
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 6361 - José de Diego Middle School

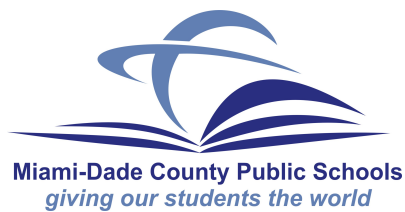
FeederPattern: Booker T. Washington Senior

Region: Regional Center IV

District: 13 - Miami-Dade

Principal: Concepcion Martinez

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

José de Diego Middle School

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 all students will improve their reading skills as evidenced by 44 percent scoring at level 3 or higher on the 2006 administration of the FCAT Reading test.

Given instruction based on the Sunshine State Standards Black students will improve their reading skills as evidenced by 44 percent scoring at level 3 or higher on the 2006 administration of the FCAT Reading test.

Given instruction based on the Sunshine State Standards Hispanic students will improve their reading skills as evidenced by 44 percent scoring at level 3 or higher on the 2006 administration of the FCAT Reading test.

Given instruction based on the Sunshine State Standards free and reduced lunch students will improve their reading skills as evidenced by 44 percent scoring at level 3 or higher on the 2006 administration of the FCAT Reading test.

Given instruction based on the Sunshine State Standards Limited English Proficiency students will improve their reading skills as evidenced by 44 percent scoring at level 3 or higher on the 2006 administration of the FCAT Reading test.

Given instruction based on the Sunshine State Standards all students will improve their mathematics skills as evidenced by 50 percent scoring at level 3 or higher on the 2006 administration of the FCAT Mathematics test.

Given instruction based on the Sunshine State Standards Black students will improve their mathematics skills as evidenced by 50 percent scoring at level 3 or higher on the 2006 administration of the FCAT Mathematics test.

Given instruction based on the Sunshine State Standards Hispanic students will improve their mathematics skills as evidenced by 50 percent scoring at level 3 or higher on the 2006 administration of the FCAT Mathematics test.

Given instruction based on the Sunshine State Standards free and reduced lunch students will improve their mathematics skills as evidenced by 50 percent scoring at level 3 or higher on the 2006 administration of the FCAT Mathematics test.

Given instruction based on the Sunshine State Standards Limited English Proficiency students will improve their mathematics skills as evidenced by 50 percent scoring at level 3 or higher on the 2006 administration of the FCAT Mathematics test.

Given instruction based on the Sunshine State Standards, students in grade eight will improve their writing skills as evidenced by one percent of students achieving high standards of 4.0 or above on the 2006 administration of the FCAT Writing Plus Test.

Given instruction using the Sunshine State Standards, students in grade eight will demonstrate improvement in their science skills as evidenced by meeting or exceeding the District's mean scale score on the 2006 Science FCAT test.

Given a school-wide focus on parental involvement, parenting skills will be promoted and supported as evidenced by a ten percent increase in the number of parents attending related school-sponsored events during the 2005-2006 school year documented in attendance logs of parenting activities offered as compared to the 2004-2005 school year.

Given an emphasis on a safe and orderly environment, Jose de Diego Middle will improve staff's, students', and parents' perception of the schools' safety and security as documented by an increase in the percent of parents, students, and staff agreeing with the survey's statement related to safety and security on the 2005-2006 School Climate Survey as compared to the 2004-2005.

Given the District initiative of implementing the electronic gradebook during the 2005-2006 school year, Jose de Diego Middle School will ensure implementation by 100% of the instructional staff as evidenced by Information Technology Services Electronic Gradebook/Bubble Sheet Parallel Test Discrepancy Reports and the 2005 STaR School Profile Teacher Access to Technology results as compared to the 2004 results.

Given the increase trend in childhood obesity, students enrolled in physical education will increase their physical fitness level as evidenced by a 3 % increase in the percentage of students receiving Physical Fitness Awards during the 2005-2006 school year as compared to the 2004-2005 school year.

