approval by the Dade County School Board.

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2015-16 DA Category and Statuses

DA Category	Region	RED
Focus	5	<a href="#">Gayle Sitter</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

Jose de Diego Middle School serves to develop and nurture the whole student; intellectually, socially, and emotionally in a safe and positive learning environment. Faculty and staff provides challenging instruction to ensure all students are provided with excellent educational opportunities that actively engages students in their own learning.

##### **Provide the school's vision statement**

Jose de Diego Middle School fosters a culture of achievement and social awareness among its students, faculty, staff, and community members. Through high expectations, outstanding student centered instruction, rigorous curricula, and a positive learning environment, JDD Jaguars will be equipped with a stronger foundation to become college and career ready.

#### School Environment

##### **Describe the process by which the school learns about students' cultures and builds relationships between teachers and students**

The school learns about student cultures by reviewing current data from needs assessments, school climate surveys, outside referrals, social and print media, Positive Behavior Support (PBS) reports, Accreditation reports and assessments data. The school builds relationships between teachers and students by ensuring that the learning environment is safe, respectful, nurturing and engaging. Students are encouraged to be accountable and active participants in their education. Jose de Diego MS is a School of Choice. It launched the Visual Arts and Engineering and Robotics magnet programs during the 2015-16 school year. Both programs have led to the growing partnership such as Bots for All and Arts for Learning. In addition there are several non-profit programs implemented at the school such as Mahogany Youth Corp, 100 Black Men, Overtown Youth Center (OYC), FIU Education Effect that are geared towards mentoring students and improving relationships between all stakeholders.

##### **Describe how the school creates an environment where students feel safe and respected before, during and after school**

The school creates an environment where students feel safe and respected by implementing a zero tolerance policy for violence, hazing, bullying and disruptive behaviors. The school ensures that consequences are fair and swift based on the district's Code of Student Conduct. Students are encouraged to report any negative behaviors to school officials. There are systems in place for students to communicate with school officials confidentially and/or anonymously. The student services department counsels and provide mediation to eliminate conflict. Resources are provided for parents or family members to ensure the safety of all students. Programs school such as the Do the Right Thing, PBS, Principals Award are implemented at the school to promote respect for all stakeholders.

##### **Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced**



The schoolwide behavioral system to minimize distractions is based on the PBS (Positive Behavior Support) plan. PBS is the application of strategies and systems to increase academic performance, increase safety, decrease problem behaviors and establish a positive school culture. By analyzing school data and identifying problem areas, the PBS team formulates interventions to promote school pride, reward students exhibiting the expected behavior and communicate findings to staff, students and families. Interventions implemented throughout the year include re-teaching expectations, consistent rewards and consequences, conference with students, counseling and parent contact. The staff receives training on the PBS system at the beginning of the year and ongoing support is provided as needed during the year.

**Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

The counselors, Student Success Coach, EBD clinician, Behavioral Modification Teacher (BMT) and social worker at the school implement the district's curriculum that addresses the social-emotional needs of all students at the school. The lessons and activities are aimed at building self confidence, developing and maintaining positive relationships and making responsible decisions. Lessons are presented in groups and individually. The support services team also provides responsive services through counseling based on referrals by administration, instructional staff, students and parents. Mediation and mentor services are also offered at the school to develop problem solving and decision making skills. The counselors and social worker also assist parents through referrals to outside agencies that may provide additional support.

**Early Warning Systems**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

**Describe the school's early warning system and provide a list of the early warning indicators used in the system**

The Early Warning Indicator Systems at Jose de Diego Middle School are as follows:

1. Students in grade 6 (66 students/33%), grade 7 (83 students/36%), grade 8 (70 students/33%) whose attendance was below 90% for the 2014 - 2015 school year
2. 47 percent (303 students) of students enrolled at the school were suspended one or more times during the 2014-15 school year.
3. Students in grade 6 (27 students), grade 7 (31 students) and grade 8 (24 students) who failed two or more courses during the 2014-2015 school year
4. Students in Grade 6 (32 students), grade 7 (27 students) and grade 8 (26 students) who failed an ELA or Math Course.
5. Students in grade 6 (93 students), grade 7 (101 students), and grade 8 (72 students) achieved a level 1 score on the statewide, standardized assessment in English Language Arts during the 2014-15 school year.

**Provide the following data related to the school's early warning system**

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

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	66	83	70	219
One or more suspensions	0	0	0	
Course failure in ELA or Math	32	27	26	85
Level 1 on statewide assessment	93	101	72	266
Students Who Failed 2 Or More Courses	27	31	24	82

**The number of students identified by the system as exhibiting two or more early warning indicators:**

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	13	104	112	229

**Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system**

Jose de Diego will implement several intervention opportunities to improve students academic performance during the 2015-16 school year. The intervention programs will target students identified as "off task" and enroll them in the reading or math intervention program offered during the school day, after school, or Saturday school. Students identified as "on task" who are identified as off task during the school year will be enrolled in one of the program offerings.

