



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Jose De Diego Middle School

3100 NW 5TH AVE

Miami, FL 33127

305-573-7229

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

School Demographics

School Type Middle School	Title I Yes	Free and Reduced Lunch Rate 96%
Alternative/ESE Center No	Charter School No	Minority Rate 98%

School Grades History

2013-14 D	2012-13 D	2011-12 C	2010-11 C	2009-10 F
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SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Focus Year 1	5	Gayle Sitter

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Jose De Diego Middle School

Principal

Yaset Fernandez

School Advisory Council chair

Joann Vilella-Howell

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Matthew St. Aubin	Asst. Principal
Derek Negron	Asst. Prinicipal
George Coakley	Dean of Student / PBS Coach
Catherine Lopez	Literacy Coach
Gabriel Cartagena	Mathematics Coach
Catalina Hidalgo	Science Coach
Jessnelly Jackson	Literacy Coach

District-Level Information

District

Dade

Superintendent

Mr. Alberto M Carvalho

Date of school board approval of SIP

12/11/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Beverly Sheffield Alternate Educational Support
 Cleo Rodgers Parent
 Edwin Calix Student
 Fatimah Neal Alternate Parent
 Jacinth Joseph Teacher
 Jada Spaulding Parent
 Joann Vilella Teacher
 Gabriel Cartagena Teacher
 Kelvin Cuadra Alternate Student
 Kendra Williams Business/Community Representative

Lynnicka Washington Parent
Mirna Orellana Educational Support Employee
Nardia Dixon Business/Community Representative
Catherine Lopez Teacher
Raul Tenorio Business/Community Representative
Thelma Mobley Alternate Teacher
Ericka Senatus-Williams Union Steward
Susan Lallan Parent
Tina Brown Business/Community Representative
Teacher
Yaset Fernandez Principal

Involvement of the SAC in the development of the SIP

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.

Activities of the SAC for the upcoming school year

The SAC committee will oversee the implementation of the approved school improvement plan for the 2013-2014 school year.

Projected use of school improvement funds, including the amount allocated to each project

School Improvement Grant funds will be used to hire interventionists and part-time teachers to conduct Saturday and Spring Break Academies.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Yaset Fernandez		
Principal	Years as Administrator: 6	Years at Current School: 3
Credentials	Elementary Education Educational Leadership	
Performance Record	Year: '13 '12 '09 '08 '07 '06 '05 School Grade: D C A A A A A AYP: na na Y N Y Y Y High Stan. Rdg.: 28 24 80 71 82 88 85 High Stan. Math: 31 34 82 78 96 97 93 Lrng Gains-Rdg.: 64 60 76 68 86 82 76 Lrng Gains-Math: 62 71 72 81 76 86 82 Gains-Rdg-25%: 70 71 69 66 75 81 65	

Matthew St. Aubin		
Asst Principal	Years as Administrator: 1	Years at Current School: 2
Credentials	ELEM ED, PHYS ED, ESOL, MG MATH, ED LEADERSHIP	
Performance Record	'13 '12 '11 '10 '09 '08 School Grade D C D C C B AYP na N N N N N High Standards Rdg. 28 35 58 45 50 54 High Standards Math 31 48 68 56 61 66 Lrng Gains-Rdg. 64 62 56 60 60 58 Lrng Gains-Math 62 64 64 58 58 67 Gains-Rdg-25% 70 46 56 56 60 Gains-Math-25% 68 72 64 72 72 75	

Instructional Coaches

of instructional coaches

receiving effective rating or higher

Instructional Coach Information:

Catherine Lopez		
Full-time / School-based	Years as Coach: 4	Years at Current School: 2
Areas	Reading/Literacy, RtI/MTSS	
Credentials	Bachelor of Arts Communicative Disorders; University of Central Florida; Masters of Science Exceptional Education; St.Thomas University; Certification Exceptional Student Education (K-12); Reading Endorsement (K-12)	
Performance Record	'13 '12 '11 '10 '09 '08 School Grade: D D D D D C AYP: na N N N N N High Standards Rdg: 28 23 36 35 35 35 Lrng Gains-Rdg: 64 53 56 51 57 54 Gains-Rdg-25%: 70 61 76 58 69 61	
Jessnelly Jackson		
Full-time / School-based	Years as Coach: 1	Years at Current School: 1
Areas	Reading/Literacy, RtI/MTSS	
Credentials	Bachelor of Science in Elementary Education Barry University Master of Science in Montessori Elementary Education Barry University Doctor of Philosophy in Educational Leadership Barry University	
Performance Record	'13 '12 '11 '10 '09 School Grade: ? ? C C B AYP: na N N N N N High Standards Rdg: ? 24 16 60 68 Lrng Gains-Rdg: ? 58 35 63 69 Gains-Rdg-25%: ? 65 44 50 61	

