

SCHOOL IMPROVEMENT PLAN 2007 - 2008

José de Diego Middle School (6361)

Feeder Pattern - Booker T. Washington Senior

Regional Center IV

District 13 - Miami-Dade

Principal - Concepcion Martinez

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

In order to cultivate the changes necessary to advance high achievement while eliminating low performance, Jose de Diego Middle School will institute an instructional program with a strong focus on literacy from sixth to eighth grade. Common instructional reading materials with demonstrated success will be employed at the school as well as supplemental materials and literacy intervention across grade levels. A structured curriculum will be delivered through instruction that is data driven. A strong emphasis will be placed on continuous assessment which monitors student achievement through a variety of assessments including weekly, monthly and quarterly assessments which will yield student performance data to be carefully analyzed and used to focus instruction accordingly.

Data collected from Jose de Diego Middle School indicates that as students transition from one level to another academic achievement scores decrease. As a response to this data Jose de Diego Middle School will begin a Transition Academy that will engage sixth grade students in developmentally appropriate activities based on acquiring knowledge, skills, and abilities to promote effective, lifelong career development. The sixth grade course, Middle Moves, reflects the content of these activities. Furthermore, the Transition Academy will foster a smooth transition for students as they enter middle school, a time when students often experience emotions such as anxiety or fear associated with leaving behind safe familiar school environments and anticipating the beginning of middle school.

Students at Jose de Diego Middle School will participate in a Career Fair which will be held each year in April. This Career Fair will bring together students and community businesses in an effort to develop a real-life connection between students' work in school and their choice of career.

Students in grades six to eight will be required to produce an annual comprehensive project that will bring concrete purpose and meaning to a wide range of content areas. Student research projects will further prepare them for life beyond the secondary school experience by requiring independent research, planning, writing, and presentation. Research projects will be required of each Jose de Diego Middle School student as part of a promotional activity to be completed and presented at the end of the school year.

Jose de Diego Middle School, as a member of the School Improvement Zone, recognizes that good instruction is the foundation that fosters learning. To address this priority, high caliber professional development for teachers and administrators will occur. Collaboration with local universities will ensure that teachers' professional development experiences are based on current, effective research that targets students' academic needs. Additionally, site-based professional development will be delivered by teams of specialists to ensure effective implementation of the professional development activities into classroom instruction. School site administrators, as the instructional leaders of the schools, will be involved in the professional development activities in order to effectively monitor instruction. The administrative team for the School Improvement Zone will be at the core of the professional development effort, monitoring and supporting the direct services to Jose de Diego Middle School.

Given instruction based on the Sunshine State Standards, students in grades 6-8 will improve their reading skills as evidenced by 58 percent scoring at Level 3 or higher on the 2008 administration of the FCAT Reading test.

Given instruction based on the Sunshine State Standards, Black students in grades 6-8 will improve their reading skills as evidenced by 58 percent scoring at Level 3 or higher on the 2008 administration of the FCAT Reading test.

Given instruction based on the Sunshine State Standards, Hispanic students in grades 6-8 will improve their reading skills as evidenced by 58 percent scoring at Level 3 or higher on the 2008 administration of the FCAT Reading test.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students in grades 6-8 will improve their reading skills as evidenced by 58 percent scoring at Level 3 or higher on the 2008 administration of the FCAT Reading test.

Given instruction based on the Sunshine State Standards, Limited English Proficient students in grades 6-8 will improve their reading skills as evidenced by 58 percent scoring at Level 3 or higher on the 2008 administration of the FCAT Reading test.

Given instruction based on the Sunshine State Standards, students in grades 6-8 will improve their mathematics skills as evidenced by 62 percent scoring at Level 3 or higher on the 2008 administration of the FCAT Mathematics test.

Given instruction based on the Sunshine State Standards, Black students in grades 6-8 will improve their mathematics skills as evidenced by 62 percent scoring at Level 3 or higher on the 2008 administration of the FCAT Mathematics test.

Given instruction based on the Sunshine State Standards, Hispanic students in grades 6-8 will improve their mathematics skills as evidenced by 62 percent scoring at Level 3 or higher on the 2008 administration of the FCAT Mathematics test.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students in grades 6-8 will improve their mathematics skills as evidenced by 62 percent scoring at Level 3 or higher on the 2008 administration of the FCAT Mathematics test.

Given instruction based on the Sunshine State Standards, Limited English Proficiency students in grades 6-8 will improve their mathematics skills as evidenced by 62 percent scoring at Level 3 or higher on the 2008 administration of the FCAT Mathematics test.

Given instruction based on the Sunshine State Standards, students will increase their writing proficiency by 1% on the 2008 administration of the FCAT Writing + Test.

Given instruction based on the Sunshine State Standards, students in grade 8 will improve their science skills as evidenced by 32.81 percent scoring at Level 3 or higher as documented by scores on the 2008 administration of the FCAT Science test.

Given a school-wide focus on parental involvement, parenting skills will be promoted and supported as evidenced by an 18 percent increase in the number of parents attending related school-sponsored events during the 2007-2008 school year documented in attendance logs of parenting activities offered as compared to 16 percent during the 2006-2007 school year.

Given an emphasis on a safe and orderly environment, Jose de Diego Middle School will decrease the total number of suspensions for serious incidents from 2,011 during 2006-2007 school year, to less than 1,500 during 2007-2008 school year, as evidenced by the Student Case Management System (SCMS).

Given the need to prepare our students to compete in a global economy, Jose de Diego Middle School will continue implementation of technology by 100% of staff as evidenced by Information Technology Services Electronic Gradebook/Bubble Sheet Parallel Test Discrepancy Reports and the 2008 Florida Innovates (Empowering Students and Teachers with Digital Tools) results as compared to the 2007 results.

Given the increase trend in childhood obesity, students enrolled in physical education will increase their physical fitness level as evidenced by 5 percentage points increase in the number of students receiving FITNESSGRAM Awards during the 2007-2008 school year as compared to 41 percent during the 2006-2007 school year.

Given a schoolwide focus on co-curricular and extra-curricular activities, student participation in these activities will increase by 5 percent during the 2007-2008 school year as compared to the 2006-2007 school year.

Jose de Diego Middle School will improve its ranking on the State of Florida ROI index publication from the 12th percentile in 2004-2005 to the 17th percentile on the next publication of the index.

According to the results on the Organizational Performance Self Assessment Survey, the school should seek to improve the process of Business Results with an overall Category score of 4.05. In particular, communicating to its stakeholder about the financial matters of the organization. In addition, it should improve on the process of removing things that get in the way of progress.

In order to address the above concerns and to foster a culture of collaboration, the school will improve the process of establishing professional learning communities. Moreover, information pertinent to the school will always be disseminated and discussed at faculty, PTSA, and EESAC meetings.



School Improvement Plan 2007-2008



MIAMI-DADE COUNTY PUBLIC SCHOOLS

VISION

We are committed to provide educational excellence for all.

MISSION

We provide the highest quality education so that all of our students are empowered to lead productive and fulfilling lives as lifelong learners and responsible citizens.

CORE VALUES

Excellence

We pursue the highest standards in academic achievement and organizational performance.

Integrity

We build positive relationships through honesty, respect and compassion, which enhance the self-esteem, safety, and well-being of our students, families and staff.

Equity

We foster an environment that serves all students and aspires to eliminate the achievement gap.

Citizenship

We honor the diversity of our community by working as a team to ensure the educational success of all of our students and recognize that our obligations go beyond our professional responsibilities to promote democratic principles.

6361 - JOSÉ DE DIEGO MIDDLE SCHOOL

VISION

VISION: The faculty and staff of Jose de Diego Middle School believe that all students can and will reach their fullest potential. We are committed to producing a learning environment in which technology is infused into the curriculum and teaching and learning reflect an emphasis on higher order thinking skills. The needs of the community will also be considered and, wherever possible, addressed through the resources available in the school.