**Family and Community Involvement**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

**Will the school use its PIP to satisfy this question?**

Yes

**PIP Link**

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

**Description**

Parent information and opportunities to become involved is given to all parents throughout the school year.

Jose de Diego Middle offers the following activities to all parents: 6th Grade Orientation, Open House, Title I Annual Meeting, Parent-Teacher Conferences, Technology Night, Literacy Night, SAC Meetings, and PTSA meetings. During these opportunities for involvement, we expect to increase the percent of parental involvement.

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

Jose de Diego Middle Schools' parents and community members are encouraged to play an active role in the students' education. The goal is to strengthen the relationship between the community, home and

school. Below are steps employed at Jose de Diego Middle School to build and sustain partnerships with the local community to support the school and student achievement:

- Communicate with community members about the school's programs and initiatives via marquee, website, and quarterly newsletters.
- Provide a parent resource center at the school site.
- Invite community members to special events/activities at the school (before, during and after)
- Invite community members to workshops and meetings
- Encourage community members and parents to volunteer at the school
- Invite community members to become active members of the PTSA and EESAC

## Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

### School Leadership Team

#### Membership:

Name	Title
Thompson, April	Principal
Mondy, Matasha	Instructional Coach
Colella, Maria	Guidance Counselor
Alfred, Brandon	Dean
Gaskin, Lashawn	Instructional Coach
Heyliger-Browne, Cyd	Teacher, K-12
Moreno, Charity	Instructional Coach
Parra, Jorge	Assistant Principal

#### Duties

***Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making***

April Thompson-Williams, Principal: Instructional Leader that provides a common vision for classroom instruction, the use of data-based decision-making, supporting school staff by communicating the Response-to-Intervention (RtI) process, building school culture, gathering input and creating order by providing specific routines and procedures, share leadership responsibilities with other team members, communicates with parents, encourage and support within the school regarding RtI plans and activities.

Jorge Parra, Assistant Principal: Facilitator, who identifies strategies for staff and team members, determines effective processes to involve all members and facilitates communication within the school with leadership team and staff. Other duties include: providing information about core instruction, participate in student data collection, deliver instruction/intervention, collaborate with staff to implement interventions, and integrate materials/instructional with student activities for students not meeting AYP and state standards.

Brandon Alfred, Discipline Dean & Positive Behavior Coach: Collaborates with Principal and Assistant Principal in the resolution of discipline problems and maintain records of actions taken to ensure fair and consistent discipline policies. Collaborates with the faculty to enforce and implement the rules of the student code of conduct to promote positive student behavior.

Charity Moreno, Math Coach: Content specialist that provides knowledge to understand how students learn to problem solving and mathematics content, why some students struggle, ensures that when new curricular materials are obtained teachers receive professional development, monitor fidelity of

use of curricular materials and strategies, supports the implementation of the school's intervention plans, provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Dr. Cyd Heyliger-browne, Science Chair: Content specialist that provides knowledge to understand how students learn to problem solving and science content, why some students struggle, ensures that when new curricular materials are obtained teachers receive professional development, monitor fidelity of use of curricular materials and strategies, supports the implementation of the school's intervention plans, provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Matasha Mondy and Lashawn Gaskin, Reading Coach: Content specialist that provides foundational knowledge to understand how students learn to read, write and spell and why some students struggle, ensures that when new curricular materials are obtained teachers receive professional development, monitor fidelity of use of curricular materials and strategies, supports the implementation of the school's intervention plans, provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Maria Colella and Ms. Jacqueline Thomas, School Counselor and Student Success Coach: Staff Liaison that brings a perspective necessary for team decision making, gains input and communicate with each staff members, participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates databased decision making activities.

Mindyne Colon, Teacher & Test Administrator: Teacher and staff specialist on testing administration and procedures. Provides a perspective for team decision making based on data trends throughout the content areas. Communicates with leadership team and school staff on testing dates, procedures and expectations. Provides professional development and technical assistance for problem-solving activities related to grades and testing.

Joann Vilella-Howell, Teacher & SAC Member: Teacher and EESAC chairperson responsible for organizing EESAC meetings, EESAC elections, and the voting process. Collaborates with school leadership team on issues related to EESAC budgets and proposals. Provides a necessary perspective for the final decision making at the school relating to implementation of the State system of school improvement and accountability.

***Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact***

Jose de Diego Middle School Rtl Leadership Team will focus meetings around developing and maintaining a problem solving system that ensures positive student performance outcomes are possible through the use of effective student intervention and enrichment programs. The team will meet once a week to conduct the following activities: Review student/teacher observations findings as well as data from reading, mathematics, writing, and science assessments. The team will link to instructional decisions; review the data by grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. The Rtl team will closely monitor fidelity to the intervention and enrichment programs aligned with the

districts initiatives.