Gabriel Cartagena		
Full-time / School-based	Years as Coach: 1	Years at Current School: 2
Areas	Mathematics, RtI/MTSS	
Credentials	Middle School Math 6-12	
Performance Record	Year: '13 '12 School Grade: D C AYP: na na High Stan. Math: 31 34 Lrng Gains-Math: 62 71	

Catalina Hidalgo		
Full-time / School-based	Years as Coach: 1	Years at Current School: 2
Areas	Science, RtI/MTSS	
Credentials	Middle School Science 6-12	
Performance Record	Year: '13 '12 School Grade: D C AYP: na na High Stan. Rdg.: 28 24 Lrng Gains-Rdg.: 64 60 Gains-Rdg-25%: 70 71	

Classroom Teachers

of classroom teachers

39

receiving effective rating or higher

30, 77%

Highly Qualified Teachers

44%

certified in-field

19, 49%

ESOL endorsed

3, 8%

reading endorsed

2, 5%

with advanced degrees

18, 46%

National Board Certified

0, 0%

first-year teachers

10, 26%

with 1-5 years of experience

12, 31%

with 6-14 years of experience

12, 31%

with 15 or more years of experience

5, 13%

Education Paraprofessionals**# of paraprofessionals**

6

Highly Qualified

6, 100%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

0

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

Teachers participate in ongoing professional development through Professional Learning Communities (PLC) and through the Education Transformation Office (ETO).
Mentoring and Induction program for New Teachers - MINT

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Ms. Lopez is a veteran literacy coach with 10 years of teaching experience. She will be paired with Ms. Kopsick

Mr. Cartagena is a veteran teacher who is now serving as a math coach. He will be paired with Ms. Stallings and Ms. Marengo, who are first year teachers.

Mr. Joseph is a veteran teacher with 12 years of teaching experience. He will be paired with Ms. Starks and Ms. Vilkauskaitė who are first year teachers.

The mentor and mentees will meet weekly to discuss instructional strategies, lesson planning, reviewing content standards, differentiated instruction, analyzing student work, and professional development needs. The mentor will observe the mentees and provide feedback on various lessons. Additionally, the ELA Coach will provide coaching and modeling on hands-on labs, instructional delivery and reading and writing across the curriculum.

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

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

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

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Yaset Fernandez, Principal: Instructional Leader that provides a common vision for the use of data-based decision-making, supporting school staff by communicating the Rtl process, building school culture, gathering input and creating order by providing specific routines and procedures, share leadership responsibilities with other team members, communicates with parents, encourage and support within the school regarding Rtl plans and activities.

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

Michael Moffett, SPED Chairperson: Facilitator that identifies strategies for staff and team members, determine effective processes to involve all members and facilitating communication within the school with leadership team and staff. Other duties include: participate in student data collection, integrate core instructional activities/materials into targeted instruction for students not meeting AYP and state standards, and collaborate with general education teachers through such activities as co-teaching.

Gabriel Cartagena, Math Coach: Content specialist that provides foundational knowledge to understand how students learn to problem solving and mathematics content, why some students struggle, ensures that when new curricular materials are obtained teachers receive professional development, monitor fidelity of use of curricular materials and strategies, supports the implementation of the school's intervention plans, provide early intervening services for children to be considered "at risk;" assists in the design and implementation

for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.
 Catalina Hidalgo, Science Coach: Content specialist that provides foundational knowledge to understand how students learn to problem solving and science content, why some students struggle, ensures that when new curricular materials are obtained teachers receive professional development, monitor fidelity of use of curricular materials and strategies, supports the implementation of the school's intervention plans, provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.
 Catherine Lopez and Lashaune Dauphine, Reading Coach: Content specialist that provides foundational knowledge to understand how students learn to read, write and spell and why some students struggle, ensures that when new curricular materials are obtained teachers receive professional development, monitor fidelity of use of curricular materials and strategies, supports the implementation of the school's intervention plans, provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.
 Maria Colella, School Counselor: Staff Liaison that brings a perspective necessary for team decision making, gains input and communicate with each staff members, participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates databased decision making activities.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