Given instruction based on the Sunshine State Standards, students in grade eight will improve their writing skills as evidenced by one percent of students achieving high standards of 4.0 or above on the 2006 administration of the FCAT Writing Plus Test.

Jose de Diego Middle School will improve its ranking on the State of Florida ROI index publication from the 23rd percentile in 2003 to the 26th 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 strategic planning. In particular, communicating to its stakeholder about the financial matters of the organization. In addition, it should improve on the process of how to seek input from its stakeholders.

In order to address the above concerns and to foster a culture of collaboration, the school will initiate 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.

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.

José de Diego Middle School

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

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

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 34 percent Black, 65 percent Hispanic, representing countries from Central and South American in addition to Puerto Rico, 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-six 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 Limited English Proficient (LEP) and Exceptional Student Education (ESE) students served. Seventeen percent of the student population is classified as LEP, 25 percent as ESE, and the remaining 58 percent are standard curriculum students. Staff turnover was a problem this past school year 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-six teachers hold an Annual Contract (fewer than four years of experience), twenty-nine hold Professional Service Contracts, and one holds a Continuing Contract. The total ethnic classification of the staff is 18 White, 54 Black, 38 Hispanic, and 4 Other. Further, from the total number of school staff, 65 percent hold a Bachelor's Degree, 31 percent a Master's Degree, five percent a Specialist Degree, and zero percent a 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 results on the Organizational Performance Improvement Snapshot Survey (OPIS), 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 results on the OPIS, 4.1 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, and department meetings.

Stakeholder Engagement:

Stakeholder Engagement: According to the results on the OPIS, 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, department meetings, faculty meetings, PTSA, and EESAC meetings.

Faculty & Staff:

Faculty & Staff: According to the results on the OPIS, 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.

Teacher Mentoring Programs:

Jose de Diego Middle School adheres to the policies and procedures set forth by the District's PACES manual. At the onset of the school year, beginning teachers are identified and scheduled to participate in the District orientation regarding Miami-Dade County Public Schools' policies and procedures. At the school-site, new teachers are greeted by the administrative team and a mentor in order to familiarize them with school site guidelines and procedures. In addition, annual contract teachers are provided with a Professional Growth Team (PGT) to further assist with procedural guidelines and best instructional practices. District Curriculum Support Specialists, Assistant Principal for Curriculum, Reading Coach, and subject area department chairs also provide mentoring to all teachers, focusing on how to disaggregate data and develop and organize instructional practices.

Data/Information/Knowledge Management:

Data/Information/Knowledge Management: According to the results on the OPIS, 4.4 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.

Education Design:

Education Design: According to the results on the OPIS, 4.2 agree that the members of this organization have an effective process for accomplishing organizational and stakeholders' goals. This process is communicated to all stakeholders at EESAC, PTSA, and faculty meetings.

Performance Results:

Performance Results: According to the results on the OPIS, 4.2 agree that the members of this organization are effective and efficient in achieving its goals and the goals of its stakeholders. The goals are communicated to all stakeholders at grade level and department meetings, faculty meetings, EESAC, and PTSA meetings.

GOAL 1: READING

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

GOAL 1 STATEMENT:

Increase the reading performance of all NCLB populations.

Needs Assessment

The 2004-2005 FCAT results indicate that only 23 percent of our students met high standards in reading, 57 percent made learning gains, 65 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 18 percent state mastery level. Students with Disabilities, Black, Hispanic, Free and Reduced lunch status and Limited English Proficiency students in this school need improvement in reading and require intensive instruction in reading comprehension and fluency. Specifically, students in grade six revealed the greatest area of need in Words/Phrases in context (vocabulary development) since the Content Area Mean Percent Correct was 38; eighth grade students' weakest area is Main Idea/Purpose with only 42 Content Area Mean Percent Correct, while seventh grade students' weakest area is Reference and Research with 38 Content Area Mean Percent Correct. Overall, they all need additional assistance in the content cluster area of identifying Main Idea/Purpose since the Content Area Mean Percent Correct was below 50 for all three grade levels. 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

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATIO N RATE
<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"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction based on the Sunshine State Standards all students will improve their reading skills as evidenced by 44 percent scoring at level 3 or higher on the 2006 administration of the FCAT Reading test.