José de Diego Middle School will provide services to ensure students requiring additional remediation are assisted through after-school programs or summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to secondary students. Curriculum 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 strategies; assists with whole school screening programs that provide early intervening services for children 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.

Other components that are integrated into the school-wide program include an extensive Parental Program; Supplemental Educational Services; and special support services by the social worker to special needs populations such as homeless, migrant, and neglected and delinquent students. José de Diego Middle School receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs. José de Diego Middle School Social Worker provides resources (clothing, school supplies, and social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. José de Diego Middle School offers a non-violence and anti-drug and bullying program for students that incorporate field trips, community service, drug tests, and counseling. The Safe and Drug-Free Schools Program addresses violence and drug prevention and bullying intervention services for students through curriculum implemented by the Student Success Coach. The Student Success Coach assists with counseling students to solve problems related to possible barriers such as drugs and alcohol, stress, suicide, isolation, grief, family violence, and other crises. José de Diego Middle School adheres to and implements the nutrition requirements stated in the District Wellness Policy. Nutrition education, as per state statute, is taught through physical education. Jose de Diego Middle School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy. José de Diego Middle School will launch its Engineering and Robotics Magnet utilizing Project Lead the Way curriculum. This technology based program is designed to prepare students for Booker T. Washington High School's Engineering Academy. In addition to Project Lead the Way, the school will also offer students Computer Application I and Computer Application II. José de Diego 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 or parent area in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services. José de Diego Middle School will increase parental engagement/involvement through developing (with ongoing parental input) our school's Title I School-Parent Compact; our school's Title I Parental Involvement Plan; scheduling the Title I Annual Meeting; and other documents/ activities necessary in order to comply with dissemination and reporting requirements.

### **School Advisory Council (SAC)**

#### **Membership:**

Name	Stakeholder Group
April Thompson-William	Principal
Ericka Senatus	Teacher
Jacinth Joseph	Teacher
Thelma Mobley	Teacher
Joann Villela	Teacher
Allyson White	Education Support Employee
Norma Aguilar	Education Support Employee
Susan Lallan	Parent
Jeanine Houston	Business/Community
Carline Nozile	Business/Community
Eugene Simmons	Business/Community
Luis Martinez	Teacher
Soleyah Howard	Student
Marquis Hardrick	Business/Community
Deborah Varnadore-Simmons	Teacher

### Duties

**Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes**

*Evaluation of last year's school improvement plan*

The SAC committee reviewed effectiveness of last year's School Improvement Plan by comparing proficiency percentages to goals set for the 2014-2015 school year.

*Development of this school improvement plan*

The SAC committee plays an active role in the development of the School Improvement Plan by reviewing, providing recommendations, and guiding the work of the School Improvement Writing Team.

*Preparation of the school's annual budget and plan*

The SAC committee played an active role in the preparation of the schools annual budget by reviewing, providing recommendations, and approving the final product. All parties were asked to submit proposals and present to committee and SAC approved.

**Describe the use of school improvement funds allocated last year, including the amount budgeted for each project**

School Improvement Grant funds were utilized for the following:

\$3,165 of which \$2,900 was transferred to principal's account.

\$2,900 was given to principal for school-wide activities out of which \$1,702.10 was spent on student incentives

\$345.22 was spent on classroom supplies, grade level activities and student awards.

\$438.85 spent on student field experience

\$3,234.00 given for awards and recognition for students in all grade levels \$3,232.61 was spent

**Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC**

Yes

*If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

**Literacy Leadership Team (LLT)**

**Membership:**

Name	Title
Thompson, April	Principal
Mondy, Matasha	Instructional Coach
Moreno, Charity	Instructional Coach
Colon, Mindyne	Teacher, K-12
Gaskin, Lashawn	Instructional Coach
Parra, Jorge	Assistant Principal
Heyliger-Browne, Cyd	Teacher, K-12
Alfred, Brandon	Dean
Vilella-Howell, Joann	SAC Member

**Duties**

***Describe how the LLT promotes literacy within the school***

The Literacy Leadership Team’s major initiatives in the 2015-2016 school year are:  
 Increase students’ opportunities for writing and citing textual evidence across the curriculum.  
 Increase the rigor and the use of Higher Order Thinking Questions (HOTs) across the curriculum.  
 Infuse effective reading and questioning strategies across the curriculum. Increase the number of instructional staff trained in Thinking Maps. Ensure students are correctly placed in reading programs.  
 Embed a literacy block within the instructional day to increase opportunities for reading. Incorporate the use of novels in literacy classes. Provide an opportunity for students to participate in a field experience to the annual district Book Fair. Implement school wide vocabulary and literacy initiatives across the curriculum. Conduct a community literacy night to promote awareness of the need for students to read beyond the school day and share active reading strategies with parents and stakeholders.