MISSION

MISSION: The mission of Jose de Diego Middle School is to guide and direct students toward academic social success in a multi-cultural/multi-ethnic society through a technology rich curriculum designed to enhance academics, promote mutual respect, and foster lifelong learning. As such, the staff is committed to providing challenging academic experiences in order to advance reading, writing, mathematics, science, and the fine arts.

CORE VALUES



School Improvement Plan

2007-2008



Pursuit of Excellence: We pursue the highest standards in academic achievement and organizational performance.

Respect: We show regard for the worth and dignity of all people by promoting mutual respect, honesty, and compassion for our students, staff, and families.

Cooperation: We foster an environment of collaboration by working together toward our school's goals.

School Demographics

Jose de Diego Middle School, which is named for a Puerto Rican hero, opened for students in 1999. It is located at 3100 N.W. 5th Avenue, Miami, Florida. The school is situated on eight acres in Wynwood, a predominately Puerto Rican neighborhood which borders the Design and Fashion Districts of Miami. The student population is 62 percent Hispanic, representing countries from Central and South American in addition to Puerto Rico, 37 percent African American, and one percent White (Non-Hispanic). A major problem is a high absentee rate for students. Last year, Jose de Diego Middle School ranked among the ten lowest in attendance out of 52 middle schools. Ninety-two percent of the students qualify for free or reduced lunch, which confirms the low economic status of the neighborhood. A high mobility index rate of 48 indicates the problem of students leaving and returning to the school. Another mitigating factor is the number of English Language Learners (ELL) and Special Education students (SPED) served. Fourteen percent of the student population is classified as ELL, 23 percent as SPED, and the remaining 63 percent are standard curriculum students. Staff turnover has been a problem for the past two school years due to the addition of the extended school year and extended school day taking place as a result of the School Improvement Zone (SIZ) initiative. Although there was a salary increase to attract teachers to the SIZ, it is extremely difficult to find qualified personnel willing to work with the challenging student population. Thirty-five teachers hold an Annual Contract (fewer than four years of experience), thirty-seven hold Professional Service Contracts, and one holds a Continuing Contract. The total ethnic classification of the staff is 19 White, 42 Black, 35 Hispanic, and 4 Other. Further, from the total number of school staff, 57 percent hold a Bachelor's Degree, 33 percent a Master's Degree, ten percent a Specialist Degree and/or Doctorate Degree. The Educational Excellence School Advisory Council (EESAC) and staff have developed the following School Improvement Plan (SIP) objectives in order to address the most critical needs of the school.

School Foundation

Leadership:

Leadership: According to the 2007 spring Organizational Performance Improvement Snapshot Survey (OPIS) results, 4.4 agree that the members of the Leadership Team at the school share the vision and mission with the school's stakeholders in order to achieve its goals. Valuable input is communicated to the school's stakeholders at EESAC, PTSA, and faculty meetings.

District Strategic Planning Alignment:

District Strategic Planning Alignment: According to the 2007 spring OPIS results, 4.2 agree that the members of this organization seek input from its stakeholders towards organizational needs and goals. The school seeks input from its stakeholders through the EESAC, PTSA, Faculty meetings, Grade Level, Team meetings, and Department meetings.

Stakeholder Engagement:

Stakeholder Engagement: According to the 2007 spring OPIS results, 4.3 agree that the members of this organization create a work environment that fosters collaboration and cooperation among its stakeholders. The school fosters collaboration with its stakeholders at weekly collaborative planning meetings, Team meetings, Department meetings, Faculty meetings, PTSA, and EESAC meetings.

Faculty & Staff:

Faculty & Staff: According to the 2007 spring OPIS results, 4.1 agree that the members of this organization facilitate with the process of providing its stakeholders with feedback and data in order to achieve their goals.

Data/Information/Knowledge Management:

Faculty & Staff: According to the results on the 2007 spring OPIS results, 4.4 agree that the members of this organization facilitate with the process of providing its stakeholders with feedback and data in order to achieve their goals.

Education Design:

Data/Information/Knowledge Management: According to the 2007 spring OPIS results, 4.3 agree that the members of this organization focus on human resource needs in order to meet its goals and those of its stakeholders. Through the EESAC, PTSA, and at Faculty meetings, school leaders ensure that human resource needs are met.

Performance Results:

Performance Results: According to the 2007 spring OPIS results, 4.1 agree that the members of this organization are effective and efficient in achieving its goals and the goals of its stakeholders. However, the organization should improve in the area of removing barriers that impede progress and in the area of communicating financial conditions and needs to all stakeholders at grade level, department, Team, Faculty, EESAC, and PTSA meetings.

Schools Graded 'C' or Below

Professional Development:

At the beginning of the school year, five days are allocated for professional development. Using the School Improvement Zone structure, professional development will be provided to teachers and appropriate staff implementing the Eight-Step Continuous Improvement Model. Trainings will include intervention programs, assessments used at the middle school level, Creating Independence through Student-owned Strategies (CRISS), and Reciprocal Teaching. The model is based on Best Practices, provides for continuous monitoring of performance, addresses the achievement gap between all sub groups, and supports data-driven decision making and differentiated instruction. Teachers assigned to Jose de Diego are also required to take an additional 56 credit hours outside of the school day. Modeling, coaching and support is provided to new teachers and veteran teachers by the principal and assistant principal, as well as the two reading coaches.

Disaggregated Data :

In August, the school faculty participates in a school-wide disaggregating activity (DART) as they review and analyze the 2007 FCAT demographic data results. As a part of our school improvement model, The Florida Continuous Improvement Model process (FCIM), subject/grade level teams discuss weekly and monthly the data results from benchmark mini assessments to determine student needs and instructional strategies.

During the months of October, January, and May grade level teams meet to discuss data results from the district FCAT Practice assessment to make necessary changes to their instruction to meet individual student's needs.

Informal and Formal Assessments:

FCAT Assessment – March
District Practice FCAT – August, October, January and May (to monitor progress)
FCIM Benchmark mini-assessments – ongoing
Monthly Assessments
Quarterly Assessments
Curriculum Mapping – Common Assessments

Alternative Instructional Delivery Methods :

One-on-one individual teacher instruction
Small group instruction
Peer tutoring
Cooperative Learning Groups
Hands-on instructional activities
Pull-out

Schools Offering Primarily Grades 6 through 12

Secondary School Redesign (new State requirement, Sec. 1003.413, F.S.) :

<input checked="" type="checkbox"/>	Different Innovative Approaches to Instruction
<input checked="" type="checkbox"/>	Responsibility of Teaching Reading for Every Teacher
<input checked="" type="checkbox"/>	Quality Professional Development for Teachers and Leaders
<input checked="" type="checkbox"/>	Small Learning Communities (SLC)
<input checked="" type="checkbox"/>	Intensive Intervention in Reading and Mathematics
<input checked="" type="checkbox"/>	Course Choice Based on Student Goals / Interests / Talent
<input checked="" type="checkbox"/>	Master Schedules Based on Student Needs
<input checked="" type="checkbox"/>	Parental Access and Support
<input checked="" type="checkbox"/>	Applied and Integrated Courses
<input checked="" type="checkbox"/>	Academic and Career Planning



School Improvement Plan 2007-2008



Evidence:

Different Innovative Approaches to Instruction
See Reading and Math SIP Goals
Reading Strategies and Mathematics Strategies

Responsibility of Teaching Reading for Every Teacher
Literacy Period – 7th Period

Quality Professional Development for Teachers and Leaders
Professional Development is offered for all faculty and staff through State, District, and School level.
Professional Development; School Improvement Zone teachers are required to take an additional 56 credit hours

Small Learning Communities (SLC)
See Professional Development

Intensive Intervention in Reading and Mathematics
Pull-out, READ 180 Block, double dose of mathematics, tutorials.

Course Choice Based on Student Goals / Interests / Talent
Eighth period; Fitness, Chess, Journalism, Drama, Math Counts, Gifted (Critical Thinking), (extra-curricular).

