Jose De Diego Middle School

2017-18 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)	**2016-17 Title I School**	**2016-17 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	Yes	98%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	99%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	D	F*	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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

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 <u>section 1008.33, Florida Statutes,</u> 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 two 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 <u>Rule 6A-1.099811, Florida Administrative Code:</u>

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- <u>Implementing</u> - 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.

2017-18 DA Category and Statuses for Jose De Diego Middle School

DA Region and RED	DA Category and Turnaround Status
Southeast - <u>LaShawn Russ-Porterfield</u>	- 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, Live School 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, Jaguars United (21st Century Grant), and Guitars over Guns. These programs are geared towards mentoring students, promoting enrichment opportunities, 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 consistent 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, Sandy Hook Promise,Do the Right Thing, Live Schools point reward system, 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.

To minimize distractions, we have committees that are responsible for school culture, academics and social events. We use 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 committees formulate 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. All staff members are part of a specific committee and meetings are held on a biweekly basis.

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 counselor, iTransitions therapist, EBD clinician, Behavioral Modification Teacher (BMT) and itinerant 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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. Jose de Diego had zero outdoor suspensions.

2. Students in grade 6 (49 students), grade 7 (21 students) and grade 8 (5 students) failed the course in English Language Arts or Math.

4. Students in grade 6 (150 students), grade 7 (160 students), and grade 8 (145 students) achieved a level 1 score on the statewide, standardized assessment in English Language Arts or Mathematics

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	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	49	21	5	0	0	0	0	75
Level 1 on statewide assessment	0	0	0	0	0	0	150	160	145	0	0	0	0	455
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	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	151	186	153	0	0	0	0	490

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 2017-18 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, and enrichment programs offered before and after school,

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?
Yes

1. PFEP Link
The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/529315.

2. Description
A PIP has been uploaded for this school or district - see the link above.

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 social media.
• Provide a parent resource center at the school site.
• Invite community members to special events/activities at the school (before, during, and after school)
• 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

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
Alfred, Brandon	Dean
Heyliger-Browne, Cyd	Teacher, K-12
Parra, Jorge	Assistant Principal
Colon, Mindyne	Teacher, K-12
Moreno, Charity	Assistant Principal
St. Rose, Joseph	Instructional Coach
Hosey, Tawana	Instructional Coach

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 (RtI) process, building school culture, providing specific routines and procedures, shares leadership responsibilities, communicates with parents, and encourages and supports within the school regarding RtI plans and activities.

Jorge Parra, Assistant Principal: Instructional Leader who identifies strategies for staff and team members in ELA, Reading, Social Studies, and non-magnet electives, 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 in the previously mentioned core classes, participating in student data collection, supporting delivery of instruction/intervention, and collaborating with staff to implement interventions.

Charity Paredes, Assistant Principal: Instructional Leader who identifies strategies for staff and team members in Mathematics, Science, Magnet Electives and ELL, 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 in the above mentioned core classes, participating in student data collection, supporting delivery of instruction/intervention, and collaborating with staff to implement interventions.

Brandon Alfred, Discipline Dean: Collaborates with Principal and Assistant Principals 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.

Joseph St. Rose, Math Coach: Content specialist providing knowledge and understanding of how students learn problem solving and mathematics content. He 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 Tawana Hosey, 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.

School Counselor: 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.

Deborah Varnadore-Simmons, EESAC 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 RtI 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, 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 RtI 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 school counselor. The Student school counselor assists with counseling students to overcome barriers such as drugs and alcohol, stress, suicide, isolation, grief, family violence, and other crisis.

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-Williams	Principal
Ericka Senatus	Teacher
Jacinth Joseph	Teacher
Cicely Baptiste Snead	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
Derlyson Fontaine	Student
Lilian Gonzalez	Parent
Yaka Stark	Parent
Sarah Delanuez	Student

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, §§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

The EESAC committee reviewed effectiveness of last year's School Improvement Plan by comparing proficiency percentages to goals set for the 2016-2017 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 EESAC 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

A total of $2442.00 of EESAC funds was utilized.

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	Assistant Principal
Colon, Mindyne	Teacher, K-12
Parra, Jorge	Assistant Principal
Heyliger-Browne, Cyd	Teacher, K-12
Alfred, Brandon	Dean
Hosey, Tawana	Instructional Coach
St. Rose, Joseph	Instructional Coach

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 2017-2018 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 on Digital Learning Day, on programs such as Nearpod. 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 responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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.