Given instruction based on the Sunshine State Standards Black students will improve their reading skills as evidenced by 44 percent scoring at level 3 or higher on the 2006 administration of the FCAT Reading test.

Given instruction based on the Sunshine State Standards Hispanic students will improve their reading skills as evidenced by 44 percent scoring at level 3 or higher on the 2006 administration of the FCAT Reading test.

Given instruction based on the Sunshine State Standards free and reduced lunch students will improve their reading skills as evidenced by 44 percent scoring at level 3 or higher on the 2006 administration of the FCAT Reading test.

Given instruction based on the Sunshine State Standards Limited English Proficiency students will improve their reading skills as evidenced by 44 percent scoring at level 3 or higher on the 2006 administration of the FCAT Reading test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Administer monthly and quarterly assessments aligned to the Sunshine State Standards tested benchmarks.	Administrators, Reading Coach, and Literacy teachers	8/1/05	5/26/06
Implement a data management system to score assessments, generate disaggregated data reports to redirect classroom instruction, and for placement of students in flexible tutorial groups.	Administrators, Reading Coach, and Literacy teachers	8/1/05	5/26/06
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.	Administrators and 6th grade teachers	8/1/05	5/26/06
Implement intervention programs during school and extended day tutorials for students reading at third grade or below using READ 180; for students reading at fourth grade to one grade level below their current grade level use READ XL.	Administrators, Reading Coach, and Literacy teachers	8/1/05	5/26/06
Implement Florida's Middle Grades Rigorous	Administrators and all teachers	8/1/05	5/26/06

Reading Requirement.			
Implement the 8-Step Continuous Improvement Model for school reform.	Administrators and all teachers	8/1/05	5/26/06
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.	Administrators and all teachers	8/1/05	5/26/06
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.	Administrators, Reading Coach and SIZ Curriculum Support Specialists	8/1/05	5/26/06

Research-Based Programs

McDougal-Littell Language of Literature, Holt Rinehart - Elements of Literature, Scholastic READ 180 textbook and software, 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

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 reading program, intervention programs, CRISS, and assessments used at the middle school level as follows: McDougal-Littell Language of Literature, READ 180, READ XL, Reading Plus, ORF and DAR. Provide professional development that will enable school-site administrators to support the school-wide literacy plan. Provide professional development on the 8-Step Continuous Improvement Model. Provide professional development on the Transition Academy to fifth and sixth grade teachers in April 2006. The School Improvement Zone Curriculum Support Specialists and school-site reading coach 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 to instructional staff on Florida's Formula and in reading's Big Five. 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 for all students. The Oral Reading Fluency Probe #1-4 (ORF) 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 ORF #2, 3, or 4, but not more than once during the school year, will be administered the Diagnostic Assessment of Reading (DAR). 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 2006 administration of the FCAT Reading test.

GOAL 2: MATHEMATICS

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

GOAL 2 STATEMENT:

Increase the mathematics performance of all NCLB Populations.

Needs Assessment

The 2004-2005 FCAT results indicate that 29 percent of the students met high standards in mathematics and 60 percent made learning gains, while the total of all subgroups identified in the NCLB requirements scored 23 percent at state mastery level. Students with Disabilities, African American, Hispanic, Economically Disadvantaged and Limited English Proficiency students in this school need improvement in Mathematics. Specifically, the needs assessments indicate that students in grades six through eighth require remediation in Measurement since the Content Area Mean Percent Correct was below 25 percent. Eighth grade students also need a strong focus on Geometry with only 25 Content Area Mean Percent Correct, while six and seventh grade students had some success in this area; 44 percent correct for six grade and 50 percent for seventh grade. In addition, the analysis of the data reveals the need to provide training on data analysis 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

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATIO N RATE
<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"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction based on the Sunshine State Standards all students will improve their mathematics skills as evidenced by 50 percent scoring at level 3 or higher on the 2006 administration of the FCAT Mathematics test.