Master Schedules Based on Student Needs
Jose de Diego Middle School uses data from FCAT, NRT, and Registration Cards when creating the Master Schedule to accommodate students according to their level of performance, with regard to remediation, acceleration, and course request.
In addition, students receive READ 180, double dose of Reading, Mathematics, Writing, and Science during eighth period.

Parental Access and Support
The parents at JDD are encouraged to stay involved in their child(s) education. The parents and community continues to provide a strong support for our school and community.
See Parental Involvement

Applied and Integrated Courses
Jose de Diego Middle School holds a Career Fair yearly.
Reading - CReating Independence through Student-owned Strategies (CRISS)

Academic and Career Planning
All students are advised by the Career Specialist and a required career course is infused through Social Studies.

Reading Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high- performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Reading Statement

Increase the reading performance of all students.

Needs Assessment

The 2006-2007 FCAT results indicate that only 30 percent of our students met high standards in reading, 56 percent made learning gains, 70 percent of the lowest 25 percentile made learning gains, while the total of all subgroups identified in the No Child Left Behind (NCLB) requirements scored at 25 percent state proficiency level. Students with Disabilities scored 8 percent, Black students scored 23 percent, Hispanic students scored 25 percent, Economically Disadvantaged scored 25 percent, and Limited English Proficient students in this school scored 10 percent. All of the students in the subgroups need improvement in reading and require intensive instruction in reading comprehension and fluency. Based on content clusters, an analysis of the data indicates students in grade six scored 40 percent on Word Phrases, 45 percent on Main Idea, 38 percent on Comparisons/Contrast, and 43 percent on Reference and Research. Students in grade seven scored 43 percent on Word Phrases, 60 percent on Main Idea, 56 percent on Comparisons/Contrast, and 57 percent on Reference and Research. Students in grade eight scored 43 percent on Word Phrases, 46 percent on Main Idea, 43 percent on Comparisons/ Contrast, and 38 percent on Reference and Research. Students in grade seven demonstrated a 13 percent increase in Reference/Research from the previous year. However, students in grade six through eighth revealed the greatest area of need is Words/Phrases and Comparisons. Specifically, the six grade students with an overall Content Area Mean Percent Correct of 40 and below. In addition, an analysis of the data also reveals the need to train all new teachers and to provide a refresher course for trained teachers in CRISS strategies, a school-wide focus on reading fluency and vocabulary development, and to continue the school-wide initiative of incorporating all of the reading tested benchmarks (curriculum focus calendar) in the content area subjects.

NCLB Subgroup Target



School Improvement Plan 2007-2008



TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades 6-8 will improve their reading skills as evidenced by 58 percent scoring at Level 3 or higher on the 2008 administration of the FCAT Reading test.

Given instruction based on the Sunshine State Standards, Black students in grades 6-8 will improve their reading skills as evidenced by 58 percent scoring at Level 3 or higher on the 2008 administration of the FCAT Reading test.

Given instruction based on the Sunshine State Standards, Hispanic students in grades 6-8 will improve their reading skills as evidenced by 58 percent scoring at Level 3 or higher on the 2008 administration of the FCAT Reading test.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students in grades 6-8 will improve their reading skills as evidenced by 58 percent scoring at Level 3 or higher on the 2008 administration of the FCAT Reading test.

Given instruction based on the Sunshine State Standards, Limited English Proficient students in grades 6-8 will improve their reading skills as evidenced by 58 percent scoring at Level 3 or higher on the 2008 administration of the FCAT Reading test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement a Transition Academy that will engage sixth grade students in developmentally appropriate activities based on acquiring knowledge, skills, and abilities to promote effective, lifelong career development.	Principal, Assistant Principal and 6th grade teachers	8/20/2007	6/11/2008	Secondary School Reform	0
Implement Florida's Middle Grades Rigorous Reading Requirement.	Principal, Assistant Principal and all teachers	8/20/2007	6/11/2008	Secondary School Reform	0
Implement the 8-Step Continuous Improvement Model for school reform.	Principal, Assistant Principal and all teachers	8/20/2007	6/11/2008	Continuous Improvement Model	0
Provide an intervention tutorial program before, after school, and on Saturdays to address the reading deficiencies of all students desiring additional assistance as well as an intensive reading class to 6-8th grade SPED students during the extended day.	Principal, Assistant Principal, Reading Coach, and teachers	8/20/2007	6/11/2008	Continuous Improvement Model	4000
Administer monthly, quarterly assessments, and District Interim Assessments aligned to the Sunshine State Standards tested benchmarks.	Principal, Assistant Principal, Reading Coach, and Literacy teachers	8/20/2007	6/11/2008	Continuous Improvement Model	1000
Implement the School Improvement Zone Read 180 initiative for Level 1 students, Reading Plus with non-decoders and FCAT Level 2 students, and READ XL with FCAT Level 2 standard education and SPED students.	Principal, Assistant Principal, Reading Coach, and Literacy teachers	8/20/2007	6/11/2008	District-wide Literacy Plan	0
Identify students who scored at or above Level 3 in Reading and enroll in advanced academic classes.	Principal, Assistant Principal, Counselors, and Literacy teachers	8/20/2007	6/11/2008	Advanced Academics	0
Employ school site reading resource personnel and Curriculum Support Specialists from the School Improvement Zone to implement the coaching model (planning with teachers, demonstrating a strategy, practice, and feedback) to support the core literacy program.	Principal, Assistant Principal, Reading Coach and SIZ Curriculum Support Specialists	8/20/2007	6/11/2008	Continuous Improvement Model	0
Utilize Compass Odyssey and KidBiz with ELL students.	Principal, Assistant Principal, ESOL teachers	8/20/2007	6/11/2008	District-wide Literacy Plan	0
Utilize Edusoft as a data management system to score assessments, generate disaggregated data reports to redirect classroom instruction, and for placement of students in flexible tutorial groups.	Principal, Assistant Principal, Reading Coach, and Literacy teachers	8/20/2007	6/11/2008	Continuous Improvement Model	3000
Consistently focus on the cluster of Main Idea/Purpose and instruct the remaining clusters of Comparisons, Words/Phrases, and Reference/Research according to the timeline identified in the Instructional Focus Calendar in reading as well as in all content areas.	Principal, Assistant Principal and all teachers	8/20/2007	6/11/2008	Continuous Improvement Model	0

Research-Based Programs

McDougal-Littell Language of Literature, Holt Rinehart - Elements of Literature, Scholastic READ 180 textbook and software, READ 180 Enterprise, Reading Plus Software, Scholastic READ XL Assessments, CRISS strategies, and the Oral Reading Fluency Probe #1-4 (ORF) & Diagnostic Assessment of Reading (DAR) for students who fail to make progress after ORF#2-4, but not more than once during the school year.

Professional Development

Individual Professional Development Plans and Miami-Dade County Public Schools' Performance Planning and Assessment System documents will address reading strategies that have been developed based on students' reading test data and will be updated based on progress monitoring results. School Choice and Parental Options/Charter School Operations will work cooperatively with schools' governing boards to ensure that student assessment results are considered in principals' performance evaluations. Evaluations need to reflect goals on IPDP. If goals are not met, a plan of action needs to be created.

If the goals identified on a teacher's IPDP are not met, the teacher, school administrator and Reading Coach will work together to provide further support and assistance to the teacher. This collaborative process will ensure that appropriate professional development opportunities are made available, and that the teacher is able to implement appropriate instructional strategies in reading to meet their students' needs.

The Principal will attend the Just Read, Florida! Leadership Conference. In addition, District/Region/Zone staff will ensure that all principals are provided with information regarding the role of the Reading Coach during their opening of school activities. This information will include a copy of the Reading Coach job description, a sample of daily activities, and a list of those duties that may not be assigned to the Reading Coach.

