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# *SCHOOL IMPROVEMENT PLAN*

## *2006-2007*

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*School Name:* 6281 - Thomas Jefferson Middle School

*FeederPattern:* North Miami Senior

*Region:* Regional Center II

*District:* 13 - Miami-Dade

*Principal:* Maria Garcia

*Superintendent:* Rudolph F. Crew, Ed.D.



# SCHOOL IMPROVEMENT PLAN

## EXECUTIVE SUMMARY

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### *Thomas Jefferson Middle School*

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Thomas Jefferson Middle School is located in a diverse and evolving urban community where a variety of cultures and nationalities come together to experience the excitement and challenges of those blending cultures. Our school services 744 students and their parents in grades 7 through 9 in the general education program, as well as, grades 7 through 12 in the Special Education Program. We take pride in our multicultural diversity where 85 percent of our students are Black, Non-Hispanic; 13 percent are Hispanic; 1 percent is White, Non-Hispanic; and 1 percent is classified as Other. Thomas Jefferson's Educational Excellence School Advisory Council (EESAC) and its faculty, staff, and community believe that all students are capable of learning. Consequently, there is a concerted effort to develop all students' academic, social, physical, and emotional potential. Through collaboration of the school's stakeholders, it is our goal to create lifelong learners and contributing citizens in a democratic, multicultural, and ever-changing world. The staff, parents, and community of Thomas Jefferson Middle School have carefully examined a wide range of disaggregated data in preparation for the development of the 2006-2007 School Improvement Plan. Thomas Jefferson Middle School and its community strive to provide innovative opportunities for students in order to foster knowledge and awareness academically, socially, emotionally, physically, and vocationally. Through collaborative efforts, the stakeholders of our school prepare our students for success in all endeavors.

Given instruction using the Sunshine State Standards (SSS), students in grades 7 through 9 will improve their reading skills as evidenced by 51 percent of the students scoring at or above Level 3 on the administration of the 2007 FCAT Reading Assessment.

Given instruction using the Sunshine State Standards (SSS), African American students in grades 7 through 9 will improve their reading skills as evidenced by 51 percent of the students scoring at or above Level 3 on the 2007 FCAT Reading Assessment.

Given instruction using the Sunshine State Standards (SSS), Economically Disadvantaged students in grades 7 through 9 will improve their reading skills as evidenced by 51 percent of the students scoring at or above Level 3 on the 2007 FCAT Reading Assessment.

Given instruction using the Sunshine State Standards (SSS), Limited English Proficient students in grades 7 through 9 will improve their reading skills as evidenced by 51 percent of the students scoring at or above Level 3 on the 2007 FCAT Reading Assessment.

Given instruction using the Sunshine State Standards (SSS), Students With Disabilities in grades 7 through 9 will improve their reading skills as evidenced by 51 percent of the students scoring at or above Level 3 on the 2007 FCAT Reading Assessment.

Given instruction using the Sunshine State Standards, students in grades 7 through 9 will improve their mathematics skills as evidenced by 56 percent of the students scoring at or above Level 3 on the 2007 FCAT Mathematics Assessment.

Given instruction using the Sunshine State Standards, African American Students in grades 7 through 9

will improve their mathematics skills as evidenced by 56 percent students scoring at or above Level 3 on the 2007 FCAT Mathematics Assessment.

Given instruction using the Sunshine State Standards, Students with Disabilities in grades 7 through 9 will improve their mathematics skills as evidenced by 56 percent of the students scoring at or above Level 3 on the 2007 FCAT Mathematics Assessment.

Given instruction using the Sunshine State Standards, Economically Disadvantaged students in grade 7 through 9 will improve their mathematics skills as evidenced by 56 percent of the students scoring at or above Level 3 on the 2007 FCAT Mathematics Assessment.

Given instruction using the Sunshine State Standards, Limited English Proficient (LEP) students in grades 7 through 9 will improve their mathematics skills as evidenced by 56 percent of the students scoring at or above Level 3 on the 2007 FCAT Mathematics Assessment.

Given instruction using the Sunshine State Standards, eighth grade students will improve their writing skills as evidenced by students scoring a 3.5 or higher on the 2007 FCAT Writing Assessment.