**Public and Collaborative Teaching**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

**Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

The following strategies are implemented at Jose de Diego Middle School to promote a collaborative working relationship between teachers:

- Designated times on the Master Schedule for Common Planning
- Collaborative Planning with the Instructional Coach
- Peer Observations
- Data Chats with administration, teachers and instructional coach
- Job embedded professional development that encourages collaboration among teachers such as a PLC and lesson studies.

## **Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school**

The following strategies to recruit and retain highly qualified, effective teachers will be implemented by Administrative Team:

- Solicit referrals from current employees.
- Collaborate with local universities to coordinate student teaching opportunities and observation hours.
- New teachers are part of the Mentoring and Induction for New Teachers program (MINT).
- Provide job embedded professional development during faculty meetings, common planning and on teacher workdays.

## **Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities**

Ms. Mondy is a veteran Literacy coach with 16 years of teaching experience. She is paired with Ms. Klein and Mr. Pittman, who are both first year teachers.

Mrs. Colon is a veteran Language Arts teacher. She is paired with Ms. Prentice and Mr. Cadore who are both first year Mathematics teachers.

Ms. Gaskin is a veteran Language Arts teacher / Literacy Coach who is paired with Ms. Alvarez and Mr. Charles, who are both first year Language teachers.

The mentors will meet with their respective mentees on a weekly basis to discuss and review instructional strategies, lesson plans, content standards, differentiated instruction, student work, and professional development needs. The mentors will have several opportunities to observe the mentees during the delivery of instruction and provide feedback for growth. The mentor will serve as a support to the mentee in all capacities.

## **Ambitious Instruction and Learning**

### **Instructional Programs and Strategies**

#### **Instructional Programs**

#### ***Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

The Science Department ensures that the core instructional programs and materials are aligned to Florida's Science standard through collaborative common planning with the instructional coach. Teachers utilize district pacing guides and district-approved texts and online resources that are aligned to Florida's standards.

The ELA Department unpacks the Language Arts Florida Standards (LAFS) through collaborative Common Planning. Teachers utilize pacing guides and learning targets to develop rigorous lesson plans that are aligned to Florida Standards.

The Social Studies Department will collaboratively plan lessons that infuse text-comprehension strategies, high-order questioning, and written end products that are aligned to Social Studies standards (Civics, US History, and World History) through collaborative Common Planning.

The mathematics department during common planning reviews content and ensures planning is aligned to standard (MAFS) by using the Item Specification. District selected instructional material is also being utilized in the classrooms to ensure alignment to standard.

The leadership team at Jose de Diego Middle School works collaboratively with district personnel and teachers to ensure that the core instructional program and materials are aligned to Florida Standards. Teachers receive ongoing support through common planning and coaching cycles. Administrators monitor the effective implementation of lessons aligned with the Florida Standards by analyzing current data and conducting walkthroughs.

#### **Instructional Strategies**



**Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments**

In the Science department, teachers utilize unit and interim tests to assess student learning and differentiate instruction. After an exam has been administered and scored, teachers group students accordingly and conduct individual data chats with students to inform them on their progress. Students who are having difficulty attaining the proficient or advanced level are encouraged to seek before or after school tutoring and are given supplemental assignments for home learning. Teachers also plan small-group activities to provide support to those students during their lessons. Mathematics teachers analyze data after administration of each Topic/Interim Assessment. Differentiation is done through small group rotations and as bell-ringer to remediate unmastered standards.

**Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:**

**Strategy:** After School Program

**Minutes added to school year:** 5,250

Jose de Diego MS instructional staff will serve as the teachers and facilitators for direct instruction and project based learning activities. The evidence-based curriculum implemented will be differentiated to address student deficiencies in the areas of reading and/or math. Students will also become proficient in with reading by manipulating digital text utilizing technology (i.e., tablets, laptops or BYOD).

**Strategy Rationale**

Students will receive instruction in Math and Reading utilizing an evidenced-based MAFs and LAFs computer-based curriculum in order to increase level of proficiency. In addition, students will be able to participate in enrichment activities not offered during the normal school day.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Mondy, Matasha, mmondy@dadeschools.net

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

The data collected to determine effectiveness of the strategy include.

1. Student attendance logs
2. Student work folders or culminating activity/project.
3. Student performance of progress monitoring assessments (i.e., interim, FAIR, topic)

**Student Transition and Readiness**

**PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

**Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another**

Jose De Diego Middle School provides the course "Foundations" for incoming 6th graders to facilitate the transition from elementary to middle school. The course serves to build students' organization, time management, and study skills that will help them become academically successful in their other classes. Our school also provides support for outgoing 8th graders to transition into high school through various initiatives. We hold Magnet Fairs for our 8th grade students to learn about the opportunities in different high schools throughout the county. Our school also participates in promotional exercises with the feeder high school where most of our 8th graders attend as 9th graders. These promotional exercises include classroom tours of 9th grade classes and a matriculation activity at the end of the school year.