Based on the above information, the Rtl team will identify professional development and resources needed to aide students in achieving mastery. The Rtl team will collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The Rtl team will facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation based on what is best for students.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Jose de Diego Middle School Rtl team will monitor the progress of students working academically below that of their peers utilizing the Edusoft Assessment Management System, Progress Monitoring and Reporting Network (PMRN), District Principal Portal Reports, Florida Comprehensive Assessment Test (FCAT) reports and Student Performance Indicators (SPI). To identify students who may need additional intervention,

data

from COGNOS, which includes students' school attendance history, Student Case Management System, teacher / parent referrals, and indoor and outdoor suspensions reports will be utilized to summarize tiered data.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

The delivery of professional development will take place in the form of workshops, conferences, and presentations. Teachers also have the option of taking courses through the Teacher Education Center. Administration and the Professional Development Liaison will be providing training during teachers' common

planning time, early release days, and weekly department meetings. Parental development will take place during scheduled parent/family nights.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program
Minutes added to school year: 10,800

Students will participate in the math, science, news team, and Future Educator of America clubs to enhance core learning throughout the day.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

Participants' school assessment data will be analyzed to determine if participation in various learning clubs is effective. In addition students' behavior and attendance will be monitored to determine effectiveness of club participation.

Who is responsible for monitoring implementation of this strategy?

Club sponsors and administrators area responsible to monitor implementation of student academic clubs.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Yaset Fernandez	Principal

Name	Title
Matthew St. Aubin	Assistant Principal
Derek Negron	Assistant Principal
Catherine Lopez	Reading Coach
Jessnelly Jackson	Reading Coach
Gabriel Cartagena	Math Coach
Catalina Hidalgo	Science Coach
Luis Mir	ESOL Chairperson
Michael Moffett	SPED Chairperson
Joseph Jacinth	Social Studies Chairperson
Manita Foley-Dean	Media Specialist
Marysa Sheren	Language Arts Teacher

How the school-based LLT functions

The Literacy Leadership Team will meet regularly to engage in the following activities:
 Review the implementation of the action steps delineated in the Education Transformation Instructional Review Action Plan.
 Review student/teacher data from reading, mathematics, writing, and science assessments as well as from administrative walkthroughs and coaches' observations.
 The team will review the data by grade level and classroom level to identify teachers in need of additional support and/or professional development.
 The LLT will closely monitor fidelity to the intervention and enrichment programs set by the Education Transformation Office (ETO).
 The LLT will identify resources needed to aide teachers to increase their percent of students achieving mastery.
 The Rtl team will facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation based on what is best for students.

Major initiatives of the LLT

The Literacy Leadership Team's major initiatives in the 2012-2013 school year are:
 Increase students' opportunities for writing.
 Increase the rigor and the use of Higher Order Thinking Questions (HOTs) across the curriculum. Infuse effective reading strategies and questioning strategies across the curriculum. Ensure students are correctly identified and profiled into the correct reading programs and that the reading programs are taught with fidelity.
 Incorporate the use of novels in our enrichment classes.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Jose de Diego Middle School's administrators and LLT will ensure that all teachers are held accountable for teaching reading strategies by setting a clear expectation of what will be required while providing

ongoing support and professional development. Daily classroom walkthroughs by the Principal, Assistant principals and weekly leadership team meetings will provide insight into which teachers are in need of additional support.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	46%	28%	No	51%
American Indian				
Asian				
Black/African American	44%		No	50%
Hispanic	47%	31%	No	52%
White				
English language learners	59%	14%	No	63%
Students with disabilities	33%	20%	No	39%
Economically disadvantaged	46%	28%	No	51%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	107	18%	36%
Students scoring at or above Achievement Level 4	44	8%	16%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		<i>[data excluded for privacy reasons]</i>	49%
Students scoring at or above Level 7		<i>[data excluded for privacy reasons]</i>	32%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		64%	68%
Students in lowest 25% making learning gains (FCAT 2.0)		70%	73%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	54	49%	54%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	20	18%	26%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	32	29%	36%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	85	40%	46%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics**Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	36%	31%	No	42%
American Indian				
Asian				
Black/African American	34%	29%	No	41%
Hispanic	37%	33%	No	43%
White				
English language learners	34%	20%	No	41%
Students with disabilities	33%	19%	No	39%
Economically disadvantaged	36%	31%	No	42%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	99	18%	31%
Students scoring at or above Achievement Level 4	20	5%	11%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	12	63%	65%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		11%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		62%	66%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		68%	71%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications		86%	87%
Middle school performance on high school EOC and industry certifications		94%	95%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	19	45%	46%
Students scoring at or above Achievement Level 4	20	48%	48%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Area 4: Science**Middle School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	46	22%	27%
Students scoring at or above Achievement Level 4	20	10%	12%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Area 5: Science, Technology, Engineering, and Mathematics (STEM)**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	3		5
Participation in STEM-related experiences provided for students	63	14%	24%