Given instruction using the Sunshine State Standards, students in grade eight will improve their science skills as evidenced by an increase of 30% of students scoring at or above Level 3 on the 2007 FCAT Science Assessment.

Given the need to establish a link with the home and community to support the efforts of improving the academic achievement of students, parental involvement will continue to be an integral part of our efforts for improvement by showing a 10 percent increase from 460 hours logged in 2005-2006 to 520 hours logged in 2006-2007.

Given instruction utilizing the Code of Student Conduct, school-wide discipline plan, and the district's Procedures for Promoting and Maintaining a Safe Learning Environment, Student Case Management Referral Forms will decrease by 20% from the 2005-2006 school year as evidenced by 270 students placed on outdoor suspensions to be reduced to less than 220 students.

Given an emphasis on the use of technology in education, faculty and students will increase their use of technology in the classrooms as evidenced by classroom observations, daily lesson plans, and use of computer labs. Additional reports will be generated to track increased use of technology through FCAT Explorer, Accelerated Reader (AR), Media Center Circulation Reports, Excelsior Electronic Gradebook, Reading Plus Reports, and Read 180 Reports.

Given instruction based on the M-DCPS mandated FITNESSGRAM Test, students in grades 7 through 9 will improve their overall health and fitness as evidenced by a five percent increase in the number of awards winners from 35% to 40% when comparing the 2005-2006 to the 2006-2007 FITNESSGRAM Test.

Given additional emphasis on the number of students participating in extra and co-curricular activities, participation in these activities will increase by 10 percent when compared to the 2005-2006 school year. This data reflects that 240 students were enrolled and participating in these activities in 2005-2006 and will increase to 265 students participating in electives and special areas. Additionally, a 10% increase in the amount of students participating in extra-curricular activities from the 2005-2006 to the 2006-2007 school year will occur.

Thomas Jefferson Middle School will improve its ranking on the State of Florida Return On Investment Index publication as evidenced by 1% increase when compared to the 2004-2005 Return of Investment of 19% for the 2005-2006 school year.

Thomas Jefferson Middle School strives to promote a sense of customer satisfaction among all of our stakeholders. According to a district generated report obtained from the Organizational Performance Improvement Snapshot, the school's staff rated the school with the highest rankings in the categories of Customer and Market Focus, Leadership, and Human Resource Focus with an average score of 4.2 out of 5.0. The two categories that showed the greatest opportunities for improvement were in Business Results and Strategic Planning. The average score from the report was a 4.1 on a scale of 5.0. To address these areas, Thomas Jefferson Middle School will implement morale boosting activities, develop extended opportunities for team building, and include the faculty and staff in school-wide decision making while continually striving to promote student achievement and customer satisfaction.

# 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.

## **Thomas Jefferson Middle School**

## VISION

Thomas Jefferson Middle School is committed to the whole child. We envision and strive to instill in our students a set of moral values, academic and intellectual skills, and a desire for knowledge, strong self-esteem, tolerance, and respect for others. We are dedicated to the belief that through collaboration, we will cultivate our children to be citizens who will contribute to our community and society. We desire the best for our students, the best instructional delivery, the most advanced technological equipment, and a safe educational environment conducive to constructive learning. We are defined by our high academic standards, school-wide literacy plan, middle school philosophy, and the implementation of the most current educational practices so that all students realize their value to society as productive members of their community.

At Thomas Jefferson Middle School, we are particularly sensitive to the needs of the special education students. Within the Middle School Program, our varying exceptionalities students are scheduled into inclusion classes where teachers of both general education and special education collaborate to accommodate lessons to meet the needs of all student achievement. Through our Occupational Training Center (OTC) and community-based instruction program, we are preparing our special education students to function independently and productively, with skill and confidence in order to be a contributing citizen in our society.

Thomas Jefferson Middle is committed to multi-cultural education which results in an appreciation of cultural and individual differences among our students. Consequently, students will become confident, independent, and self-reliant; thus preparing them to contribute to our community. We pledge to educate the whole child in a caring environment. As a result, students will exhibit the core values responsibility, respect, honesty, integrity, educational excellence, and loyalty. These values will prepare them to face the challenges of life and become productive citizens in our community.