Principals will establish time for the Reading Coach to collaborate and share information with teachers. Implementation of the coaching model (plan, demonstrate, debrief, co-teach, and follow up) will include, but not be limited to: methods of scientifically-based reading research, including comprehensive knowledge of the essential reading components, the reading process, and the framework for monitoring student learning. Also, training will be provided on the three types of classroom assessments: screening, diagnosis, and progress monitoring, in addition to immediate intensive intervention (iii).

Coaches will be given the opportunity to:

- Deepen their content knowledge
- Become aware of new professional development resources and materials
- Collaborate with mentor teachers and other coaches
- Objectively reflect on their own coaching work
- Learn how to interpret data and use it to drive instruction

Professional development will be provided by the Reading Coach to include seven areas of professional growth for teachers at their school site:

- Examination and discussion of scientifically-based research in reading;
- Delivery and scaffolding of instruction in the five major reading components;
- Administration and use of instructional assessment for screening, diagnostic testing, progress monitoring and outcome measures;
- Data analysis for planning instruction and effective use of time;
- Methods for providing differentiated instruction in the classroom;
- Meeting the need of all students specific to individual school sites; and
- Increasing instructional density.

School site administrators will sustain the momentum of professional development in schools by building leadership capacity as the foundation for supporting improvement. This will be accomplished through the establishment of professional learning communities where Reading Coaches will facilitate ongoing follow-up through:

- Reviewing sample lesson plans and adapting them for the classroom;
- Co-planning and co-teaching lessons with a knowledgeable peer or a region educational specialist;
- Planning with a study group that focuses on implementing new practices;
- Analyzing student data;
- Implementing the coaching model of support including the planning, modeling, follow-up, feedback activities and in-services 55% of the time;
- Analyzing student performance data to monitor student progress 35% of the time; and
- Planning in a cadre with other coaches 10% of the time.

Evaluation

Formative weekly and monthly benchmark assessments will be administered by the teacher along with summative assessments for all students. The Florida Oral Reading Fluency Probe #1-4 (FORF) will be administered to all FCAT level 1 and 2 students in grades 6-8 for progress monitoring four times during the school year. Students who do not make significant gains on the FORF # 2, 3, or 4, but not more than once during the school year, will be administered the Diagnostic Assessment of Reading (DAR). In addition, CELLA, School Improvement Zone, and District assessments will be administered. Generated data will be used to redirect classroom instruction and create flexible tutorials. In addition, READ 180 assessments and writing assessments will be used to monitor progress. In addition, the 2008 administration of the FCAT Reading test.

Mathematics Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
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Miami-Dade County Public Schools

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Mathematics Statement

Increase the mathematics performance of all students.

Needs Assessment

The 2006-2007 FCAT results indicate that 34 percent of the students met high standards in mathematics and 63 percent made learning gains, 71 percent of the lowest 25 percentile made learning gains, while the total of all subgroups identified in the NCLB requirements scored 25 percent at state mastery level. Students with Disabilities scored 10 percent. Black students scored 24 percent, Hispanic students scored 30 percent, Economically Disadvantaged scored 28 percent, and Limited English Proficiency students scored 13 percent. The data indicates students in this school need improvement in Mathematics. Specifically, based on the content cluster, an analysis of the data indicate that students in grade six scored 33 percent on Number Sense, 22 percent on Measurement, 44 percent on Geometry, 25 percent on Algebraic Thinking, and 33 percent on Data Analysis. Students in grade seven scored 44 percent on Number Sense, 33 percent on Measurement, 38 percent on Geometry, 44 percent on Algebraic thinking, and 44 percent on Data Analysis. Students in grade eight scored 42 percent on Number Sense, 42 percent on Measurement, 33 percent on Geometry, 25 percent on Algebraic Thinking, and 25 percent on Data Analysis. Students in grade seven demonstrated a 10 percent increase in Data Analysis from the previous year. However, the content cluster scores indicate that students in grade six require remediation in Measurement. Seventh grade students need a stronger focus on Measurement, while eighth grade students require remediation in Algebraic Thinking and Data Analysis. In addition, the analysis of the data reveals the need to provide training on data analysis, measurement and collaborative planning time for teachers to analyze the data from school and district developed progress assessments. Further, teachers would benefit from district assistance with the development of differentiated instructional lessons.

NCLB Subgroup Target



School Improvement Plan 2007-2008



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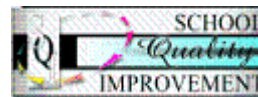
STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement a Transition Academy that will engage sixth grade students in developmentally appropriate activities based on acquiring knowledge, skills, and abilities to promote effective, lifelong career development.	Principal, Assistant Principal and all six grade teachers	8/20/2007	6/11/2008	Continuous Improvement Model	0
Employ school site mathematics resource personnel and Curriculum Support Specialists from the School Improvement Zone to implement CRISS strategies and the coaching model (planning with teachers, demonstrating a strategy, practice, and feedback) to support the core mathematics program.	Principal, Assistant Principal, SIZ Mathematics Curriculum Support Specialists and math teachers.	8/20/2007	6/11/2008	Continuous Improvement Model	0
Focus on the cluster of Number Sense and instruct the remaining content strands of Measurement, Geometry, Algebraic Thinking, and Data Analysis and Probability according to the timeline identified in the Instructional Focus Calendar in mathematics consistently in grades six through eight.	Principal, Assistant Principal and Mathematics teachers	8/20/2007	6/11/2008	Continuous Improvement Model	0
Implement the Continuous Improvement Model for school reform.	Principal, Assistant Principal and all teachers	8/20/2007	6/11/2008	Secondary School Reform	0
Provide training to mathematics teachers and utilize the research-based Algebraic Thinking mathematics intervention program for grades 6-7.	Principal, Assistant Principal and Mathematics teachers	8/20/2007	6/11/2008	Continuous Improvement Model	1000
Provide training to mathematics teachers and utilize the research-based Algebraic Thinking mathematics intervention program for grades 6-7.	Principal, Assistant Principal and Mathematics teachers	8/20/2007	6/11/2008	Academic Enrichment Opportunities	1000
Implement school developed bi-monthly and District Interim assessments that are aligned to the Sunshine State Standards tested benchmarks.	Principal, Assistant Principal and all Mathematics teachers	8/20/2007	6/11/2008	Continuous Improvement Model	2000
Utilize new state adopted research-based textbooks in mathematics along with the district-developed Pacing guides for grades 6-8 and develop core subject area curriculum maps.	Principal, Assistant Principal and Mathematics teachers	8/20/2007	6/11/2008	Continuous Improvement Model	0
Implement the inclusion co-teaching model with identified Students with Disabilities in grades 6-8 to improve their performance on the FCAT.	Principal, Assistant Principal and 7th and 8th grade Mathematics teachers	8/20/2007	6/11/2008	Secondary School Reform	0
Utilize Edusoft as a data management system to score assessments, generate disaggregated data reports to redirect classroom instruction, and for placement of students in flexible tutorial groups	Principal, Assistant Principal and all Mathematics teachers	8/20/2007	6/11/2008	Continuous Improvement Model	3000
Identify students who scored at or above Level 3 in Mathematics and enroll in advanced academic classes.	Principal, Assistant Principal, Counselors, and Mathematics teachers	8/20/2007	6/11/2008	Advanced Academics	0
Schedule site and district sponsored professional development on the following: (a) identifying students for Advanced Academic classes; (b) data analysis and differentiated instruction for all assessments; (c) computer assisted instruction such as Classworks, FCAT Explorer, Riverdeep, etc.	Principal, Assistant Principal, Counselors, and Mathematics teachers	8/20/2007	6/11/2008	Advanced Academics	3000
Identify students scoring at Level 1 of the FCAT Mathematics Test and provide an intervention tutorial program before, after school, and on Saturdays to address the mathematics deficiencies of all students desiring additional assistance as well as an intensive mathematics class to 6-8th grade students during the extended day.	Principal, Assistant Principal, Counselors, and Mathematics teachers	8/20/2007	6/11/2008	Secondary School Reform	4000
Offer LEP students reading and math tutorial before/after school and on Saturday.	Principal, Assistant Principal, ESOL teachers and Mathematics teachers	8/20/2007	6/11/2008	Continuous Improvement Model	3000

Research-Based Programs



School Improvement Plan

2007-2008



CORE SUBJECT PROGRAMS/ - Glencoe Mathematics Applications and Concepts series and Algebraic Thinking program.