Mr. Alfred is a veteran Social Studies teacher who is paired with Ms. Perez from the Social Studies Department and Ms. Quiroga the art teacher. Both are second year teachers.

Mrs. Colon is a veteran Language Arts teacher. She is paired with Ms. Nmekini and Ms. Smith who are second year teachers.

Mrs. Foley-Dean is a veteran Language Arts teacher. She is paired with first year teacher Mrs. Tapia.

Mr. Francis is a veteran mathematics teacher. He is paired with Mr. St. Rose and Ms. Weaver from the Math department
Ms. Gobert is a veteran Reading teacher. She is paired with Ms. Sloan, a first year teacher in the Language Arts department.

Dr. Heyliger -Browne is a veteran Science teacher and former Science Coach. She is paired with Ms. Rached and Mr. Israel who are both second year teachers in the Science department.

Ms. Hosey is a veteran Language Arts teacher and a Literacy Coach who is paired with Dr. Headly from the Language Arts department.

Mr. Joseph is a veteran Social Studies and CSI teacher. He is paired with Mr. Calle and Mr. Rangel who second year teachers in the Social Studies department.

Ms. Julien is a veteran math teacher. She is paired with Ms. D 'Haiti who is a first year teacher and Ms. Baptiste Snead who is a second year teacher from the math department.

Ms. Mondy is a veteran Literacy coach. She is paired with Ms. Alcinor from the Reading department and Mr. Hernandez from the Language Arts department.

Ms. Powell is a veteran Language Arts teacher who is paired with Ms. Guardans-Godo from the Language Arts department and Ms. Rainey from the Social Studies department.

Ms. Varnadore-Simmons is a veteran elective teacher and is paired up with Ms. Whyte, a first year dance teacher.

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, claim evidence reasoning, 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 iReady data, 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 as well as unit exams for civics.

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: 22,500

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
Moreno, Charity, cmoreno5@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 asessments)

2. Student Transition and Readiness

a. PreK-12 Transition
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, §
1114(b)(7)(A)(iii)(V).

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

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

🔑 G096795

Targets Supported 1b

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

Targeted Barriers to Achieving the Goal 3

- Teacher are in need of developing a deeper understanding of digital convergence and the use digital instructional resources, to develop lessons that include strategies to improve the delivery of instruction across all subject areas.

Resources Available to Help Reduce or Eliminate the Barriers 2

- The Florida Standards, Item Specifications, Pacing Guides, Learning Targets, HP Tablets, interventionists, instructional coaches, ETO CSS, ETO IS, ICADS, CRO support staff and instructional frameworks.

- Illustrative Mathematics items, Carnegie - Mc-Graw Hill Textbook & Resources, MATHia, i-Ready Textbook & Resources, Algebra Nation Workbook and Resources.

- Instructional Coaches, Interventionists, District Pacing Guides, CRO Middle School Science Resources, J&J Bootccamp, in addition to extended learning opportunities such as Jaguars United After-school enrichment program (21st Century Grant), Title III grant program, and Overtown Youth Center.

- Digital convergence support, Nearpod. 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

Biweekly, from 8/21/2017 to 6/7/2018

Evidence of Completion

"Student Work Folders Ongoing Administrative Walkthroughs" Content Related Reports

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 =**   **S** = Strategy
                      Barrier

1 = Problem Solving Step   🔑 S123456 = Quick Key

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

🔑 G096795

G1.B1 Teacher are in need of developing a deeper understanding of digital convergence and the use digital instructional resources, to develop lessons that include strategies to improve the delivery of instruction across all subject areas. `2`

🔑 B260387

G1.B1.S1 Utilize effective planning and instructional delivery to infuse technology. `4`

🔑 S275797

Strategy Rationale

Through professional development and Common Planning, develop lesson plans with teachers that utilize strategies to infuse digital convergence the and instructional resources to successfully implement the use of technology.

Action Step 1 `5`

Provide professional development and common planning opportunities to develop research based text comprehension strategies, higher order questioning strategies, and differentiated instructional opportunities with the use of interactive educational tools.

Person Responsible

Matasha Mondy

Schedule

Weekly, from 8/21/2017 to 6/7/2018

Evidence of Completion

Coaching log agendas and Sign-ins, PD agenda and materials Iready Reports, Read 180/System 44, Power BI

Action Step 2 `5`

Utilize planning resources binders to collaboratively plan and provide professional development in unpacking and aligning Florida Standards that incorporate technology, writing and scaffold instruction.