### College and Career Readiness

***Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations***

N/A

***Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs***

N/A

***Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement***

N/A

***Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes***

N/A

## Needs Assessment

### Problem Identification

#### Data to Support Problem Identification

##### Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

##### Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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#### Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

### **Problem Analysis Summary**

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

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## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

**G1.** To increase student achievement by improving core instruction in all core areas.

## Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

**G1. To increase student achievement by improving core instruction in all core areas.** 1a

G073995

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - All Students	62.0
AMO Reading - African American	61.0
AMO Reading - ED	62.0
AMO Reading - ELL	71.0
AMO Reading - Hispanic	63.0
AMO Reading - SWD	53.0
ELA/Reading Gains	60.0
ELA/Reading Lowest 25% Gains	57.0
FCAT 2.0 Science Proficiency	34.0
AMO Math - All Students	55.0
Algebra I EOC Pass Rate	86.0

**Resources Available to Support the Goal** 2

- The Florida Standards, Item Specifications, Pacing Guides, Learning Targets, HP Tablets, instructors, interventionists, instructional coaches, ICADS, CRO support staff and instructional frameworks.
- Illustrative Mathematics items, Carnegie - Mathia Textbook and resources, Mc-Graw Hill Textbook & Resources, i-Ready Textbook & Resources, Algebra Nation Workbook and Resources
- Instructional Coaches, Interventionists, District Pacing Guides, CRO Middle School Science Resources, Gizmo, J&J Bootcamp, in addition to extended learning opportunities such as Middle School Enrichment program, Title III grant program, and Overtown Youth Center.

**Targeted Barriers to Achieving the Goal** 3

- The school is grappling with the Language Arts Florida Standards (LAFS) and developing rigorous lessons that lead to mastery of the learning targets.
- Social Studies teachers are grappling with the new Civics EOC benchmarks and LAFS, as well as developing lessons that include strategies and checks-for-understanding for all learners that lead to mastery of the learning targets.
- There is evidence that the teachers approach to instructing mathematics is lacking a deep understanding of content knowledge.
- Students need to increase reading proficiency which limits their ability to fully comprehend the complex science texts their teachers are providing them. This prevents students from successfully accessing lesson activities and thereby mastering daily objectives.

**Plan to Monitor Progress Toward G1. 8**

Monitor fidelity of implementation of the common planning products and ensure that students will experience and master course content and skills, as a result of rigorous, purposeful, and engaging instructional activities.

**Person Responsible**

April Thompson

**Schedule**

Daily, from 9/3/2015 to 6/2/2016

**Evidence of Completion**

"Student Work Folders Ongoing Administrative Walkthroughs"

## Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key


**G** = Goal                      **B** =  
Barrier                      **S** = Strategy

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** To increase student achievement by improving core instruction in all core areas. **1**

 G073995

**G1.B1** The school is grappling with the Language Arts Florida Standards (LAFS) and developing rigorous lessons that lead to mastery of the learning targets. **2**

 B193230

**G1.B1.S1** Effective Planning and Instructional Delivery **4**

 S204736

### Strategy Rationale

Plan for and deliver instruction that is based on standards. Students will experience and master course content and skills, as a result of rigorous, purposeful, and engaging instructional activities. Stakeholders will use student data to ascertain strengths and weaknesses to identify clear and accessible future instructional paths.

### Action Step 1 **5**

Provide professional development in unpacking the Language Arts Florida Standards in order to create comprehensive lesson plans that incorporate writing, align to the learning targets, and scaffold instruction to the highest level of DOK.

#### Person Responsible

Lashawn Gaskin

#### Schedule

Biweekly, from 9/3/2015 to 11/2/2015

#### Evidence of Completion

"PD Agenda Award of Master Plan Points (MPP). "

### Action Step 2 5

Utilize the planning resource binders in common planning to analyze student work samples and unpack the standards in order to develop comprehensive lesson plans that incorporate writing, alignment to the learning targets, and scaffold to the highest level of DOK.

**Person Responsible**

Matasha Mondy

**Schedule**

Weekly, from 9/3/2015 to 11/2/2015

**Evidence of Completion**

"Common Planning Agenda Common Planning Products Administrative Observation"

### Action Step 3 5

Ensure that the instructional delivery is a representation of the plans created during common planning and provide coaching support to the teachers as needed.

**Person Responsible**

Matasha Mondy

**Schedule**

Weekly, from 9/3/2015 to 11/2/2015

**Evidence of Completion**

"Coaching calendars and logs, and debriefing notes. Lesson Plans Ongoing Administrative Walkthroughs"

### Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Conduct classroom walkthroughs and review lessons plans.