Given instruction based on the Sunshine State Standards Black students will improve their mathematics skills as evidenced by 50 percent scoring at level 3 or higher on the 2006 administration of the FCAT Mathematics test.

Given instruction based on the Sunshine State Standards Hispanic students will improve their mathematics skills as evidenced by 50 percent scoring at level 3 or higher on the 2006 administration of the FCAT Mathematics test.

Given instruction based on the Sunshine State Standards free and reduced lunch students will improve their mathematics skills as evidenced by 50 percent scoring at level 3 or higher on the 2006 administration of the FCAT Mathematics test.

Given instruction based on the Sunshine State Standards Limited English Proficiency students will improve their mathematics skills as evidenced by 50 percent scoring at level 3 or higher on the 2006 administration of the FCAT Mathematics test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement the Continuous Improvement Model for school reform.	Administrators and all teachers	8/1/05	5/26/06
Implement school developed quarterly assessments that are aligned to the Sunshine State Standards tested benchmarks.	Administrators and all mathematics teachers	8/1/05	5/26/06
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.	Administrators and all six grade teachers	8/1/05	5/26/06
Implement a data management system to score assessments, generate disaggregated data reports to redirect classroom instruction, and for placement of students in flexible tutorial groups	Administrators and all mathematics teachers	8/1/05	5/26/06
Identify students scoring at Level 1 of the FCAT Mathematics Test and provide an intervention	Administrators, counselors, and mathematics teachers	8/1/05	5/26/06

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 6th grade students during the extended day.			
Develop core subject area curriculum maps to align the curriculum with the SSS and design instructional activities, assessments, and intervention strategies in order to increase student attainment of standards and monitor implementation through lesson plans, monthly assessments, and District developed quarterly assessments.	Administrators and Mathematics teachers	8/1/05	5/26/06
Utilize new state adopted research-based textbooks in mathematics along with the district-developed Scope and Sequences for grades 6-8.	Administrators and Mathematics teachers	8/1/05	5/26/06
Schedule site and district sponsored staff 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 Simulator, Princeton Review, Riverdeep, etc.	Administrators, counselors, and mathematics teachers	8/1/05	5/26/06
Implement the inclusion co-teaching model with identified Students with Disabilities in grades 7th and 8th.	Administrators and 7th and 8th grade mathematics teachers	8/1/05	5/26/06
Identify students who scored at or above Achievement Level 3 in mathematics for each subgroup identified as not making adequate yearly progress in the No Child Left Behind (NCLB) Act in order to target students for enrollment in advanced academic mathematics classes.	Administrators, counselors, and mathematics teachers	5/1/05	8/01/05
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.	Administrators, SIZ Mathematics Curriculum Support Specialists and math teachers.	8/1/05	5/26/06
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	Administrators and Mathematics teachers	8/1/05	5/26/06

consistently in grades six through eight.	
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Research-Based Programs

CORE SUBJECT PROGRAMS/ - Glencoe Mathematics Applications and Concepts series -
INTERVENTION PROGRAMS/ - Curriculum Advantage, Classworks - Test Tools, FCAT Simulator -
Princeton Review, Homeroom.com - Plato – Riverdeep.

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, 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 2006. 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) 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 CCreating 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 two Community Involvement Specialists 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. Monthly Princeton Review assessments related to the SSS in authentic contexts that provide teachers with information about their students, provide feedback to students, and are used to improve both full-group instruction and to improve prescriptive teaching for students who are having difficulties. In addition, the administration of the 2006 FCAT Mathematics test.