## MISSION

The mission of Thomas Jefferson Middle School is to provide a safe and caring learning environment that nurtures the needs of all students through creative and innovative instruction and a cooperative effort of staff, parents, and community.

## CORE VALUES

Thomas Jefferson Middle School is committed to building a multi-cultural learning community in which students develop knowledge and expertise by interacting with teachers, parent, community liaisons, and other students to characterize their uniqueness and garner appreciation for their educational foundation. Our centralized theme emulates promoting literacy as the key through actively engaged learning. By focusing on the importance of literacy in every aspect of school-life, all stakeholders crystalize the vision and grasp the philosophy of the school's program, establish roles and responsibilities that reach beyond the classroom walls, incorporate technology in the instruction, create an effective learning culture, and provide a cohesive curriculum as the foundation for student learning and achievement. In addition to academic achievement, we believe that it is essential for students to foster an appreciation in extra-curricular activities that are utilized to promote the acceptance and understanding of individual uniqueness. Consequently, students will become confident, independent, and self-reliant individuals prepared to contribute to our community. Our certified and highly qualified staff professes their commitment to promote this culture of excellence by providing purposeful and enriching instruction, thus ensuring that each student will reach his or her optimal potential. We are committed to generating an atmosphere where these core values take place. Through professional development and community involvement, it is our goal to involve all stakeholders to grasp the importance of literacy as it relates to academic achievement, provide a vision that exceeds the stated expectations, and is inclusive to all students where equity in learning is paramount, and the transition from elementary to middle school and from middle school to high school is successful and seamless.

## *School Demographics*

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Thomas Jefferson Middle School is a school that prides itself on educational excellence. Situated in the North Miami area, our school was built in 1957 on 9 acres of land where a dynamic community with multiple nationalities come together to experience the excitement, challenge, and promise of those blending cultures in an educational setting that caters to the whole child. Thomas Jefferson Middle School is unique due to the fact that we are not a traditional middle school. We service seventh, eighth, and ninth grade students. These students have an opportunity to experience the middle school setting and have a taste of the high school atmosphere. We accommodate 744 students in a building with 54 classrooms and 11 portables. Additionally, we service a special education population for grades seven through twelve. Our state of the art media center is equipped with the latest technology to prepare our students for a global economy.

We take pride in our multicultural diversity where 85 percent of our students are African American, Non-Hispanic, 13 percent are Hispanic, 1 percent is White, and 1 percent is Other. Of this population, 9 percent have been classified as English Speakers of Other Languages (ESOL), 20 percent under Special Education Student Education (SPED), and 2 percent Gifted. Approximately 83 percent of the students have been identified for free or reduced lunch, and the mobility index is approximately 19.

All of our instructional staff is certified and highly qualified teachers. Of the 59 teachers, 21 have Master's degrees, and 1 has a Specialist degree. Of this population, 11 teachers are beginning teachers. The ethnic composition of our staff is as follows: 20 percent are White, 66 percent are Black, 13 percent are Hispanic, and 1 percent is Other. Thomas Jefferson Middle School has been privileged to be awarded several recognitions where two members of the leadership team attended a leadership conference at Harvard University. Additionally, students participated in Future Business Leaders of America competitions and were awarded state and district recognition for their outstanding efforts. Since 1999, the school has been recongnized for achieving the Notable School Performance Award. In 2002 and 2003, the school also received the Gold Award of Excellence in School Performance.

The implementation of our bilingual tutoring program (HLAP), before and after school enrichment classes (AllStars), before and after school tutoring program in Reading, Mathematics, and Science, extra-curricular activities, course recovery classes, and parental workshops to address our community's needs continue to provide guidance and assistance to our students, parents, and teachers in reaching the highest academic standards.

# *School Foundation*

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## ***Leadership:***

Results from the 2006-2007 Organizational Performance Self-Assessment Survey indicate that the Leadership category was highly ranked with a score of 4.2 out of 5.0. Knowing the school's mission and creating a positive working environment posted results of 4.4 and 4.3 out of 5.0 respectively. Opportunities for Improvement in leadership suggested to gather more input from teachers and provide additional opportunities for career advancement.

