

Miami-Dade County Public Schools

Jose De Diego Middle School



2016-17 Schoolwide Improvement Plan

Jose De Diego Middle School

3100 NW 5TH AVE, Miami, FL 33127

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

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	97%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	98%

School Grades History

	2015-16	2014-15	2013-14	2012-13
Year				
Grade	D	F*	D	D

**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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Jose De Diego Middle School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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 engage students in their own learning.

b. 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.

2. School Environment

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

The school learns about students' cultures through various forms of parental contact such as Parent Teacher Conferences, Open House, PDIP (Parent drop in program), PTSA, and EESAC. Furthermore, students' cultures are recognized 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 Middle School 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 growing partnerships with organizations such as Bots for All and Arts for Learning. In addition, there are several non-profit programs at the school such as Mahogany Youth Corp, 100 Black Men, Overtown Youth Center (OYC), FIU Education Effect, Gang Alternative, and Guitars over Guns. These programs are geared towards mentoring students and improving relationships between all stakeholders.

b. 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. Through an open door policy, students can confidentially and/or anonymously report any negative behaviors to school officials. There are systems in place for students to communicate with school officials. 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. School programs such as the Values Matter, Rachel's Challenge, Do the Right Thing, PBS, Principals Award are implemented at the school to promote respect for all stakeholders.

c. 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 negative behaviors and establish a positive school culture. By analyzing disciplinary data and identifying areas for improvement, the PBS team formulates interventions to promote school pride and reward students exhibiting expected behavior. Interventions implemented throughout the year include re-teaching expectations, providing consistent rewards and consequences, conferencing 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.

d. 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, iTransitions therapist, EBD clinician, Behavioral Modification Teacher (BMT) and social worker at the school implement the district's protocol that addresses the social-emotional needs of all students at the school. The sessions are aimed at building self confidence, developing and maintaining positive relationships, and making responsible decisions. Sessions 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 by providing referrals to outside community agencies that may provide additional support.

3. Early Warning Systems

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

a. 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 (31 students, 12%), grade 7 (35 students, 13.6%), grade 8 (34 students, 15%) whose attendance was below 90%.
2. Jose de Diego had zero outdoor suspensions.
There were 19 students in grade 7 that had indoor suspension in the. There were 10 students in grade 8 that had indoor suspension.
3. Students in grade 6 (38 students), grade 7 (16 students) and grade 8 (6 students) failed the course in English Language Arts or Math.
4. Students in grade 6 (118 students), grade 7 (128 students), and grade 8 (124 students) achieved a level 1 score on the statewide, standardized assessment in English Language Arts.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	31	35	34	0	0	0	0	100
One or more suspensions	0	0	0	0	0	0	0	19	10	0	0	0	0	29
Course failure in ELA or Math	0	0	0	0	0	0	38	16	6	0	0	0	0	60
Level 1 on statewide assessment	0	0	0	0	0	0	118	128	124	0	0	0	0	370
	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	171	155	156	0	0	0	0	482

c. 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 2016-17 school year. The intervention programs will target students identified as under performing and enroll them in reading or math intervention programs offered during the school day, after school, or Saturday school. Students identified as proficient who may regress during the school year will be enrolled in one of the program offerings.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

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

2. 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.

2. 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 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

C. Effective Leadership

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

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

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

b. Duties

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

Dr. April Thompson-Williams, Principal: Instructional Leader that provides a common vision for school instruction, with the use of data-based decision-making. She supports school staff by communicating the Response-to-Intervention (Rtl) process, building school culture, gathering input and creating order by providing specific routines and procedures, shares leadership responsibilities, communicates with parents, and encourages and supports within the school regarding Rtl 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, participating in student data collection, supporting delivery of instruction/intervention, and collaborating with staff to implement interventions.

Brandon Alfred, Discipline Dean & Positive Behavior Coach: Collaborates with Principal and Assistant Principal in resolving disciplinary concerns while maintaining records of actions taken to ensure fair and consistent implementation of discipline policies. He supports faculty and staff with enforcement of student code of conduct to promote positive student behavior.