GOAL 3: WRITING

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

GOAL 3 STATEMENT:

Increase the writing performance of all NCLB populations.

Needs Assessment

Jose de Diego Middle School students' scores revealed that 77 percent of our students scored at 3.5 or higher on the 2005 FCAT Writing Test. Hispanic and Students with Disabilities in this school need improvement in Writing since they failed to meet the required No Child Left Behind (NCLB) requirement of improved performance in Writing by one percent. In addition, the student writing performance data reveal an increase of five percentage points in Expository FCAT Writing from the previous year, while a decrease of four percentage points in Persuasive FCAT Writing from the previous year.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATIO N RATE
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 in grade eight will improve their writing skills as evidenced by one percent of students achieving high standards of 4.0 or above on the 2006 administration of the FCAT Writing Plus Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement the Florida's Middle Grades Rigorous Reading Requirement.	Administrators and all teachers	8/1/05	5/26/06
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.	Adminsitrators, Reading Coach, Language Arts Dept. Chair, and Language Arts teachers	8/1/05	5/26/06
Administer and analyze the District's Pre- and Post- Test expository/persuasive writing prompts.	Administrators and Literacy teachers	8/1/05	5/26/06
Use analyzed data from the District's Pretest expository/ persuasive writing prompts to establish differentiated instruction groups.	Administrators and Literacy teachers	8/1/05	5/26/06
Incorporate writing throughout all content areas including strategies specific to each subgroup.	Administrators and all teachers	8/1/05	5/26/06
Language Arts teachers will utilize the DOE CD-Rom and other resources such as FCAT Writes! Lessons Learned, and the Writing Performance Task Book to organize writing instruction and develop a writing plan.	Adminsitrators and Literacy teachers	8/1/05	5/26/06
Provide intervention activities on Saturdays for all eighth grade students. Specifically Hispanics and Student with Disabilities, and offer incentives to increase attendance.	Administrators	8/1/05	5/26/06
Provide pull out sessions for students who are scoring a 1 and 2 based on the FCAT Writing rubric.	Administrators and Literacy teachers	8/1/05	5/26/06
Provide a writing class to all 8th grade students during the extended day period.	Administrators	8/1/05	5/26/06
Model/teach writing to expository/ persuasive prompts, self-evaluation and peer-editing, and require that the mid-term and final exam for each	Administrators, Literacy Teachers, Administrative Team, and all teachers	8/1/05	9/26/06

subject area include a persuasive or expository essay.			
Identify students who scored at or above Achievement Level 3 in Reading for each subgroup identified as not making adequate yearly progress in the No Child Left Behind (NCLB) Act in order to target students for enrollment in advanced academic classes.	Administrators, counselors, and Literacy teachers	8/1/05	5/26/06

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 - INTERVENTION PROGRAMS/ - FCAT Writes! Lessons Learned - Writing Performance Task Book, and CRISS strategies.

Professional Development

The School Improvement Zone will provide staff 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 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 and the 2006 FCAT Writing Plus Test.

GOAL 4: SCIENCE

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

GOAL 4 STATEMENT:

Increase the science performance of all NCLB populations.