Professional Development

Using the School Improvement Zone organizational structure, professional development will be provided to teachers and appropriate staff during the extended professional development day. Trainings will include the core mathematics program, intervention programs, Algebraic Thinking for 6th and 7th grade students, Bridges to Algebra, and assessments used at the middle school level. The School Improvement Zone Curriculum Support Specialists and school-site mathematics leaders will provide on-going professional development to teachers in grades six through eight in the implementation of best practices in differentiated instruction. Training shall occur during grade level planning time. Provide professional development on the Continuous Improvement Model. Provide professional development on the Transition Academy to fifth and sixth grade teachers in April 2008. The coaching model will be provided for teachers implementing Algebraic Thinking. Provide professional development that will enable school-site administrators to support their school's mathematics plan. Provide training on Edusoft to all teachers. Provide access and training to the Student Performance Indicator (SPI) and Snapshot to all teachers and conduct classroom sessions with students to enable them to see individualized data and to set academic goals for the year. Train teachers to align classroom instruction with tested FCAT Mathematics benchmarks and to use student achievement data to drive the instructional process. Continue to train all teachers in the use of CReating Independence through Student-owned Strategies (CRISS) intervention for mathematic teachers. New teachers will receive continuous mentoring throughout their first year of teaching. Reading Coach will model reading lessons in mathematics content area classes. Provide common time for teachers to plan and develop materials collaboratively. Employ the assistance of the the Community Involvement Specialist and the Student Services Department to provide parents with ongoing informative materials about FCAT Mathematics requirements and practice materials and strategies to use at home. In compliance with the Florida Professional Development System Evaluation Protocol, resource personnel will complete an evaluation form that monitors the implementation of professional development in the areas of planning, delivery, follow-up, and evaluation.

Evaluation

Formative weekly and monthly benchmark assessments will be administered by the teacher along with summative assessments. Generated data will be used to redirect classroom instruction and create flexible tutorials. Administer district FCAT practice assessments in mathematics to all students using Edusoft. Bi-monthly and District Interim assessments related to the SSS in authentic contexts will provide teachers with information about their students, provide feedback to students, and will be used to improve both full-group instruction and to improve prescriptive teaching for students who are having difficulties. In addition, the administration of the 2008 FCAT Mathematics test.

Writing Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high- performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Writing Statement

Increase the writing performance of all students

Needs Assessment

Jose de Diego Middle School students' scores revealed that 80 percent of our students scored at 3.5 or higher on the 2007 FCAT Writing Test. An analysis of the data reveals FCAT Writing Expository Results for grade eight at 67 percent. The persuasive writing results were 75 percent, thus yielding a combined score of 71 percent scoring at 4.0 and above. The Total number of students for each subgroup improved performance in Writing by at least one percent. However, Students with Disabilities decreased by eight percent and Blacks by one percent. In addition, the student writing performance data reveal an increase of 8 percentage points in Persuasive FCAT Writing from the previous year, while an increase of one percentage point in Expository FCAT Writing from the previous year.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction based on the Sunshine State Standards, students will increase their writing proficiency by 1% on the 2008 administration of the FCAT Writing + Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement the Florida's Middle Grades Rigorous Reading Requirement.	Principal, Assistant Principal and all teachers	8/20/2007	6/11/2008	District-wide Literacy Plan	0
Provide coaching and mentoring with the implementation of the SIZ provided prompts, interpretation of the U-6 Scoring Rubric, analysis of student papers, and specific strategies to guide instruction to ensure writing gains.	Principal, Assistant Principal, Reading Coach, Language Arts Dept. Chair, and Language Arts teachers	8/20/2007	6/11/2008	Continuous Improvement Model	0
Administer and analyze the District's Pre- and Post- Test expository/persuasive, the Learning Express prompts for eighth grade students, and school developed quarterly writing prompts.	Principal, Assistant Principal, and Literacy teachers	8/20/2007	6/11/2008	District-wide Literacy Plan	1000
Utilize the DOE CD-Rom and other resources such as FCAT Writing Plus Lessons Learned, and the Writing Performance Task Book to develop and organize writing instruction and implement the school developed writing plan.	Principal, Assistant Principal, Literacy teachers, and Social Studies teachers	8/20/2007	6/11/2008	Continuous Improvement Model	4000
Provide pull out sessions for Black students and Students with Disabilities who are scoring a 3.5 based on the FCAT Writing rubric.	Principal, Assistant Principal and Literacy teachers	8/20/2007	6/11/2008	Continuous Improvement Model	0
Implement the writing process with all students scheduled in Language Arts and Reading classes during the extended day period.	Principal, Assistant Principal and Literacy teachers	8/20/2007	6/10/2008	District-wide Literacy Plan	0
Use analyzed data from the District's Pretest expository/persuasive writing prompts, along with school developed tests to monitor progress and establish differentiated instruction groups.	Principal, Assistant Principal and Literacy teachers	8/20/2007	6/11/2008	District-wide Literacy Plan	0
Use analyzed data from the District's Pretest expository/persuasive writing prompts, along with school developed tests to monitor progress and establish differentiated instruction groups.	Principal, Assistant Principal and Literacy teachers	8/20/2007	6/11/2008	District-wide Literacy Plan	0
Conduct modeling lessons for teachers in expository/persuasive prompts, Holistic Scoring, self-evaluation and peer -editing, and require that the mid-term and final exam for each subject area include a persuasive or expository essay.	Principal, Assistant Principal, Literacy Teachers, and all teachers	8/20/2007	6/11/2008	District-wide Literacy Plan	0

Research-Based Programs

CORE SUBJECT PROGRAMS/ - Effective writing component of the Comprehensive Research-Based Reading Plan (CRRP) - McDougal-Littell Language of Literature - Holt Rinehart - Elements of Literature - Hampton Brown High Point and Pearson.

Professional Development



School Improvement Plan

2007-2008



The School Improvement Zone will provide professional development to all writing teachers on FCAT writing strategies, reader bias, and understanding the U-6 scoring rubric. School-site writing resource personnel will train all teachers and appropriate staff members on holistic scoring and strategies to improve students' writing skills. This on-going professional development will take place during common planning time and on early release days. All new and beginning teachers will receive on-going mentoring and classroom support from writing resource personnel. On-going professional development will be provided to teachers and appropriate staff on holistic scoring and strategies to improve students' writing during common grade level planning and early release days. Provide all teachers with access and training for the Student Performance Indicator (SPI) and conduct classroom sessions with students to enable them to see individualized data and to set academic goals for the year. Continue to train all teachers in the use of Reciprocal Teaching and CReating Independence through Student-owned Strategies (CRISS) reading intervention. Provide training to all teachers on the writing process and holistic scoring practices. New teachers will receive continuous mentoring throughout their first year of teaching. Provide common time for teachers to plan and develop materials collaboratively. Teachers of the LEP students and Students With Disabilities will attend Language Arts department meetings, as well as encouraging them to attend workshops provided by the Division of Language Arts/Reading. In compliance with the Florida Professional Development System Evaluation Protocol, resource personnel will complete an evaluation form (see attached) that monitors the implementation of professional development in the areas of planning, delivery, follow-up, and evaluation. In addition, implementation of the Continuous Improvement Model.

Evaluation

Provide progress monitoring assessments using District prompts to monitor students' progress. Administer the District and school-wide writing assessments (pre and post test) to all students and adjust instruction according to identified needs. Conduct monthly writing assessment through language art classes in all grades including all eighth grade LEP and Students with Disabilities on the 2008 FCAT Writing Plus Test.

Science Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Science Statement

Increase the science performance of all students.