**Person Responsible**

April Thompson

**Schedule**

On 11/2/2015

**Evidence of Completion**

Teacher lesson plans Common planning product Active coaching cycle documentation



**Plan to Monitor Effectiveness of Implementation of G1.B1.S1** 7

Evidence of increased use of vocabulary through speaking and writing.

**Person Responsible**

**Schedule**

On 6/2/2016

**Evidence of Completion**

Classroom walkthroughs and observations

**G1.B2** Social Studies teachers are grappling with the new Civics EOC benchmarks and LAFS, as well as developing lessons that include strategies and checks-for-understanding for all learners that lead to mastery of the learning targets. 2

 B193231

**G1.B2.S1** Other 4

 S204737

**Strategy Rationale**

Through common planning, develop lessons with teachers that utilize the gradual release method and include text comprehension strategies(i.e. close reading) and higher order checks-for-understanding that adequately address EOC and Florida Standards. Lessons should culminate in written products that are aligned to learning targets, and require students to support responses with evidence from the text. For Civics, these strategies should infuse tablet technology such as ClassFlow.

**Action Step 1** 5

SS Dept. Chair, Instructional Coach and Central Region Office CSS will provide professional development regarding research based text-comprehension strategies, high-order questioning, and technology.

**Person Responsible**

Brandon Alfred

**Schedule**

On 11/2/2015

**Evidence of Completion**

Coaching logs Agendas and Sign-ins PD Materials

**Plan to Monitor Fidelity of Implementation of G1.B2.S1** 6

Instructional Coach will collaboratively plan lessons with teachers that infuse text-comprehension strategies, high-order questioning, written end products, and the utilization of technology. These strategies and activities should be the same as those delivered in the Professional Developments.

**Person Responsible**

Matasha Mondy

**Schedule**

Weekly, from 9/3/2015 to 11/2/2015

***Evidence of Completion***

Coaching Logs Lesson Plans

**Plan to Monitor Effectiveness of Implementation of G1.B2.S1** 7

Administration will consistently monitor social studies department to ensure fidelity to and quality of comprehension strategies, high-order questioning, text dependent writing, and the infusion of technology in instruction, and provide instructional coaches with next steps.

**Person Responsible**

Jorge Parra

**Schedule**

Weekly, from 9/3/2015 to 11/2/2015

***Evidence of Completion***

Administrative walk-through logs.

**G1.B3** There is evidence that the teachers approach to instructing mathematics is lacking a deep understanding of content knowledge. 2

B193232

**G1.B3.S1** Standard Based Instruction 4

S204738

### Strategy Rationale

Utilize the Mathematics Florida Standards when planning for and delivering instruction.

### Action Step 1 5

The math coach will develop a quarterly calendar that clearly identifies the content that will be developed weekly for common planning and provide it for each teacher.

#### Person Responsible

Charity Moreno

#### Schedule

Quarterly, from 9/3/2015 to 11/2/2015

#### Evidence of Completion

Teachers actively participating in the content development sessions and displaying deeper understanding of the mathematics under the MAFS

### Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

The administrative team and Math Coach will conduct classroom walkthroughs to assess the effectiveness of the content development sessions and identify teachers in need of individualized support.

#### Person Responsible

Jorge Parra

#### Schedule

Weekly, from 9/3/2015 to 11/2/2015

#### Evidence of Completion

Administrative Walkthrough Logs

## Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

The Administrative Team, Math coach, Central Region Office personnel will conduct classroom walkthroughs to assess the effectiveness of the implementation plan and identify additional barriers to address.

### Person Responsible

Jorge Parra

### Schedule

Weekly, from 9/3/2015 to 11/2/2015

### Evidence of Completion

Observed changes in delivery of instruction that show an improvement in content knowledge and identified barrier to address with the next Implementation Plan.

**G1.B4** Students need to increase reading proficiency which limits their ability to fully comprehend the complex science texts their teachers are providing them. This prevents students from successfully accessing lesson activities and thereby mastering daily objectives. 2

 B193233

## G1.B4.S1 Standard Based Instruction 4

 S204739

### Strategy Rationale

Literacy Across the Curriculum: Utilize research-based Reading, Writing, and ESOL strategies to enhance science instruction.

## Action Step 1 5

Science Curriculum Support Specialist will collaborate with the Literacy Coach to conduct a professional development on effectively infusing school-wide reading and writing strategies in Science classes. Teachers will select one reading strategy to implement in classrooms.

### Person Responsible

Cyd Heyliger-Browne

### Schedule

On 11/9/2015

### Evidence of Completion

MPP Points for PD Lesson Plans using learned content and strategies

**Plan to Monitor Fidelity of Implementation of G1.B4.S1 6**

AP, Principal, and Science Support Specialist will conduct walkthroughs to follow-up on the effective infusion of school-wide reading strategies in Science classes and will debrief to determine the need for additional support.