Charity Paredes, Math Coach: Content specialist providing knowledge and understanding of how students learn problem solving and mathematics content. She understands how and why some students struggle, ensures that when new curricular materials are obtained teachers receive professional development, and monitor fidelity of use of curricular materials and strategies. Supports implementation of the school's intervention plans and provides early services for students considered "at risk". Assists in the design and implementation of progress monitoring, data collection, and data analysis. Participates in the design and delivery of professional development and provides support for assessment monitoring.

Dr. Cyd Heyliger-Browne, Science Chair: Content specialist providing knowledge and understanding of how students learn to problem solving and science content. She understands how and why some students struggle, ensures that when new curricular materials are obtained teachers receive professional development, and monitor fidelity of use of curricular materials and strategies. Supports implementation of the school's intervention plans and provides early services for students considered "at risk". Assists in the design and implementation of progress monitoring, data collection, and data analysis. Participates in the design and delivery of professional development and provides support for assessment monitoring.

Matasha Mondy and Donta Taylor, Reading Coaches: Content specialists providing foundational knowledge and understanding of how students read, analyze, and comprehend texts. They understand how and why some students struggle, ensure that when new curricular materials are obtained teachers receive professional development, and monitor fidelity of use of curricular materials and strategies. Supports implementation of the school's intervention plans and provides early services for students considered "at risk". Assists in the design and implementation of progress monitoring, data collection, and data analysis. Participates in the design and delivery of professional development and provides support for assessment monitoring.

Maria Colella and Jacqueline Thomas, School Counselor and Student Success Coach: Staff liaisons that participate in collection, interpretation, and analysis of data which is then communicated with staff members. Facilitates development of intervention plans and provides support for intervention fidelity. Provides professional development and technical assistance for problem-solving and data-based 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.

SAC Member: EESAC chairperson responsible for organizing meetings, elections, and voting process. Collaborates with school leadership team on issues related to EESAC budgets and proposals.

2. 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 through the use of effective student intervention and enrichment programs. The team will meet once a week to conduct the following activities: Based on classroom observations as well as data from reading,

mathematics, writing, and science assessments, the team will base instructional decisions on reviewing the data by grade and classroom level to identify students who are meeting/exceeding benchmarks, or who are at moderate or high risk for not meeting benchmarks. The Rtl team will closely monitor the fidelity of intervention and enrichment programs aligned with the districts' initiatives.

José de Diego Middle School will provide services to students requiring additional remediation through after-school or summer school programs. The district coordinates with Title II and Title III ensuring staff development needs are provided. Support services are provided to all students. Curriculum Coaches develop, lead, and evaluate school core content standards/ program, identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention strategies. They also identify systematic patterns of student needs while working with district personnel to identify screening programs that provide early intervening services for students considered "at risk". Assist in the design and implementation of progress monitoring, data collection, and data analysis. Participates in the design and delivery of professional development, and provide support for assessment monitoring.

Other components that are integrated into the school-wide program are extensive Parental Program; Supplemental Educational Services; and special support services provided by the social worker to special needs populations such as homeless, migrant, neglected and delinquent students. José de Diego Middle School receives funds to support the Educational Alternative Outreach program where 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-violent and anti-drug and bullying program for students that incorporate field trips, community service, drug tests, and counseling for students. The Safe and Drug-Free Schools Program addresses violence, 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 overcome 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, which includes breakfast, 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's Engineering and Robotics Magnet utilizes 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 courses.