## ***District Strategic Planning Alignment:***

Results from the 2006-2007 Organizational Performance Self-Assessment Survey indicate that District Strategic Planning rated 3.9 out of 5.0. High marks were given in understanding the current status of the school's data and the future goals. Our Community Specialist allows us to maintain stakeholder relationships between our community, parents, and school. Our EESAC facilitates the opportunity for collaboration between our business community and parents. With the support of our PTA, We maintain an effective line of communication between our PTSA and EESAC and we actively solicit parent involvement at our activities, including Open House, athletic events, clubs, and all other activities. We strive to encourage parents, as well as, the community to collaborate as partners in the overall education and social engagements of our students. We continually monitor our internal policies and procedures, as well as, maintain adherence to regional and district policies and procedures in order to streamline an effective infrastructure that supports Thomas Jefferson Middle School's mission.

## ***Stakeholder Engagement:***

Results from the 2006-2007 Organizational Performance Self-Assessment Survey indicate that in the area of Stakeholder Engagement/Customer Market Focus an overall rating 4.3 out of 5.0 was scored. High scores in the areas of knowing who the important customers are and keeping in touch with our customers scored 4.4 and 4.7 out of 5.0 respectively. By maintaining contact with our stakeholders through parent conferences and the electronic gradebook, the ability to daily view student accomplishments is possible. Opportunities for Improvement in area of Stakeholder Engagement included asking our customers if they are satisfied with their work and our customers tell us what they need and want, scored of 3.9 and 4.0 out of 5.0 respectively. Thomas Jefferson Middle School actively pursues opportunities for garnering thoughts and ideas from all stakeholders. Regular meetings take place where praise and suggestions help direct the school's goals. Our staff feels that they are a part of the decision making process to provide accessible customer service and are satisfied with the overall relationships between school and the community.

## ***Faculty & Staff:***

Results from the 2006-2007 Organizational Performance Self-Assessment Survey indicate that in the area Human Resource/Faculty and Staff an overall score of 4.1 out of 5.0 was achieved. The staff is confident about measuring and analyzing the quality of their work. They know what the school's mission and vision is and feel confident in accomplishing this goal. The implementation of teacher mentoring and opportunities for sharing of best practices is evident at Thomas Jefferson Middle School. Regular department and team meetings are conducted twice a week. Leader meetings are conducted weekly to garner collaboration between teachers, parents, and administrators for the highest level of student achievement to be obtained. Opportunities for Improvement in the Human Resource/Faculty



and Staff suggest more emphasis for individuals career advancement.

### ***Data/Information/Knowledge Management:***

Results from the 2006-2007 Organizational Performance Self-Assessment Survey indicate that in Measurement, Analysis, and Knowledge Management the overall score was a 4.3 out of 5.0. High marks in the areas of knowing how to measure and analyze the quality of work, and using the analyses to make decisions scored of 4.5 and 4.4 out of 5.0 respectively. Opportunities for improvement in the areas of receiving data information and knowledge management to include garnering information needed to know how the location is doing scored a 4.0 out of 5.0. Through professional development, data is disaggregated and focus calendars are created in each department. This, along with the use of the curriculum mapping, allows for teachers to target specified benchmark strengths and weaknesses. Department chairpersons, along with the Reading and Math coaches, help facilitate the overall curriculum planning which utilizes data driven instruction in all subject areas. This includes the need for tutoring programs to be instituted where these benchmarks can be targeted for individual growth.

### ***Education Design:***

Results from the 2006-2007 Organizational Performance Self-Assessment Survey indicate that Education Design and Process Management areas of having control over work processes and having good processes doing work scored 4.0 out of 5.0. Opportunities for improvement in education design include garnering all the resources needed to do their job and collecting information about the quality of their work with scores of 3.6 and 3.9 out of 5.0. Thomas Jefferson will utilize the research based, data driven, and results orientated 8 Step Continuous Improvement Model. This integrates the Total Quality Management system for research and the effective school's research process. This model seeks to improve teaching and learning through data disaggregation, establishment of instructional timelines, instructional focus, assessments, reinforcement, and monitoring progress. By offering FCAT enhancement classes before school, after school, and on Saturdays, students are targeted to review strategies and practice benchmark assessments. Program success is determined through attendance logs and student progress monitoring. Pull-out tutorials are also implemented to provide additional remediation for all students including SWD and LEP students. The school's goals are initiated and attained through the use of department and team interdisciplinary planning.