Needs Assessment

The 2006-2007 FCAT Science results indicate that 10 percent of the eighth grade students scored at Achievement Level 3 and above. Therefore, eighth grade students need improvement in the area(s) of Physical/Chemical, Earth/Space, Life/Environmental, and Scientific/Thinking as evidenced by content cluster scores of 29 percent, 42 percent, 38 percent and 42 percent respectively, which need to meet these requirements. This year concerted instructional effort in these areas should result in an increase in student achievement in Science. The following trends were also obtained from an analysis of the FCAT Science results: (a) decreased performance from the previous year on Physical and Chemical Science; (b) increased performance from the previous year on Earth/Space Science; (c) same type of performance from the previous year on Life/Environmental Science; (d) increased performance on Scientific Thinking.

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade 8 will improve their science skills as evidenced by 32.81 percent scoring at Level 3 or higher as documented by scores on the 2008 administration of the FCAT Science test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Engage students on science investigations through science projects and exhibits.	Principal, Assistant Principal and Science teachers	8/20/2007	6/11/2008	Continuous Improvement Model	0
Infuse technology into the science curriculum using Riverdeep and FCAT Simulator.	Principal, Assistant Principal and Science teachers	8/20/2007	6/11/2008	Continuous Improvement Model	2000
Utilize technology in the classroom to expose all students to science-related careers through research projects, opportunities to make discoveries, observations, and comparisons, design experiments, formulate information, and make conclusions.	Principal, Assistant Principal and Science teachers	8/20/2007	6/11/2008	Continuous Improvement Model	0
Disaggregate and analyze data to identify strengths and weaknesses of students.	Principal, Assistant Principal and Science teachers	8/20/2007	6/11/2008	Secondary School Reform	0
Conduct professional development workshops to promote the teaching of Science process skills.	Principal, Assistant Principal and Science teachers	8/20/2007	6/11/2008	Continuous Improvement Model	0
Integrate science concepts throughout the curriculum promoting reading and writing by inclusion of CRIS strategies in science lessons.	Principal, Assistant Principal and all teachers	8/20/2007	6/11/2008	Continuous Improvement Model	0
Implement the District's Science Pacing Guide for middle school to enhance the delivery of instruction and ensure that all benchmarks are taught.	Principal, Assistant Principal and Science teachers	8/20/2007	6/11/2008	Continuous Improvement Model	0
Implement the inclusion co-teaching model with identified Students with Disabilities in grades 6-8 in order to increase student achievement.	Principal, Assistant Principal, seventh and eighth grade Science teachers	8/20/2007	6/11/2008	Continuous Improvement Model	0
Incorporate effective teaching strategies to develop students understanding of scientific concepts through classroom groups, hands-on activities and problem solving.	Principal, Assistant Principal and Science teachers	8/20/2007	6/11/2008	Continuous Improvement Model	0
Identify students who scored at or above Level 3 in mathematics and/or reading and enroll in advanced academic classes.	Principal, Assistant Principal, Counselors, and Science teachers	8/20/2007	6/11/2008	Continuous Improvement Model	0

Research-Based Programs

CORE SUBJECT PROGRAMS/ - Glencoe Florida Science, Holt, Reinhart and Winston Earth and Space Science.

Professional Development



School Improvement Plan

2007-2008



Using the School Improvement Zone organizational structure, professional development will be provided to teachers and appropriate staff during the extended professional development day. Trainings will include the core science program, intervention programs, and assessments used at the middle school level. Provide training to the 8-Steps Continuous Improvement Model an Edusoft to all teachers. Provide access and training to all science teachers on the Student Performance Indicator (SPI) and data analysis in order to identify student weaknesses and strength and implement appropriate strategies to address weaknesses and enhance strengths. Continue to train all teachers in the use of Reciprocal Teaching and CReating Independence through Student-owned Strategies (CRISS) for science teachers. New teachers will receive continuous mentoring throughout their first year of teaching. Provide common time for teachers to plan, share best practices, mentor, and develop materials collaboratively. Teachers of the LEP students and Students With Disabilities will attend science meetings, as well as encouraging them to attend workshops provided by the Division of Mathematics and Science. In compliance with the Florida Professional Development System Evaluation Protocol, resource personnel will complete an evaluation form (see attached) that monitors the implementation of professional development in the areas of planning, delivery, follow-up, and evaluation.

Evaluation

Scores on the 2008 Science test will be used to evaluate this objective. In addition, School Improvement Zone Pre/Post tests, Quarterly Assessments, and school developed tests will be utilized to monitor progress and drive instruction.

Parental Involvement Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Parental Involvement Statement

Increase communication and parental involvement.

Needs Assessment

In the past, parental involvement at Jose de Diego Middle School has been zero percent. Specifically, it has always been a challenge to involve parents at academically-related events. In an effort to increase parental involvement and reduce this trend, there is a need to continue to provide communications to parents in their native language through all available means. In addition, there is also a need to recruit parents to attend academic-related events and to provide more school-sponsored events which are designed to assist parents in promoting literacy at home. An analysis of parental involvement attendance rosters at school sponsored meetings and parent workshops indicate minimal attendance for school year 2006-2007. Efforts will continue to focus on increased participation. Based on sign-in sheets, an average of 52 parents attended school activities not including Open House and Parent-Teacher conferences.

Measurable Objective

Given a school-wide focus on parental involvement, parenting skills will be promoted and supported as evidenced by an 18 percent increase in the number of parents attending related school-sponsored events during the 2007-2008 school year documented in attendance logs of parenting activities offered as compared to 16 percent during the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Invite parents to participate in awards ceremony honoring the achievements of selected students in grades six through eight.	Principal, Assistant Principal and Community Involvement Specialist (CIS)	8/20/2007	6/11/2008	Continuous Improvement Model	0
Hold a Parent-Teacher-Student-Association (PTSA) drive to increase parent participation in school-wide planning and issues.	Principal, Assistant Principal and Community Involvement Specialist (CIS)	8/20/2007	6/11/2008	Other/ Not Applicable	0
Host monthly EESAC meetings to provide updates to parent representatives about school improvement efforts.	Principal, Assistant Principal, EESAC chair, and Community Involvement Specialist (CIS)	8/20/2007	6/11/2008	Other/ Not Applicable	0
Provide strategies for parents to support literacy through the school site Parent Resource Center, the Electronic gradebook, and the District Parent Academy.	Principal, Assistant Principal and Community Involvement Specialist (CIS)	8/20/2007	6/11/2008	Other/ Not Applicable	0
Increase the number of home-visits conducted by the Community Involvement Specialist and other identified staff member.	Principal, Assistant Principal and Community Involvement Specialist (CIS)	8/20/2007	6/11/2008	Other/ Not Applicable	2000
Distribute the Parent Survey and the school's Parent Compact to encourage home learning and supervision.	Principal, Assistant Principal and Community Involvement Specialist(CIS)	8/20/2007	6/11/2008	Other/ Not Applicable	300
Maintain a Parent Resource Center with instructional material and activities that support student achievement.	Principal, Assistant Principal and Community Involvement Specialist (CIS)	8/20/2007	6/11/2008	Other/ Not Applicable	0
Provide professional development on the importance of the School Climate Survey and Title I Compact.	Principal, Assistant Principal and Community Involvement Specialist (CIS)	8/20/2007	6/11/2008	Other/ Not Applicable	0
Invite parents to a workshop that will provide a hands-on demonstration of the Electronic Gradebook Parent Viewer.	Principal, Assistant Principal and Community Involvement Specialist (CIS)	8/20/2007	6/11/2008	Other/ Not Applicable	500
Invite parents to a workshop that will provide a hands-on demonstration of the Electronic Gradebook Parent Viewer.	Principal, Assistant Principal and Community Involvement Specialist (CIS)	8/20/2007	6/11/2008	Other/ Not Applicable	500
Coordinate two Family Night workshops to showcase student projects and school curriculum programs and disseminate information pertaining to FCAT mathematics, reading, writing, and science.	Principal, Assistant Principal and Community Involvement Specialist (CIS)	8/20/2007	6/11/2008	Other/ Not Applicable	1000

Research-Based Programs

National Standards for Parent and Family Involvement Programs by the National PTSA

Professional Development



School Improvement Plan 2007-2008



Monthly Title I Community Involvement Workshops, Monthly EESAC Meetings, PTSA meetings, Bilingual Outreach sessions, Parent Academy and Parent Portal workshops.