José de Diego Middle School will involve parents in the planning and implementation of the Title I Program and extend an open invitation to the school's parent resource center. Parents are informed of 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) Title I School-Parent Compact, 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.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
April Thompson-William	Principal
Ericka Senatus	Teacher
Jacinth Joseph	Teacher
Thelma Mobley	Teacher
Allyson White	Education Support Employee
Jeanine Houston	Business/Community
Carline Nozile	Business/Community
Eugene Simmons	Business/Community
Marquis Hardrick	Business/Community
Deborah Varnadore-Simmons	Teacher
Lillian Gonzalez	Parent
Derlyson Fountaine	Student
Shantara Johnson	Parent

b. Duties

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

a. 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 2015-2016 school year.

b. 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.

c. 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.

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

Funds were utilized for the following:

\$2,999 was transferred to the principal's account

\$700 was spent on classroom supplies and grade level activities

\$792 was spent student awards

\$950 was spent on student field experiences

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Thompson, April	Principal
Mondy, Matasha	Instructional Coach
Moreno, Charity	Instructional Coach
Colon, Mindyne	Teacher, K-12
Parra, Jorge	Assistant Principal
Heyliger-Browne, Cyd	Teacher, K-12
Alfred, Brandon	Dean

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The Literacy Leadership Team's major initiatives in the 2016-2017 school year are: Increase opportunities for evidence-based writing, rigor, effective use of Higher Order Thinking Questions (HOTs) 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 and implement school wide vocabulary and literacy initiatives across the curriculum. Provide an opportunity for students to participate in a field experience to the annual district Book Fair. Conduct a community literacy night that promotes awareness of the need for students to read beyond the school day and share active reading strategies with parents and stakeholders.

D. Public and Collaborative Teaching

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

1. 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.

2. 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.
- Implement the Mentoring and Induction for New Teachers (MINT) program.
- Provide job embedded professional development during faculty meetings, common planning, and on teacher workdays.

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

Ms. Mondy is a veteran Literacy coach with 17 years of teaching experience. She is paired with Ms. Templier and Ms. Smith, who are both first year teachers.

Mrs. Colon is a veteran Language Arts teacher. She is paired with Mr. Hernandez, who is a first year Language Arts teacher.

Mr. Taylor is a veteran Language Arts teacher and a Literacy Coach who is paired with Ms. Rios and Ms. Rine, who are both first year Language Arts teachers.

Dr. Browne is a veteran Science teacher and Department Chair who is paired with Mr. Israel and Ms. Rached who are both first year Science teachers.

Mr. Alfred is a veteran Social Studies teacher who is paired with Mr. Calle and Ms. O. Alvarez.

Mr. Joseph is a veteran teacher with 13 years of experience who is paired with Mr. Lopez-Rangel and Ms. Baptiste Snead.

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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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 Next Generation Sunshine State Standards (NGSSS) through collaborative common planning with the district curriculum support specialist. Teachers utilize district pacing guides, district-approved texts, and online resources to develop rigorous lesson plans that are aligned to the standards. Lessons will include essential labs, written evidence-based reports (CER), and research.

The ELA Department unpacks the Language Arts Florida Standards (LAFS) through collaborative common planning. Teachers utilize pacing guides, district-approved texts, online resources, and learning targets to develop rigorous lesson plans that are aligned to Florida Standards. Lesson plans will include close reading of text, textual analysis, and written evidence-based end products.

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 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.

b. Instructional Strategies

1. 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 Mathematics and Science departments, teachers utilize topic, unit and interim tests to assess student learning and data to differentiate instruction. Upon analysis of the data, teachers conduct individual data chats with students to inform them of their progress. Students are grouped according to their level of proficiency and receive small group instruction. Students who continue to have difficulty attaining the proficient or advanced level are encouraged to seek before or after school tutoring and are given supplemental assignments for home learning.

In the ELA department, teachers utilize iready diagnostics, SRI and SPI tests, and informal classroom assessments based on the current standards.

The Social Studies department uses informal classroom assessments based on current standards.

2. 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 facilitate direct instruction and project based learning activities. The curriculum will be differentiated to address student deficiencies in the areas of reading and/or math. Students will also engage in technology based lessons and activities.