**Person Responsible**

April Thompson

**Schedule**

Weekly, from 9/3/2015 to 11/2/2015

**Evidence of Completion**

Walkthrough logs detailed lesson plans Teacher tiering documentation

**Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7**

AP and Principal should actively participate in CRO team members' debriefings with Instructional Coach

**Person Responsible**

April Thompson

**Schedule**

Weekly, from 9/3/2015 to 11/2/2015

**Evidence of Completion**

CRO feedback and reflection support document and Instructional Coach reflections on coaching log.

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Provide professional development in unpacking the Language Arts Florida Standards in order to create comprehensive lesson plans that incorporate writing, align to the learning targets, and scaffold instruction to the highest level of DOK.	Gaskin, Lashawn	9/3/2015	"PD Agenda Award of Master Plan Points (MPP). "	11/2/2015 biweekly
G1.B2.S1.A1	SS Dept. Chair, Instructional Coach and Central Region Office CSS will provide professional development regarding research based text-comprehension	Alfred, Brandon	9/3/2015	Coaching logs Agendas and Sign-ins PD Materials	11/2/2015 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	strategies, high-order questioning, and technology.				
G1.B3.S1.A1	The math coach will develop a quarterly calendar that clearly identifies the content that will be developed weekly for common planning and provide it for each teacher.	Moreno, Charity	9/3/2015	Teachers actively participating in the content development sessions and displaying deeper understanding of the mathematics under the MAFS	11/2/2015 quarterly
G1.B4.S1.A1	Science Curriculum Support Specialist will collaborate with the Literacy Coach to conduct a professional development on effectively infusing school-wide reading and writing strategies in Science classes. Teachers will select one reading strategy to implement in classrooms.	Heyliger-Browne, Cyd	10/8/2015	MPP Points for PD Lesson Plans using learned content and strategies	11/9/2015 one-time
G1.B1.S1.A2	Utilize the planning resource binders in common planning to analyze student work samples and unpack the standards in order to develop comprehensive lesson plans that incorporate writing, alignment to the learning targets, and scaffold to the highest level of DOK.	Mondy, Matasha	9/3/2015	"Common Planning Agenda Common Planning Products Administrative Observation"	11/2/2015 weekly
G1.B1.S1.A3	Ensure that the instructional delivery is a representation of the plans created during common planning and provide coaching support to the teachers as needed.	Mondy, Matasha	9/3/2015	"Coaching calendars and logs, and debriefing notes. Lesson Plans Ongoing Administrative Walkthroughs"	11/2/2015 weekly
G1.MA1	Monitor fidelity of implementation of the common planning products and ensure that students will experience and master course content and skills, as a result of rigorous, purposeful, and engaging instructional activities.	Thompson, April	9/3/2015	"Student Work Folders Ongoing Administrative Walkthroughs"	6/2/2016 daily
G1.B1.S1.MA1	Evidence of increased use of vocabulary through speaking and writing.		9/3/2015	Classroom walkthroughs and observations	6/2/2016 one-time
G1.B1.S1.MA1	Conduct classroom walkthroughs and review lessons plans.	Thompson, April	9/3/2015	Teacher lesson plans Common planning product Active coaching cycle documentation	11/2/2015 one-time
G1.B2.S1.MA1	Administration will consistently monitor social studies department to ensure fidelity to and quality of comprehension strategies, high-order questioning, text dependent writing, and the infusion of technology in instruction, and provide instructional coaches with next steps.	Parra, Jorge	9/3/2015	Administrative walk-through logs.	11/2/2015 weekly
G1.B2.S1.MA1	Instructional Coach will collaboratively plan lessons with teachers that infuse text-comprehension strategies, high-order questioning, written end products, and the utilization of technology. These strategies and activities should be the same as those delivered in the Professional Developments.	Mondy, Matasha	9/3/2015	Coaching Logs Lesson Plans	11/2/2015 weekly
G1.B3.S1.MA1	The Administrative Team, Math coach, Central Region Office personnel will conduct classroom walkthroughs to assess the effectiveness of the implementation plan and identify additional barriers to address.	Parra, Jorge	9/3/2015	Observed changes in delivery of instruction that show an improvement in content knowledge and identified barrier to address with the next Implementation Plan.	11/2/2015 weekly
G1.B3.S1.MA1	The administrative team and Math Coach will conduct classroom	Parra, Jorge	9/3/2015	Administrative Walkthrough Logs	11/2/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	walkthroughs to assess the effectiveness of the content development sessions and identify teachers in need of individualized support.				
G1.B4.S1.MA1	AP and Principal should actively participate in CRO team members' debriefings with Instructional Coach	Thompson, April	9/3/2015	CRO feedback and reflection support document and Instructional Coach reflections on coaching log.	11/2/2015 weekly
G1.B4.S1.MA1	AP, Principal, and Science Support Specialist will conduct walkthroughs to follow-up on the effective infusion of school-wide reading strategies in Science classes and will debrief to determine the need for additional support.	Thompson, April	9/3/2015	Walkthrough logs detailed lesson plans Teacher tiering documentation	11/2/2015 weekly

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

### G1. To increase student achievement by improving core instruction in all core areas.

**G1.B1** The school is grappling with the Language Arts Florida Standards (LAFS) and developing rigorous lessons that lead to mastery of the learning targets.