Evaluation

Ten percent increase as documented on attendance rosters from the Community Involvement Specialist records, the Parent Academy workshops, the PTSA Membership rosters, and/or EESAC attendance rosters.

Discipline & Safety Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Discipline & Safety Statement

Ensure for a safe learning environment at the school.

Needs Assessment

The Student Case Management System (SCM) is utilized for data analysis and the delivery of services. It is an integral part of the disciplinary action plan to enforce corrective measures for students whose behavior resulted in a referral for administrative action during 2006-2007 academic year. The Student Case Management System (SCMS) will be used to document data in order to give the Student Services team and Administrators a better understanding of how proactive, educative, and behavior strategies can be designed and implemented to enhance behavior and improve academic achievement for students who have been referred. The data from the 2006-2007 SCMS revealed a total of 2,011 reported serious incidents for our school. The reported incidents ranged from General Disruptive Conduct to more severe incidents such as Battery, Weapon Possession, etc. In addition, as per the 2006-2007 School Climate Survey results, Jose de Diego Middle school parents, students, and staff perception of safety and security at the school is lower than the percent of parents, students, and staff for all middle schools in the district.

Measurable Objective

Given an emphasis on a safe and orderly environment, Jose de Diego Middle School will decrease the total number of suspensions for serious incidents from 2,011 during 2006-2007 school year, to less than 1,500 during 2007-2008 school year, as evidenced by the Student Case Management System (SCMS).

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement the TRUST Curriculum.	Principal, Assistant Principal and Trust Counselor	8/20/2007	6/11/2008	Other/ Not Applicable	0
Implement the Crisis Management Team's plan throughout the school.	Principal, Assistant Principal, Student Services Department, and all teachers	8/20/2007	6/11/2008	Other/ Not Applicable	0
Implement schoolwide Career/Health Fair.	Principal, Assistant Principal and Career Specialist	8/20/2007	6/11/2008	Other/ Not Applicable	0
Develop peer mediation groups.	Principal, Assistant Principal and Guidance Counselors	8/20/2007	6/11/2008	Other/ Not Applicable	0
Review schoolwide discipline data with Department Heads to identify effective intervention strategies.	Principal, Assistant Principal, Department Heads, and Teachers	8/20/2007	6/11/2008	Other/ Not Applicable	0
Conduct student assemblies to address school expectations, rules, and review the Code of Student Conduct.	Principal, Assistant Principal, Teachers, Student Services Department	8/20/2007	6/11/2008	Other/ Not Applicable	5000
Implement programs to include the guidance counselors Transition Tools and Middle Moves.	Principal, Assistant Principal and Guidance Counselors	8/20/2007	6/11/2008	Other/ Not Applicable	0
Implement and monitor a transition academy for six graders using Classroom Inc.	Principal, Assistant Principal, Counselors, and six grade teachers	8/20/2007	6/11/2008	Other/ Not Applicable	0
Implement and monitor a transition academy for six graders using Classroom Inc.	Principal, Assistant Principal, counselors, and six grade teachers	8/20/2007	6/11/2008	Other/ Not Applicable	0
Implement the schoolwide Positive Behavior Support Team plan.	Principal, Assistant Principal, Student Services Department, and all teachers	8/20/2007	6/11/2008	Other/ Not Applicable	5000

Research-Based Programs

Positive Behavior Support (PBS), and the development of peer mediation groups.

Professional Development

Utilizing the School Improvement Zone organizational structure, professional development will be provided to the Student Services team and staff members during the extended professional day. Trainings will include intervention programs such as Attendance, Truancy, Anti-Bullying Workshops, Academic Review of Courses, Drop out Prevention, Positive Behavior Team Meeting, Peer Mediation, Conflict Resolutions, TRUST Information Sessions, Bereavement, Family Issues, Substance Abuse, Suicide Prevention, Career Choices and programs that promote and create a safe environment.

Evaluation

2007-2008 SCMS report from ITS.

Technology Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Technology Statement

Increase the use of technology to enhance instruction for the 21st Century and facilitate communication with stakeholders.

Needs Assessment

Based on the increased use of technology in our school and society to prepare our students to compete in the 21st Century and to facilitate communication with stakeholders, Jose de Diego Middle School will need to implement all of the District's and school's technology initiatives. In addition, according to the 2006-2007 Florida Innovates results, Jose de Diego Middle School Teacher Access to Technology was at a high intermediate stage of 2.5 out of a 4 point scale.

Measurable Objective

Given the need to prepare our students to compete in a global economy, Jose de Diego Middle School will continue implementation of technology by 100% of staff as evidenced by Information Technology Services Electronic Gradebook/Bubble Sheet Parallel Test Discrepancy Reports and the 2008 Florida Innovates (Empoweing Students and Teachers with Digital Tools) results as compared to the 2007 results.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide continuous support and additional training when needed.	Principal, Assistant Principal and Gradebook Manager	8/20/2007	6/11/2008	Continuous Improvement Model	0
Provide electronic gradebook training to all new teachers.	Principal, Assistant Principal and Gradebook Manager	8/20/2007	6/11/2008	Continuous Improvement Model	0
Provide training to administrators and counselors on the use of the Administrative Viewer.	Principal, Assistant Principal and Gradebook Manager	8/20/2007	6/11/2008	Continuous Improvement Model	0
Review quarterly verification reports.	Principal, Assistant Principal and Gradebook Manager	8/20/2007	6/11/2008	Continuous Improvement Model	500
Disclose information to parents regarding their access to the Parent/Guardian Viewer.	Principal, Assistant Principal and Gradebook Manager	8/20/2007	6/11/2008	Continuous Improvement Model	0
Provide training on all of the District and school's instructional and data monitoring sites.	Principal, Assistant Principal, Reading Coaches, and Technology Specialist	08/09/07	6/13/08	Continuous Improvement Model	0

Research-Based Programs

A+ District Electronic Gradebook designed by Excelsior and National Education Technology Standards (NETS).

Professional Development

Provide training to teachers on the use of the the District Website, Email, Electronic Gradebook, Teacher Portal, SPI, WISE, Edusoft, Snapshot, READ180, Reading Plus, Riverdeep, Compass Learning, Plato, Cognitive Tutor, Gizmos, and technology tools to assist with instruction, etc. In addition, the administrative team at the school will ensure that continuous support and monitoring is taking place.

Evaluation

All of the teachers will be using the electronic gradebook as per the Information Technology Services (ITS) Electronic Gradebook/Bubble Sheet Parallel Test Discrepancy Reports and the 2008 Florida Innovates report.

Health & Physical Fitness Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high- performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Health & Physical Fitness Statement

Increase physical/health related awareness for all students.

Needs Assessment

Based on the National report related to the increase of childhood obesity, Jose de Diego Middle School will support the physical education program at the school in an attempt to increase the percentage of students that receive Physical Fitness Awards. During the 2006-2007 school year, 37 percent of the students participated in the FITNESSGRAM Test and only 41 percent of these students were award winners.