### ***Performance Results:***

Results from the 2006-2007 Organizational Performance Self-Assessment Survey indicate that Business/Performance Results scored 4.4, 4.3, and 4.2 out of 5.0 respectively in the areas where work products meet all requirements for high quality and excellence, satisfaction with their job, work location obeying laws and regulations, and customers are satisfied with their work. Opportunities for Improvement in Performance Results include removing things that get in the way of progress and knowing how well the location is doing financially with 3.1 and 3.5 out of 5.0 respectively. As evidenced on the 2007 FCAT Assessment, a continued rise on student achievement in the areas of reading, mathematics, writing, and science will take place. Additionally high expectations on improved classroom management, and increase our promotional rate will occur. In regards to the number of outdoor suspension, a 20% decrease is expected when compared to the 2005-2006 school year. We will continue to reinforce our successful school wide attendance policies to maintain a high level of student attendance.

# *Additional Requirements*

Only for schools under state sanction

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## **• High Quality, Highly Qualified Teachers:**

In order to attract and retain high-quality, multi-certified, and highly qualified teachers, the school often attends teacher recruitment fairs, maintains representation on the Miami Teaching Fellows interview committees, and often advertises all of its successes in the local newspapers. Additionally, the administrative team firmly believes that our dedicated teaching staff will produce well-rounded students who enjoy school and thrive academically. In order to promote this feeling, the administration at Thomas Jefferson Middle School maintains an open door policy, and always involves its teachers in educational decisions.

## **• Highly Qualified, Certified Administrators:**

Maria Garcia

Ms. Maria Garcia has been a principal since August, 2006. Prior to that time, she was an assistant principal at Norland Middle School for four years. Previous to that, she was a temporary assistant principal for one year and a school guidance counselor for four years at the secondary school level. She earned her Bachelor of Science degree from the University of Miami. Later, she earned her Master of Science degree from Nova Southeastern University. She is currently working on her dissertation for a Doctorate in Education degree in the area of Educational Leadership from Barry University. Ms. Garcia is a member of Dade Association of School Administrators (DASA) and the Association of School Curriculum and Development (ASCD). Within the past year, Ms. Garcia has attended three leadership conferences at Harvard University's Graduate School of Education. In 2005-2006, Ms. Garcia participated in the Superintendent's Urban Principal Initiative (SUPI), a leadership preparation program.

As assistant principal at Miami Carol City Senior High School, Ms. Garcia implemented an Information Technology Career Academy for ninth-grade students. She initiated feeder pattern vertical articulation in order to align the curriculum from eighth grade to grades nine to twelve. Further, she collaborated with the EESAC Committee to provide healthy snacks to students during FCAT assessment days. Ms. Garcia coordinated training for CRISS, reciprocal teaching, professional development for instructional staff, and she collaborated with district and Regional Center curriculum specialists in the areas of language arts, mathematics, and science. Under her leadership, the technology team implemented computer software programs to assist the teachers and students in elevating the level of academic achievement. In addition, Ms. Garcia was actively involved in the PTSA, as well as all extracurricular activities, including after-school tutoring and Saturday school tutoring. Ms. Garcia also collaborated in planning a pilot student- exchange program with students from Africa and a subsequent Town Hall meeting to inform parents and members of the community of the pilot program. She was also responsible for the Center for Legal Affairs and Criminal Justice Magnet Program, in which students participated in the Miami-Dade College Dual Enrollment Program.

At Norland Middle School, Ms. Garcia coordinated the New Teachers' Induction Program, whereby new educators received continuous training and support. Additionally, Ms. Garcia led the Technology Team, the Multicultural Committee, and many other committees that enhanced the overall climate at Norland Middle School. She coordinated technology training on Teacher Work Days, Early Release Days and a five-week ALLIANCE Plus Savvy training in which teachers received a \$500.00 stipend. As the assistant principal responsible for the Exceptional Student Education (ESE) program, Ms. Garcia collaborated on an inclusion grant that increased the percentage of students in inclusion classes from 13% to 53%. During 2003-2004, Norland Middle School hosted an ESE Parent-to-Parent Conference under the leadership of Ms. Garcia. She also collaborated with the Norland Middle School staff and PTSA in their efforts to beautify the school. Additionally, Ms. Garcia collaborated with the Norland Full Service Health Service Clinic to ensure that the students received health, vision, hearing, and dental services.