#### G1.B1.S1 Effective Planning and Instructional Delivery

##### PD Opportunity 1

Provide professional development in unpacking the Language Arts Florida Standards in order to create comprehensive lesson plans that incorporate writing, align to the learning targets, and scaffold instruction to the highest level of DOK.

##### Facilitator

Reading Coaches and CRO Curriculum Support Specialist

##### Participants

ELA Teachers

##### Schedule

Biweekly, from 9/3/2015 to 11/2/2015

##### PD Opportunity 2

Utilize the planning resource binders in common planning to analyze student work samples and unpack the standards in order to develop comprehensive lesson plans that incorporate writing, alignment to the learning targets, and scaffold to the highest level of DOK.

##### Facilitator

Reading Coaches and CRO Curriculum Support Specialist

##### Participants

ELA Teachers

##### Schedule

Weekly, from 9/3/2015 to 11/2/2015



**G1.B2** Social Studies teachers are grappling with the new Civics EOC benchmarks and LAFS, as well as developing lessons that include strategies and checks-for-understanding for all learners that lead to mastery of the learning targets.

**G1.B2.S1** Other

**PD Opportunity 1**

SS Dept. Chair, Instructional Coach and Central Region Office CSS will provide professional development regarding research based text-comprehension strategies, high-order questioning, and technology.

**Facilitator**

SS. Dept. Chair, CRO CSS for Social Studies

**Participants**

Social Studies teachers

**Schedule**

On 11/2/2015

**G1.B3** There is evidence that the teachers approach to instructing mathematics is lacking a deep understanding of content knowledge.

**G1.B3.S1** Standard Based Instruction

**PD Opportunity 1**

The math coach will develop a quarterly calendar that clearly identifies the content that will be developed weekly for common planning and provide it for each teacher.

**Facilitator**

Annie Klian

**Participants**

All teachers

**Schedule**

Quarterly, from 9/3/2015 to 11/2/2015

**G1.B4** Students need to increase reading proficiency which limits their ability to fully comprehend the complex science texts their teachers are providing them. This prevents students from successfully accessing lesson activities and thereby mastering daily objectives.

**G1.B4.S1** Standard Based Instruction

**PD Opportunity 1**

Science Curriculum Support Specialist will collaborate with the Literacy Coach to conduct a professional development on effectively infusing school-wide reading and writing strategies in Science classes. Teachers will select one reading strategy to implement in classrooms.

**Facilitator**

Pete Gaebler

**Participants**

Science Teachers

**Schedule**

On 11/9/2015

## Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

### Budget

#### Budget Data

1	G1.B1.S1.A1	Provide professional development in unpacking the Language Arts Florida Standards in order to create comprehensive lesson plans that incorporate writing, align to the learning targets, and scaffold instruction to the highest level of DOK.				\$10,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	1141	130-Other Certified Instructional Personnel	6361 - Jose De Diego Middle School	Title I Part A		\$10,000.00
<i>Notes: Notes</i>						
2	G1.B1.S1.A2	Utilize the planning resource binders in common planning to analyze student work samples and unpack the standards in order to develop comprehensive lesson plans that incorporate writing, alignment to the learning targets, and scaffold to the highest level of DOK.				\$0.00
3	G1.B1.S1.A3	Ensure that the instructional delivery is a representation of the plans created during common planning and provide coaching support to the teachers as needed.				\$0.00
4	G1.B2.S1.A1	SS Dept. Chair, Instructional Coach and Central Region Office CSS will provide professional development regarding research based text-comprehension strategies, high-order questioning, and technology.				\$0.00
5	G1.B3.S1.A1	The math coach will develop a quarterly calendar that clearly identifies the content that will be developed weekly for common planning and provide it for each teacher.				\$3,900.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			6361 - Jose De Diego Middle School			\$0.00
<i>Notes: Notes</i>						
		130-Other Certified Instructional Personnel	6361 - Jose De Diego Middle School	Title I Part A		\$3,900.00
<i>Notes: Interventionists for push-in and pull-out programs</i>						
6	G1.B4.S1.A1	Science Curriculum Support Specialist will collaborate with the Literacy Coach to conduct a professional development on effectively infusing school-wide reading and writing strategies in Science classes. Teachers will select one reading strategy to implement in classrooms.				\$0.00
					<b>Total:</b>	<b>\$13,900.00</b>