Measurable Objective

Given the increase trend in childhood obesity, students enrolled in physical education will increase their physical fitness level as evidenced by 5 percentage points increase in the number of students receiving FITNESSGRAM Awards during the 2007-2008 school year as compared to 41 percent during the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Develop an action plan for their individual school to insure input from the department to meet the goals and objectives as stated.	Administrator and Physical education teachers	8/20/2007	6/11/2008	Other/ Not Applicable	0
Monitor the physical education program to ensure that teachers select activities specifically related to assessment component items, which would enhance specificity of training.	Administrators and Physical education teachers	8/20/2007	6/11/2008	Other/ Not Applicable	0
Promote and create an awareness of healthy lifestyles with an emphasis on proper nutrition.	Administrators and Physical Education teachers	8/20/2007	6/11/2008	Other/ Not Applicable	0
Ensure that an appropriate amount of instructional time is dedicated to fitness related activities on a daily basis. Activities should emphasize improvement in cardiovascular, flexibility, and muscular strength and endurance.	Administrators and Physical education teachers	8/20/2007	6/11/2008	Other/ Not Applicable	0

Research-Based Programs

FITNESSGRAM

Professional Development

Intramural sports coaches will receive training on how to help their team students pass the FITNESSGRAM test. Invite parents to a seminar describing the benefits of children participating in fitness activities

Evaluation

Results of Spring 2008 FITNESSGRAM test.

Electives & Special Areas Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Electives & Special Areas Statement

Increase student participation in co-curricular and extra-curricular activities.

Needs Assessment

Given our goal to increase student participation in co-curricular and extra-curricular activities to develop student interests and talents, Jose de Diego Middle School will increase the number of enrichment activities offered during the extended school day and the number of after-school activities, and team sports. Additional efforts need to be made by administrators, teachers, counselors, club sponsors, and coaches to encourage greater student participation in these activities during the 2007-2008 school year.

Participation in activities which the students have selected may increase their self-esteem and their motivation to attend school regularly. In addition to these benefits, enrichment activities may help to produce well-rounded students.

Measurable Objective

Given a schoolwide focus on co-curricular and extra-curricular activities, student participation in these activities will increase by 5 percent during the 2007-2008 school year as compared to the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Increase the number of enrichment courses offered during the extended school day.	Principal, Assistant Principal and teachers	8/20/2007	6/11/2008	Continuous Improvement Model	0
Promote co-curricular and extra-curricular activities offered at the school during Open House, Orientation Assemblies, Articulation, EESAC, and PTSA.	Principal, Assistant Principal and teachers	8/20/2007	6/11/2008	Continuous Improvement Model	1000
Implement an Athletic Awards Banquet to increase participation in athletic programs.	Principal, Assistant Principal and teachers	8/20/2007	6/11/2008	Continuous Improvement Model	2000
Conduct walkthroughs to monitor implementation of the extended day program.	Principal, Assistant Principal	8/20/2007	6/11/2008	Continuous Improvement Model	0
Solicit staff participation to offer additional clubs and team sports.	Principal, Assistant Principal and teachers	8/20/2007	6/11/2008	Continuous Improvement Model	25000
Notify co-curricular and extra-curricular activities to students through closed circuit announcements and distribution of flyers.	Principal, Assistant Principal and teachers	8/20/2007	6/11/2008	Other/ Not Applicable	0

Research-Based Programs

Not applicable

Professional Development

Using the School Improvement Zone organizational structure, professional development will be provided to teachers and appropriate staff during the extended professional development day.

Evaluation

Student enrollment in co-curricular and extra-curricular activities.

Return On Investment Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high- performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Return On Investment Statement

Jose de Diego will demonstrate efforts to improve student performance in a fiscally efficient manner.

Needs Assessment

The most recent data supplied by the FLDOE indicates that in 2004-2005, Jose de Diego Middle School ranked at the 12th percentile on the State of Florida ROI index. The highest ROI value is 52 percent.

Measurable Objective

Jose de Diego Middle School will improve its ranking on the State of Florida ROI index publication from the 12th percentile in 2004 -2005 to the 17th percentile on the next publication of the index.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Use student data analysis results to find or construct more effective educational strategies that fit the needs of students and staff.	Principal, Assistant Principal	8/20/2007	6/11/2008	Continuous Improvement Model	0
Identify lowest quartile students early and provide additional assistance.	Principal, Assistant Principal, all teachers, Department Heads	8/20/2007	6/11/2008	Continuous Improvement Model	0
Provide strategies to parents for their student's academic improvement	Principal, Assistant Principal, Department Heads, all teachers	8/20/2007	6/11/2008	Other/ Not Applicable	0
Continue to provide high quality teacher professional development and monitor its implementation	Principal, Assistant Principal	8/20/2007	6/11/2008	Continuous Improvement Model	0
Use purchased programs effectively and increase student participation	Principal, Assistant Principal, and Department Heads	8/20/2007	6/11/2008	Other/ Not Applicable	0
Increase participation in programs provided by the Department of Education, such as FCAT Explorer and Florida Achieves	Principal, Assistant Principal	8/20/2007	6/11/2008	Continuous Improvement Model	0
Utilize school and district in-service training	Principal, Assistant Principal	8/20/2007	6/11/2008	Continuous Improvement Model	0
Reallocate school resources to better implement teaching, learning and class -size mandates; i.e., combine teacher aide positions into a teacher position.	Principal, Assistant Principal	8/20/2007	6/11/2008	Other/ Not Applicable	0
Purchase research-based materials and utilize the district warehouse for materials and supplies.	Principal, Assistant Principal	8/20/2007	6/11/2008	Other/ Not Applicable	0
Purchase research-based materials and utilize the district warehouse for materials and supplies.	Principal, Assistant Principal	8/20/2007	6/11/2008	Other/ Not Applicable	0

Research-Based Programs

See core subject area goals and objectives.

Professional Development

See core subject area goals and objectives.

Evaluation

The percentage of students with learning gains will be divided by the program costs per weighted FTE students at the school.

EESAC Compliance

YES	NO	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><i>The majority of the Board of Directors/EESAC members are not employed by the school. The Board of Directors SAC is composed of the principal, and an appropriately balanced number of teachers, education support employees, students (for middle, junior high and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.</i></p>

Budget:

The EESAC recommended providing additional funds to supplement the school budget with supplies and incentives for all students. The principal familiarized EESAC members with budget operations, and further budget training has been recommended.

Training:

The EESAC recommended providing a forum for staff members to voice their concerns related to the School Improvement Plan (SIP). Training workshops included PACES, CRISS, and computer literacy.

Instructional Materials:

The EESAC recommended purchasing instructional materials that would support the alignment of classroom instruction with state and district standards; and course specific materials that focus on reading for information, critical thinking skills, and FCAT preparation.

Technology:

The EESAC recommended selecting appropriate software that addresses the SIP. In addition, objectives will be planned and selected personnel will attend technology workshops and conferences.

Staffing:

The EESAC recommended providing input with the consideration and planning of the SIP strategies. Large classes are of concern, and recommendations were made regarding appropriate staff in order to reduce class size.

Student Support Services:

The EESAC recommended providing input related to parent conferences, child study teams, and counseling programs that support student achievement.

Other Matters of Resource Allocation:

The EESAC recommended providing funds in order to support the Comprehensive Research Reading Plan, and incentives for student achievement.

Benchmarking:

The EESAC recommended reviewing and assisting department chairpersons with the development of benchmarking activities to meet the SIP objectives.

School Safety & Discipline:



School Improvement Plan 2007-2008



The EESAC recommended providing funds to purchase rewards and incentives in order to improve attendance and academic performance of students.

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	8000
Mathematics	17000
Writing	5000
Science	2000
Parental Involvement	4300
Discipline & Safety	10000
Technology	500
Health & Physical Fitness	0
Electives & Special Areas	28000
Return On Investment	0
Total	74800



School Improvement Plan 2007-2008



Date of Review: _____

This School Improvement Plan has been reviewed cooperatively by administrators, teachers, parents, students, and business/community representatives. As a result of this review, modifications to the SIP will be made in the following areas

The original signature page, including signatures of all persons listed below, is on file at the Region Office.

Required Signatures:

Principal

EESAC Chair

UTD Steward

EESAC Parent Representative

EESAC Business/Community Representative

EESAC Student Representative, as applicable

Additionally, the signature of the Region Superintendent/District Administrator certifies that this plan has been reviewed by appropriate personnel to ensure compliance with state and district rules.

Region Superintendent