As the assistant principal responsible for the English for Students of Other Languages (ESOL) Program, Ms. Garcia implemented registration procedures that complied with state and district guidelines for ESOL students. Additionally, Ms. Garcia coordinated an ESOL parents' meeting to discuss academic and behavior issues.

Michael A. Lewis

Mr. Lewis is one of the Assistant Principals and the Principal's Designee at Thomas Jefferson Middle School. Mr. Lewis, is a third year Assistant Principal, with over 13 years of experience working in the Miami-Dade County Public School System. Mr. Lewis has a Bachelor's degree in Criminal Justice and a Master's degree in Educational Leadership from Nova Southeastern University. He taught for 11 years. He began his teaching career working as an ESE Teacher and this experience evolved into teaching At-Risk students. Mr. Lewis also has 4 years of experience as an administrative assistant. Mr. Lewis served as the Test Chairperson and was Teacher of the Year at Allapattah Middle School for the 2003-2004 school year. He was a grant coordinator for Title IV, Co-Coordinator of the 5000 Role Models, and participated in the afterschool tutorial program at Allapattah Middle School. Mr. Lewis' years of administrative experience has proven to be valuable, as he has implemented a school-wide truancy plan to ensure the highest level of student attendance possible. In 2005-2006, Mr. Lewis participated and completed the Superintendent's Urban Principal Initiative (SUPI). He also attended the National Institute for Urban School leaders at Harvard University's Graduate School of Education. In 2005-2006, Mr. Lewis was a candidate for the Miami Chapter 121 ESE School based Administrator of the Year.

Cheryl Kushi

Cheryl Kushi is a first year assistant principal at Thomas Jefferson Middle School. Mrs. Kushi has over 13 years experience in teaching students in Miami-Dade County Public Schools. She graduated from Nova Southeastern University with a Bachelor's degree in Elementary Education and a Master's degree in Educational Leadership. She taught elementary education for 5 years, and then middle school social studies for 5 years. Mrs. Kushi then became an administrative assistant for three years prior to becoming an assistant principal. She was awarded Teacher of the Year in 2003 and fostered her leadership skills as a team leader for 5 years. She also coached numerous sports for 8 years. Her implementation of the school-wide discipline plan and the development school-wide literacy team attest to her commitment to garner academic achievement for all students.

### **• Teacher Mentoring:**

Thomas Jefferson Middle School's mentoring program follows the outline of the District's Professional Assessment and Comprehensive Evaluation System (PACES) manual regarding policies and procedures. New educators, as well as veteran teachers, are scheduled to attend in-house and District professional development sessions to ensure a rich environment that fosters learning. Annual contract teachers are assigned to a Professional Growth Team (PGT) and to an individual mentor who can guide and support them through their first professional year. Through the teaming concept, members meet on a weekly basis to collaborate interdisciplinary units and share best practices. Through weekly department meetings, small learning communities discuss data, scope and sequence, short and long term planning, assessment, and enrichment. Additional assistance to teachers is provided through model lessons and mentoring demonstrated by our Reading Coach, Language Arts Coach, and Math Coach. As a continuum of services, monthly meetings for faculty and focus groups meet to provide focus and continuity.

### **• School Advisory Council:**

The Educational Excellence School Advisory Council (EESAC) at Thomas Jefferson Middle School fosters an environment of collaboration among all stakeholders to help create a learning environment that supports the school's vision and mission. The EESAC accomplishes this through monthly advisory meetings amongst site leadership and council members. During these sessions, the progress of the School Improvement Plan (SIP) goals and available resources are discussed and analyzed in order to monitor success. The EESAC committee recommends the use and allocation of funds for various instructional endeavors including instructional materials and equipment, supplies, and training activities. In addition, they recommended that faculty and staff receive training that will have a direct impact on student achievement. This included CRISS training, data analysis, and FCAT benchmark/item specification strategies. The EESAC committee continues to support the need for instructional materials, including the use of technology, equipment, recognition programs, and the various literacy programs. The EESAC committee recommends that the school-wide instructional plan be utilized to assist all students in making developmental gains in reading, writing, mathematics, and science.