Strategy Rationale

Students will receive instruction in Math and Reading through 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 progress monitoring (i.e., interim, iReady, topic assessments)

2. Student Transition and Readiness

a. PreK-12 Transition

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

1. 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 Foundation course " I-Transitions " 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. The school also provides support for outgoing 8th graders to transition into high school through various initiatives. Magnet Fairs are held for the 8th grade students in order to expose them to various opportunities offered by high schools throughout the county. The school also holds promotional exercises at the feeder high school where most of the 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.

b. College and Career Readiness

1. 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

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

N/A

3. 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

4. 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

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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. If core instruction is improved in all areas student achievement will increase.

Strategic Goals Detail

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

G1. If core instruction is improved in all areas student achievement will increase. 1a

G088066

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	68.0
AMO Reading - African American	67.0
AMO Reading - ED	68.0
AMO Reading - ELL	76.0
AMO Reading - Hispanic	68.0
AMO Reading - SWD	60.0
ELA/Reading Gains	60.0
ELA/Reading Lowest 25% Gains	57.0
FCAT 2.0 Science Proficiency	34.0
AMO Math - All Students	62.0
Algebra I EOC Pass Rate	86.0

Targeted Barriers to Achieving the Goal 3

- The school is grappling with alignment of instruction of Language Arts Florida Standards to student learning.
- Social Studies teachers are in need of developing a deeper understanding of the Civics EOC benchmarks, U.S. History content , as well as developing lessons that include strategies and checks-for-understanding for all learners while improving the use of technology and the understanding of digital convergence
- There is evidence that the teachers are in need of additional support to deepen their understanding of content knowledge and the MAFS.
- Students need to increase reading proficiency which limits their ability to fully comprehend the complex science texts. This prevents students from successfully mastering daily objectives.

Resources Available to Help Reduce or Eliminate the Barriers 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 - 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.
- Digital convergence support, UDT. In house professional development, district resources

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 8/29/2016 to 6/8/2017

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. If core instruction is improved in all areas student achievement will increase. 1

G088066

G1.B1 The school is grappling with alignment of instruction of Language Arts Florida Standards to student learning. 2

B234158

G1.B1.S1 Effective Planning and Instructional Delivery 4

S246944

Strategy Rationale

Plan for and deliver standard based instruction that is aligned to student learning. Students will experience and master course content and strategies, 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 and aligning the Language Arts Florida Standards in order to create comprehensive lesson plans that incorporate writing, and scaffold instruction to student learning.

Person Responsible

Matasha Mondy

Schedule

Biweekly, from 8/30/2016 to 6/8/2017

Evidence of Completion

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

Action Step 2 5

Utilize the planning resource binders to collaboratively plan, and provide professional development in unpacking and aligning the Language Arts Florida Standards in order to create comprehensive and creative lesson plans that incorporate writing, and scaffold instruction to student learning.

Person Responsible

Matasha Mondy

Schedule

Weekly, from 8/30/2016 to 6/8/2017

Evidence of Completion

"Common Planning Agenda Common Planning Products Administrative Observation"
Professional Development Agenda

Action Step 3 5

Ensure that the instructional delivery of standard based instruction 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 8/29/2016 to 6/8/2017

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 6/8/2017

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 academic vocabulary through speaking and writing.

Person Responsible

Matasha Mondy

Schedule

Weekly, from 8/29/2016 to 6/8/2017


Evidence of Completion

Classroom walkthroughs and observations

G1.B2 Social Studies teachers are in need of developing a deeper understanding of the Civics EOC benchmarks, U.S. History content , as well as developing lessons that include strategies and checks-for-understanding for all learners while improving the use of technology and the understanding of digital convergence **2**

 B234159

G1.B2.S1 Effective Planning, Instructional Delivery, and incorporating digital fluency **4**

 S246945

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 for History. Lessons should culminate in written products that are aligned to learning targets, and require students to support responses with evidence from the text. These strategies should infuse technology and Digital Convergence.

Action Step 1 **5**

Provide professional development regarding research based text-comprehension strategies, high-order questioning, and technology.