Needs Assessment

The 2004-2005 FCAT Science results indicate a mean scale score of 237 as compared to the District's mean scale score of 272. This indicates a 35 point mean scale score difference. However, this also represents an increase of four points as compared to the 2004 administration. 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) same type of performance from the previous year on Earth and Space Science and Life and Environmental Science; (c) increased performance on Scientific Thinking.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade eight will demonstrate improvement in their science skills as evidenced by meeting or exceeding the District's mean scale score on the 2006 Science FCAT test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement the District's Suggested Long Range Science Plans for middle school.	Administrators and Science teachers	8/1/05	5/26/06
Expose all students to science-related careers through research projects, utilize technology in the classroom in order to provide opportunities to make discoveries, observations, and comparisons, design experiments, formulate information, and make conclusions.	Administrators and Science teachers	8/1/05	5/26/06
Promote reading and writing in science by the inclusion of CRISS strategies in science lessons.	Administrators and Science teachers	8/1/05	5/26/06
Integrate science concepts throughout the curriculum.	Administrators and all teachers	8/1/05	5/26/06
Implement the inclusion co-teaching model with identified Students with Disabilities in grades 7th and 8th .	Administrators, seventh and eighth grade science teachers	8/1/05	5/26/06
Identify students who scored at or above Achievement Level 3 in mathematics and/or reading for each subgroup identified as not making adequate yearly progress in the No Child Left Behind (NCLB) Act in order to target students for enrollment in advanced academic science classes.	Administrators, counselors, and science teachers	5/1/05	8/01/05
Infuse technology into the science curriculum through the use of the Weathernet computer program, which includes multiple instruments to analyze atmospheric conditions.	Administrators and Science teachers	8/1/05	5/26/06
Engage students on science investigations through science projects and exhibits.	Administrators and Science teachers	8/1/2005	5/26/2006

Research-Based Programs

CORE SUBJECT PROGRAMS/ - Glencoe Voyages INTERVENTION PROGRAMS/ - Plato -
Weathernet computer program - Riverdeep

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 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

Administer the State pre-post sample test. - Administer the District or school developed science pre/post assessments to determine students' science levels and to modify instruction. - 2006 FCAT Science results

GOAL 5: PARENTAL INVOLVEMENT

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

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

GOAL 5 STATEMENT:

Increase communication and parental involvement.

Needs Assessment

Parental involvement at Jose de Diego Middle School has been very low. 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.

Measurable Objective

Given a school-wide focus on parental involvement, parenting skills will be promoted and supported as evidenced by a ten percent increase in the number of parents attending related school-sponsored events during the 2005-2006 school year documented in attendance logs of parenting activities offered as compared to the 2004-2005 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide strategies for parents to support literacy through the school site Parent Resource Center, the Excelsior electronic gradebook, and Princeton Review, Homeroom.com.	Administrators and Community Involvement Specialist (CIS)	8/1/05	5/26/06
Increase the number of home-visits conducted by the two Community Involvement Specialists.	Administrators and Community Involvement Specialist (CIS)	8/1/05	5/26/06
Invite parents to participate in awards ceremony honoring the achievements of selected students in grades six through eight.	Administrators and Community Involvement Specialist (CIS)	8/1/05	5/26/06
Hold a Parent-Teacher-Student-Association (PTSA) drive to increase parent participation in school-wide planning and issues.	Administrators and Community Involvement Specialist (CIS)	8/1/05	5/26/06
Coordinate two Family Night workshops to showcase student projects and school curriculum programs and disseminate information pertaining to FCAT mathematics, reading, writing, and science.	Administrators and Community Involvement Specialist (CIS)	8/1/05	5/26/06
Host monthly EESAC meetings to provide updates to parent representatives about school improvement efforts.	Administrators, EESAC chair, and Community Involvement Specialist (CIS)	8/1/05	5/26/06

Research-Based Programs

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

Professional Development

Monthly Title I Community Involvement Workshops - Monthly EESAC Meetings - PTSA meetings

Evaluation

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

GOAL 6: DISCIPLINE & SAFETY

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 6 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 2004-2005 academic year. The SCM 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 SCM was entered into the School Wide Information System (SWIS111) WWW.SWIS.ORG. We received a total of 527 office discipline referrals during the period of August 2004 through May 2005. Data from the report outlined four areas which students should develop in order to improve/increase behavioral and problem solving skills.