Area 7: Social Studies**U.S. History End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Civics End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Area 8: Early Warning Systems**Middle School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	191	27%	26%
Students who fail a mathematics course	229	37%	36%
Students who fail an English Language Arts course	404	58%	57%
Students who fail two or more courses in any subject	112	18%	17%
Students who receive two or more behavior referrals	57	9%	8%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	104	16%	15%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

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.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Open House	71	16%	26%
Technology Night	56	13%	23%
Literacy Night	79	18%	28%

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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Goals Summary

- G1.** Increase student knowledge of vocabulary in all grade levels across all content areas.
- G2.** Increase student reading comprehension and application in all grade levels through rigorous and explicit instruction.
- G3.** All teachers will infuse evidenced based writing to develop clear and coherent writing, organization, and analysis of content.

Goals Detail

G1. Increase student knowledge of vocabulary in all grade levels across all content areas.

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal

- Literacy Coach
- Technology (FCAT Explorer, FOCUS, SuccessMaker and Accelerated Reader)

Targeted Barriers to Achieving the Goal

- Students lack the necessary grade level vocabulary knowledge to figure out meaning of unfamiliar words and become successful readers.

Plan to Monitor Progress Toward the Goal

Analyze student work for evidence of vocabulary in writing and speaking.

Person or Persons Responsible

Leadership team

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Student work folders Classroom observations

G2. Increase student reading comprehension and application in all grade levels through rigorous and explicit instruction.

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal

- APC
- Literacy Coach
- Technology-FCAT Explorer, SuccessMaker, Classzone and Accelerated Reader

Targeted Barriers to Achieving the Goal

- Limited evidence of students' engaged in dialogue about text and making connections to the text.

Plan to Monitor Progress Toward the Goal

Analyze student work

Person or Persons Responsible

Leadership Team

Target Dates or Schedule:

Weekly

Evidence of Completion:

Student work folders

G3. All teachers will infuse evidenced based writing to develop clear and coherent writing, organization, and analysis of content.

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal

- Reading Coaches
- Creative Writing classes
- Promethean Board

Targeted Barriers to Achieving the Goal

- Students lack of basic knowledge of the rules of writing, such as sentence structure, capitalization, etc. is a barrier.

Plan to Monitor Progress Toward the Goal

Analyze interim data

Person or Persons Responsible

Leadership

Target Dates or Schedule:

quarterly

Evidence of Completion:

data reports

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Increase student knowledge of vocabulary in all grade levels across all content areas.

G1.B1 Students lack the necessary grade level vocabulary knowledge to figure out meaning of unfamiliar words and become successful readers.

G1.B1.S1 Increase evidence based vocabulary instruction and the effective use of interactive theme/word walls for reading and writing.

Action Step 1

Reading coaches will explicitly model effective vocabulary strategies through Common Planning and direct teacher/classroom support.

Person or Persons Responsible

Literacy Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Coaching Cycle of Support Classroom Walkthroughs

Action Step 2

Increase vocabulary acquisition strategies such as affixes, roots, word parts, context clues and independent reading to increase vocabulary.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher Lesson Plans Student Work Samples

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

Conduct classroom walkthroughs and review lessons plans.

Person or Persons Responsible

Administrators, APC Literacy Coaches

Target Dates or Schedule

Weekly

Evidence of Completion

Teacher lesson plans Common planning product Active coaching cycle documentation

Plan to Monitor Effectiveness of G1.B1.S1

Evidence of increased use of vocabulary through speaking and writing.

Person or Persons Responsible

Literacy Leadership team Literacy Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom walkthroughs and observations

G2. Increase student reading comprehension and application in all grade levels through rigorous and explicit instruction.