Person Responsible

Brandon Alfred

Schedule

Weekly, from 8/29/2016 to 6/8/2017

Evidence of Completion

Coaching logs Agendas and Sign-ins PD Agenda and 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 8/29/2016 to 6/8/2017

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, evidence based writing, and the infusion of technology in instruction, and provide instructional coaches with next steps.

Person Responsible

Jorge Parra

Schedule

Weekly, from 8/29/2016 to 6/8/2017

Evidence of Completion

Administrative walk-through logs.

G1.B3 There is evidence that the teachers are in need of additional support to deepen their understanding of content knowledge and the MAFS. 2

 B234160

G1.B3.S1 Standard Based Instruction 4

 S246946

Strategy Rationale

Unpack the Mathematics Florida Standards to effectively plan and deliver 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 provided for each tacher

Person Responsible

Charity Moreno

Schedule

Quarterly, from 8/29/2016 to 6/8/2017

Evidence of Completion

Teachers actively participating in content development sessions and displaying deeper understanding 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 8/29/2016 to 6/8/2017

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 8/29/2016 to 6/8/2017

Evidence of Completion

Observed changes in delivery of instruction that show a deeper understanding of content knowledge

G1.B4 Students need to increase reading proficiency which limits their ability to fully comprehend the complex science texts. This prevents students from successfully mastering daily objectives. 2

B234161

G1.B4.S1 Standard Based Instruction 4

S246947

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

Monthly, from 9/5/2016 to 6/8/2017

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 10/3/2016 to 6/8/2017

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 will actively participate in CRO team members' debriefings with Instructional Coach

Person Responsible

April Thompson
















Schedule

Weekly, from 9/5/2016 to 6/8/2017

Evidence of Completion

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

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.MA1  M334260	Monitor fidelity of implementation of the common planning products and ensure that students will...	Thompson, April	8/29/2016	"Student Work Folders Ongoing Administrative Walkthroughs"	6/8/2017 daily
G1.B1.S1.MA1  M334252	Evidence of increased use of academic vocabulary through speaking and writing.	Mondy, Matasha	8/29/2016	Classroom walkthroughs and observations	6/8/2017 weekly
G1.B1.S1.MA1  M334253	Conduct classroom walkthroughs and review lessons plans.	Thompson, April	8/29/2016	Teacher lesson plans Common planning product Active coaching cycle documentation	6/8/2017 one-time
G1.B1.S1.A1  A321052	Provide professional development in unpacking and aligning the Language Arts Florida Standards in...	Mondy, Matasha	8/30/2016	"PD Agenda Award of Master Plan Points (MPP). "	6/8/2017 biweekly
G1.B1.S1.A2  A321053	Utilize the planning resource binders to collaboratively plan, and provide professional development...	Mondy, Matasha	8/30/2016	"Common Planning Agenda Common Planning Products Administrative Observation" Professional Development Agenda	6/8/2017 weekly
G1.B1.S1.A3  A321054	Ensure that the instructional delivery of standard based instruction is a representation of the...	Mondy, Matasha	8/29/2016	"Coaching calendars and logs, and debriefing notes. Lesson Plans Ongoing Administrative Walkthroughs"	6/8/2017 weekly
G1.B2.S1.MA1  M334254	Administration will consistently monitor social studies department to ensure fidelity to and...	Parra, Jorge	8/29/2016	Administrative walk-through logs.	6/8/2017 weekly
G1.B2.S1.MA1  M334255	Instructional Coach will collaboratively plan lessons with teachers that infuse text-comprehension...	Mondy, Matasha	8/29/2016	Coaching Logs Lesson Plans	6/8/2017 weekly
G1.B2.S1.A1  A321055	Provide professional development regarding research based text-comprehension strategies, high-order...	Alfred, Brandon	8/29/2016	Coaching logs Agendas and Sign-ins PD Agenda and Materials	6/8/2017 weekly
G1.B3.S1.MA1  M334256	The Administrative Team, Math coach, Central Region Office personnel will conduct classroom...	Parra, Jorge	8/29/2016	Observed changes in delivery of instruction that show a deeper understanding of content knowledge	6/8/2017 weekly
G1.B3.S1.MA1  M334257	The administrative team and Math Coach will conduct classroom walkthroughs to assess the...	Parra, Jorge	8/29/2016	Administrative Walkthrough Logs	6/8/2017 weekly
G1.B3.S1.A1  A321056	The math coach will develop a quarterly calendar that clearly identifies the content that will be...	Moreno, Charity	8/29/2016	Teachers actively participating in content development sessions and displaying deeper understanding MAFS	6/8/2017 quarterly
G1.B4.S1.MA1  M334258	AP and Principal will actively participate in CRO team members' debriefings with Instructional...	Thompson, April	9/5/2016	CRO feedback and reflection support document and Instructional Coach reflections on coaching log.	6/8/2017 weekly
G1.B4.S1.MA1  M334259	AP, Principal, and Science Support Specialist will conduct walkthroughs to follow-up on the...	Thompson, April	10/3/2016	Walkthrough logs detailed lesson plans Teacher tiering documentation	6/8/2017 weekly
G1.B4.S1.A1  A321057	Science Curriculum Support Specialist will collaborate with the Literacy Coach to conduct a...	Heyliger-Browne, Cyd	9/5/2016	MPP Points for PD Lesson Plans using learned content and strategies	6/8/2017 monthly