## **• Extended Learning Opportunities**

Thomas Jefferson Middle School provides many extended learning opportunities for our students. Before and after school tutoring programs in reading, mathematics, and science skills are offered throughout the school year. Additionally, pull-out and special tutoring programs in reading and mathematics are offered during the school year to afford specialized instruction to targeted groups of students such as the lowest 25 percentile, SWD, LEP, and any student requiring additional assistance in preparing to take the FCAT. This year, support from the SES allows students the opportunity for outside tutorial agencies to provide additional support in the school's literacy program. Students are enrolled in remedial reading and mathematics classes to target in regards to strengths and weaknesses specified benchmarks. Pull-out tutorial service is provided to all LEP students performing at Level 1 and 2 as determined by the administration of the Oral Language Proficiency Scale-Revised (OLPS-R) and the Comprehensive English Language Learner Assessment (CELLA).

College students from Florida Memorial College, in conjunction with the College Reach Out Program (C.R.O.P.), offer support to the intensive reading teachers servicing FCAT Level 1 and 2 students throughout the day, as well as in a structured after school tutorial program. The After School All Stars Program offers daily tutoring, as well as training in the performing arts after school.

Tutorials are held on Saturdays to review tested benchmarks.

Specific programs for literacy that enhance reading strategies such as Read 180, Read XL, Accelerated Reader, and Reading Plus are infused through the school-wide literacy plan to promote positive learning outcomes.

## **• School Wide Improvement Model**

The research-based school improvement model utilized by Thomas Jefferson Middle School is the 8-Step Continuous Improvement Model (CIM). CIM is a data-driven, results-oriented improvement model. In conjunction with these eight steps, our leadership team practices the plan, do, study, act model that has been fused with the philosophies of Total Quality Management (TQM). Additionally, professional development will be provided to the faculty and staff in the areas of CRISS, electronic gradebook, Gizmo, Cognitive Tools, CELLA, Data driven instruction, Inquiry Based Science, Read 180, Reading Plus, Read XL, interdisciplinary teaming, middle school philosophy, middle school reform, and alternative instruction delivery model.

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

### ***GOAL 1 STATEMENT:***

All students at Thomas Jefferson Middle School will demonstrate increased performance in reading and be able to read on or above grade level.

### ***Needs Assessment***

Results from the 2006 FCAT data indicate that 27% of student in grades 7-9 meet high standards in reading, 64% of students are making a year's worth of progress in reading, and 75% of students in the lowest 25 percentile are making a year's worth of progress. Further disaggregation of data indicates that in grade 7, 57% of the students demonstrated mastery in words and phrases, 55% in main idea/author's purpose, 56% in comparisons, and 44% in reference and research. In grade 8, 50% of the students demonstrated mastery in words and phrases, 53% in main idea/author's purpose, 63% in comparisons, and 39% in reference/research. In grade 9, 25% of the students demonstrated mastery in words/phrases, 50% in author's purpose/main idea, 50% in comparisons, and 45% in reference and research. A continued emphasis in literacy will take place focusing on two major components of the Big Five, Fluency and Reading Comprehension. Because a large percentage of our students remain at FCAT Levels 1 and 2, a continued effort to provide differentiated instruction across content areas and improve the daily instructional program for all students will take place. Item specifications from the content clusters of main idea and author's purpose will continue to be a focus that drive daily instruction.

NCLB SUBGROUP TARGET

| TOTAL                               | WHITE                    | BLACK                               | HISPANIC                            | ASIAN                    | NATIVE<br>AMERICAN       | F/R LUNCH                           | LEP                                 | SWD                                 | LEVEL I                             | LOWEST 25%                          | OTHER                    | GRADUATIO<br>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 using the Sunshine State Standards (SSS), students in grades 7 through 9 will improve their reading skills as evidenced by 51 percent of the students scoring at or above Level 3 on the administration of the 2007 FCAT Reading Assessment.

Given instruction using the Sunshine State Standards (SSS), African American students in grades 7 through 9 will improve their reading skills as evidenced by 51 percent of the students scoring at or above Level 3 on the 2007 FCAT Reading Assessment.