G2.B1 Limited evidence of students' engaged in dialogue about text and making connections to the text.

G2.B1.S1 Teachers will provide students with explicit instruction on analyzing main idea, author's purpose, and text structures with the use of: graphic organizers (e.g., note taking, mapping); summarization activities; questioning the author; anchoring conclusions back to the text (e.g., explaining and justifying decisions); and opinion proofs (e.g., giving an opinion, finding facts to support the opinion within text).

Action Step 1

Reading coaches will provide teachers with job embedded PD and modeling on how to use research based strategies to increase student understanding of the standards.

Person or Persons Responsible

Literacy Coaches

Target Dates or Schedule

Weekly

Evidence of Completion

Student Work Folders Student Work Samples Teacher lesson Plan Common Planning Product

Plan to Monitor Fidelity of Implementation of G2.B1.S1

Conduct classroom walkthroughs and review teacher lesson plans.

Person or Persons Responsible

Literacy Leadership Team APC Literacy Coaches

Target Dates or Schedule

Weekly

Evidence of Completion

Coaching cycle documentation Common Planning Agenda Professional Development Agenda

Plan to Monitor Effectiveness of G2.B1.S1

Language Arts teachers will use FOCUS to assign mini assessments that will reassess student command of the strand and teachers will be able to use the data to re-teach deficient skills.

Person or Persons Responsible

Literacy Leadership Team

Target Dates or Schedule

Ongoing

Evidence of Completion

Data chats

G3. All teachers will infuse evidenced based writing to develop clear and coherent writing, organization, and analysis of content.

G3.B1 Students lack of basic knowledge of the rules of writing, such as sentence structure, capitalization, etc. is a barrier.

G3.B1.S1 Students' deficiencies will be addressed through teacher-student conferences and Teacher-Led groups during differentiated instruction and monitored for progression through students' work.

Action Step 1

Through Common Planning, the teacher will support the writing teacher by collaborating to come up with effective lesson plans and determine which resources are needed that aligns to remediated skill.

Person or Persons Responsible

Leadership Team Literacy Coaches

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans

Action Step 2

Incorporate the use of rubrics to evaluate student writing products.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Daily

Evidence of Completion

writing rubric evidence of explicit corrective feedback students' sample writing

Action Step 3

Through Common Planning, the teacher will analyze data in order to group students according to their deficiencies.

Person or Persons Responsible

Leadership Team Reading Coach

Target Dates or Schedule

bi weekly

Evidence of Completion

Lesson Plans Evidence of grouping

Action Step 4

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Action Step 5

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Action Step 6

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G3.B1.S1

conduct walkthrough to check lesson plans and students' sample work

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Daily

Evidence of Completion

Feedback to teachers

Plan to Monitor Effectiveness of G3.B1.S1

look at students' assessment data

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

bi-weekly

Evidence of Completion

student data chat forms teacher data binder

Plan to Monitor Fidelity of Implementation of G3.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G3.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

José de Diego Middle School will provide services to ensure students requiring additional remediation are assisted through after-school programs or summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to secondary students. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered “at risk;” assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school-wide program include an extensive Parental Program; Supplemental Educational Services; and special support services by the social worker to special needs populations such as homeless, migrant, and neglected and delinquent students.

José de Diego Middle School receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.

José de Diego Middle School Social Worker provides resources (clothing, school supplies, and social services

referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

José de Diego Middle School offers a non-violence and anti-drug program (DYFIT) to students that incorporate field trips, community service, drug tests, and counseling.

The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services

for students through curriculum implemented by the TRUST Specialist. The TRUST Specialist focuses on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.

José de Diego Middle School adheres to and implements the nutrition requirements stated in the District Wellness Policy. Nutrition education, as per state statute, is taught through physical education. Jose de Diego

Middle School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

José de Diego Middle School will implement Project Lead the Way as part of its elective offerings. This technology based program is designed to prepare students for Booker T. Washington High School's Engineering Academy.

In addition to Project Lead the Way, the school will also offer students Computer Application I and Computer Application II.

José de Diego Middle School will involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center or parent area in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services.

José de Diego Middle School will increase parental engagement/involvement through developing (with ongoing

parental input) our school's Title I School-Parent Compact; our school's Title I Parental Involvement Plan; scheduling the Title I Annual Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

Appendix 2: Budget to Support School Improvement Goals