V. Professional Development Opportunities

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

G1. If core instruction is improved in all areas student achievement will increase.

G1.B1 The school is grappling with alignment of instruction of Language Arts Florida Standards to student learning.

G1.B1.S1 Effective Planning and Instructional Delivery

PD Opportunity 1

Provide professional development in unpacking and aligning the Language Arts Florida Standards in order to create comprehensive lesson plans that incorporate writing, and scaffold instruction to student learning.

Facilitator

Reading Coaches and CRO Curriculum Support Specialist

Participants

ELA Teachers

Schedule

Biweekly, from 8/30/2016 to 6/8/2017

PD Opportunity 2

Utilize the planning resource binders to collaboratively plan, and provide professional development in unpacking and aligning the Language Arts Florida Standards in order to create comprehensive and creative lesson plans that incorporate writing, and scaffold instruction to student learning.

Facilitator

Reading Coaches and CRO Curriculum Support Specialist

Participants

ELA Teachers

Schedule

Weekly, from 8/30/2016 to 6/8/2017

G1.B2 Social Studies teachers are in need of developing a deeper understanding of the Civics EOC benchmarks, U.S. History content , as well as developing lessons that include strategies and checks-for-understanding for all learners while improving the use of technology and the understanding of digital convergence

G1.B2.S1 Effective Planning, Instructional Delivery, and incorporating digital fluency

PD Opportunity 1

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

Weekly, from 8/29/2016 to 6/8/2017

G1.B3 There is evidence that the teachers are in need of additional support to deepen their understanding of content knowledge and the MAFS.

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 provided for each teacher

Facilitator

Annie Klian

Participants

All teachers

Schedule

Quarterly, from 8/29/2016 to 6/8/2017

G1.B4 Students need to increase reading proficiency which limits their ability to fully comprehend the complex science texts. This prevents students from successfully 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

Monthly, from 9/5/2016 to 6/8/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Provide professional development in unpacking and aligning the Language Arts Florida Standards in order to create comprehensive lesson plans that incorporate writing, and scaffold instruction to student learning.				\$10,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	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 to collaboratively plan, and provide professional development in unpacking and aligning the Language Arts Florida Standards in order to create comprehensive and creative lesson plans that incorporate writing, and scaffold instruction to student learning.				\$0.00
3	G1.B1.S1.A3	Ensure that the instructional delivery of standard based instruction 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	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 provided for each tacher				\$3,900.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			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
Total:					\$13,900.00	