*Disruption

*Defiance/Disrespect/Insubordination/non-compliance

*Skip Class/ Truancy

*Fighting/Physical Aggression

In addition, as per the 2004-2005 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 will improve staff's, students', and parents' perception of the schools' safety and security as documented by an increase in the percent of parents, students, and staff agreeing with the survey's statement related to safety and security on the 2005-2006 School Climate Survey as compared to the 2004-2005.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement the TRUST Curriculum.	Administrators and Trust Counselor	8/1/05	5/26/06
Implement schoolwide Career/Health Fair.	Administrators and Career Specialist	8/1/05	5/26/06
Implement the Crisis Management Team's plan throughout the school.	Administrators and Student Services Department, Administrative Team and all teachers	8/1/05	5/26/06
Implement the guidance counselors Transition Tools.	Administrators and Guidance Counselors	8/1/05	5/26/06
Implementation of the District's Middle Moves Transition program.	Administrators and Guidance Counselors	8/1/05	5/26/06
Implement the schoolwide Behavior Positive Support Team plan.	Administrators and Student Services Department, Administrative Team and all teachers	8/1/05	5/26/06
Implement and monitor a transition academy for six graders using Classroom Inc.	Administrators, counselors, and six grade teachers	8/1/05	5/26/06

Research-Based Programs

Positive Behavior Support (PBS), Project PROUD (Peacefully, Resolving our Unsettled Differences).

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

2005-2006 School Climate results.

GOAL 7: TECHNOLOGY

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

Miami-Dade County Public Schools

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

GOAL 7 STATEMENT:

Increase the use of technology to facilitate communication with stakeholders.

Needs Assessment

Based on the increased use of technology in our school and society to facilitate communication with stakeholders and to expedite the process of recording information, Jose de Diego Middle School will fully implement the District electronic grade book initiative. In addition, according to the 2004 STaR School Profile, 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 District initiative of implementing the electronic gradebook during the 2005-2006 school year, Jose de Diego Middle School will ensure implementation by 100% of the instructional staff as evidenced by Information Technology Services Electronic Gradebook/Bubble Sheet Parallel Test Discrepancy Reports and the 2005 STaR School Profile Teacher Access to Technology results as compared to the 2004 results.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide electronic gradebook training to all of the teachers.	Administrators and Gradebook Manager	8/1/05	5/27/06
Participate in ITS quarterly grade export/upload practice tests.	Administrators, Gradebook Manager, and all teachers	8/1/05	5/27/06
Provide continuous support and additional training when needed.	Administrators and Gradebook Manager	8/1/05	5/27/06
Review quarterly verification reports.	Administrators and Gradebook Manager	8/1/05	5/26/06
Provide training to administrators and counselors on the use of the Administrative Viewer.	Administrators and Gradebook Manager	8/1/05	5/26/06
Disclose information to parents regarding their access to the Parent/Guardian Viewer.	Administrators and Gradebook Manager	8/1/05	5/26/06

Research-Based Programs

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

Professional Development

Send the two Gradebook Managers to training provided by ITS. The Gradebook Managers will then provide training to all of the teachers at the school. The administrative team at the school will ensure that continuous support and monitoring is taking place. In addition, the Gradebook Managers will provide additional training when needed.

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 2005 STar School Profile report.

GOAL 8: HEALTH & PHYSICAL FITNESS

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

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

GOAL 8 STATEMENT:

Physical education provides students with the opportunity to attain their optimal level of fitness while participating in a continuous carefully planned program of developmentally age-appropriate physical activities. It is the unique role of quality physical education programs to develop the health-related fitness, physical competence, and cognitive understanding about physical activity for all students so that they can adopt healthy and physically active lifestyles. Through participation, students develop interest and skills that promote and encourage lifetime fitness for daily living and overall wellness.

An essential tool for developing, implementing and evaluating K-12 physical education programs, the National Standards for Physical Education clearly identifies what students should know and be able to do as a result of quality, daily physical education programs. The six national content standards are as follows:

1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
2. Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
3. Participates regularly in physical activity.
4. Achieves and maintains a health-enhancing level of physical/health related fitness.
5. Exhibits responsible personal and social behavior that respects self and others in physical activity settings.
6. Values physical activity for health, enjoyment, challenge, self-expressions and/or social interaction.