Person Responsible

Tawana Hosey

Schedule

Weekly, from 8/21/2017 to 6/7/2018

Evidence of Completion

Coaching Calendars and logs, debriefing notes. Lesson Plans and ongoing administrative Walkthroughs

Action Step 3 `5`

Develop a quarterly calendar that clearly identifies the content that will be developed weekly for common planning with the infusion of technology as a component in every lesson.

Person Responsible

Joseph St. Rose

Schedule

Quarterly, from 8/21/2017 to 6/21/2018

Evidence of Completion

Teachers participating in content development sessions that clearly enhance the utilization of technology and the effect on student learning. Iready reports, Mathia reports, Power BI

Action Step 4 `5`

Professional Learning Team will provide professional development on effectively infusing technology based instructional resources to improve the use of technology in the classroom.

Person Responsible

Charity Moreno

Schedule

Quarterly, from 8/21/2017 to 7/6/2018

Evidence of Completion

Professional developed logs

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

Coaches will collaboratively plan lessons with teachers that infuse the use of technology in instruction and provide strategies to apply digital convergence to student instruction.

Person Responsible

Jorge Parra

Schedule

Biweekly, from 8/21/2017 to 6/21/2018

Evidence of Completion

Coaching logs and Lesson Plans

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

Administrators will consistently monitor all departments to ensure fidelity to the quality of instruction and evidence of the infusion of technology in instruction and provide follow up feed back and strategies for continued improvement.

Person Responsible

April Thompson

Schedule

Biweekly, from 8/21/2017 to 6/7/2018

Evidence of Completion

Administrative walk-through logs action plan cycle logs, Administrative meeting logs

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.MA1 🔍 M399042	Monitor fidelity of implementation of the common planning products and ensure that students will...	Thompson, April	8/21/2017	"Student Work Folders Ongoing Administrative Walkthroughs" Content Related Reports	6/7/2018 biweekly
G1.B1.S1.MA1 🔍 M399040	Administrators will consistently monitor all departments to ensure fidelity to the quality of...	Thompson, April	8/21/2017	Administrative walk-through logs action plan cycle logs, Administrative meeting logs	6/7/2018 biweekly
G1.B1.S1.A1 🔍 A370694	Provide professional development and common planning opportunities to develop research based text...	Mondy, Matasha	8/21/2017	Coaching log agendas and Sign-ins, PD agenda and materials Iready Reports, Read 180/System 44, Power BI	6/7/2018 weekly
G1.B1.S1.A2 🔍 A370695	Utilize planning resources binders to collaboratively plan and provide professional development in...	Hosey, Tawana	8/21/2017	Coaching Calendars and logs, debriefing notes. Lesson Plans and ongoing administrative Walkthroughs	6/7/2018 weekly
G1.B1.S1.MA1 🔍 M399041	Coaches will collaboratively plan lessons with teachers that infuse the use of technology in...	Parra, Jorge	8/21/2017	Coaching logs and Lesson Plans	6/21/2018 biweekly
G1.B1.S1.A3 🔍 A370696	Develop a quarterly calendar that clearly identifies the content that will be developed weekly for...	St. Rose, Joseph	8/21/2017	Teachers participating in content development sessions that clearly enhance the utilization of technology and the effect on student learning. Iready reports, Mathia reports, Power BI	6/21/2018 quarterly
G1.B1.S1.A4 🔍 A370697	Professional Learning Team will provide professional development on effectively infusing...	Moreno, Charity	8/21/2017	Professional developed logs	7/6/2018 quarterly

V. Professional Development Opportunities

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

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 and common planning opportunities to develop research based text comprehension strategies, higher order questioning strategies, and differentiated instructional opportunities with the use of interactive educational tools.	$0.00
2	G1.B1.S1.A2	Utilize planning resources binders to collaboratively plan and provide professional development in unpacking and aligning Florida Standards that incorporate technology, writing and scaffold instruction.	$0.00
3	G1.B1.S1.A3	Develop a quarterly calendar that clearly identifies the content that will be developed weekly for common planning with the infusion of technology as a component in every lesson.	$0.00
4	G1.B1.S1.A4	Professional Learning Team will provide professional development on effectively infusing technology based instructional resources to improve the use of technology in the classroom.	$0.00
		Total:	$0.00