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 2004-2005 school year, 43 percent of the students participated in the Physical Fitness Test and only 35 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 a 3 % increase in the percentage of students receiving Physical Fitness Awards during the 2005-2006 school year as compared to the 2004-2005 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
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	8/1/05	5/26/06
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	8/1/05	5/26/06
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	8/1/05	5/26/06

Research-Based Programs

FITNESSGRAM

Professional Development

Provide physical education teachers with training on administering the Physical Fitness test. Intramural sports coaches will also receive training on how to help their team students pass the Physical Fitness test.

Evaluation

Results on the Physical Fitness test.

GOAL 9: ELECTIVES & SPECIAL AREAS

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

Miami-Dade County Public Schools

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

GOAL 9 STATEMENT:

Increase the writing performance of the 8th grade NCLB populations.

Needs Assessment

Given the SIZ initiative of the extended school day as a way to provide enrichment courses for students, in addition to several other enrichment courses offered to students at the school, Jose de Diego Middle School is implementing a writing course for all 8th grade students in order to improve their performance on the FCAT Writing Plus test. Scores on the 2005 FCAT Writing Test revealed that only 77 percent of our students scored at 3.5 or higher. Hispanic and Students with Disabilities in this school also need improvement in Writing since they failed to meet the required No Child Left Behind (NCLB) requirement of improved performance in Writing by one percent. In addition, the student writing performance data revealed an increase of five percentage points in Expository FCAT Writing from the previous year, while a decrease of four percentage points in Persuasive FCAT Writing from the previous year.

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade eight will improve their writing skills as evidenced by one percent of students achieving high standards of 4.0 or above on the 2006 administration of the FCAT Writing Plus Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide District training and guidance for teachers.	Administrators and Reading coaches	8/1/05	5/26/06
Provide 8th grade writing books and resources to the 8th period literacy teachers.	Administrators and Reading coaches	8/1/05	5/26/06
Conduct classroom walkthroughs to monitor implementation of the writing plan.	Administrators and Reading coaches	8/1/05	5/26/06
Utilize the Learning Express results to monitor progress and differentiate instruction.	Adminsitrators and Literacy teachers	8/1/05	5/26/06

Research-Based Programs

CORE SUBJECT PROGRAMS/ - Effective writing component of the Comprehensive Reading Plan (CRP) - Holt Rinehart - Elements of Literature - Hampton Brown High Point and Pearson
INTERVENTION PROGRAMS/ - FCAT Writes! Lessons Learned - Writing Performance Task Book and CRISS strategies.

Professional Development

The School Improvement Zone will provide staff 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 to 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 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 and results on the 2006 FCAT Writing Plus Test.

GOAL 10: RETURN ON INVESTMENT

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

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

GOAL 10 STATEMENT:

Jose de Diego Middle School will rank at or above the 90th percentile statewide in the ROI index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied by the FLDOE indicates that in 2003, Jose de Diego Middle School ranked at the 23rd percentile on the State of Florida ROI index.

Measurable Objective

Jose de Diego Middle School will improve its ranking on the State of Florida ROI index publication from the 23rd percentile in 2003 to the 26th percentile on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Collaborate with the district on resource allocation.	Administrators	8/1/05	5/26/06
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Administrators	8/1/05	5/26/06
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Administrators	8/1/05	5/26/06
Consider shared use of facilities, partnering with community agencies.	Administrators	8/1/05	5/26/06
Become more informed about the use of financial resources in relation to school programs.	Administrators	8/1/05	5/26/06

Research-Based Programs

N/A

Professional Development

N/A

Evaluation

On the next State of Florida ROI index publication, Jose de Diego Middle School will show progress toward reaching the 26th percentile.

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 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:

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

This School Improvement Plan has been developed cooperatively by administrators, teachers, parents, students, and business/community representatives.

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