Given instruction using the Sunshine State Standards (SSS), Economically Disadvantaged students in grades 7 through 9 will improve their reading skills as evidenced by 51 percent of the students scoring at or above Level 3 on the 2007 FCAT Reading Assessment.

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Given instruction using the Sunshine State Standards (SSS), Students With Disabilities in grades 7 through 9 will improve their reading skills as evidenced by 51 percent of the students scoring at or above Level 3 on the 2007 FCAT Reading Assessment.

## Action Steps

| STRATEGIES   | PERSONS RESPONSIBLE<br>(Identify by titles)                                     | TIMELINE |          | ALIGNMENT                    | BUDGET |
|--|---|----------|----------|------------------------------|--------|
|  |   | START    | END      |                              |        |
| Create a school-based Literacy Leadership team to help drive instruction in all subject areas that meet weekly to review data.   | Principal and Assistant Principals  | 08/14/06 | 05/30/07 | District-wide literacy plan  | \$0.00 |
| Promote the acquisition of the Reading Endorsement Certification for all teachers.   | Principal, Assistant Principal, Reading Coaches                                 | 8/14/06  | 5/30/07  | Career Development Programs  | \$0.00 |
| Develop and implement curriculum maps and instructional focus calendars from the District Competency-Based Curriculum (CBC) and the SSS in reading and language arts to align with district CRRP and modify as needed. | Reading Coaches, Assistant Principal  | 8/14/06  | 5/30/07  | Continuous Improvement Model | \$0.00 |
| Conduct weekly leadership team meetings to analyze data, assess and evaluate students' progress, adjust curriculum maps, and share best practices.   | Reading Coaches, Assistant Principal, Department Chairpersons                   | 8/14/06  | 5/30/07  | District-wide literacy plan  | \$0.00 |
| Utilize EduSoft data from interim and bi-weekly assessments to modify Reading/Language Arts curriculum.  | Assistant Principals, Reading Coaches, Reading Teachers, Language Arts Teachers | 8/14/06  | 5/30/07  | District-wide literacy plan  | \$0.00 |
| Utilize best practices and effective teaching strategies in all classes to reflect (Reciprocal   | Reading Teachers, Reading Coaches,  | 8/14/06  | 5/30/07  | District-wide literacy plan  | \$0.00 |

|  |  |         |          |                              |            |
|--|--|---------|----------|------------------------------|------------|
| Teaching, QAR's, Selective Underlining/Marginal Notes, Graphic Organizers, Capsule Vocabulary, and Adjectives in Detail).  | Assistant Principal  |         |          |                              |            |
| Provide opportunities for daily reading in all classes to continue to promote achievement in school-wide literacy as delineated in the Comprehensive Research Reading Program.   | Principal, Assistant Principals, All Teachers, Reading Teachers, Reading Coaches               | 8/14/06 | 5/30/07  | District-wide literacy plan  | \$0.00     |
| Develop a pull-out tutorial program that targets students not meeting adequate progress on bi-weekly benchmark testing.  | Reading Coaches, Assistant Principal   | 8/14/06 | 5/30/07  | District Strategic Plan      | \$3000.00  |
| Identify students who scored at FCAT Levels 1 and 2 in grades 7 through 9 and schedule them in Intensive Reading or Intensive Reading Plus classes and/or provide remediation through weekly pull-out programs focusing on students' specific needs. | Reading Coaches<br>Assistant Principal, Department Chairpersons, Counselors                    | 8/14/06 | 5/30/07  | District-wide literacy plan  | \$3000.00  |
| Encourage LEP students to attend weekly pull-out and afterschool tutorial sessions to increase rate of literacy by utilizing school's H-LAP.   | ESOL Department Chairperson, Reading Coaches, Assistant Principal, Bi-Lingual Paraprofessional | 8/14/06 | 5/30/07  | Dual Language Education      | \$3000.00  |
| Utilize all IEP accommodations and provide training for SWD teachers and general education teachers to incorporate additional reading strategies for SWD to target AYP goals in the inclusion model.   | Reading Coaches, ESE Program Specialist, Assistant Principals                                  | 8/14/06 | 5/30/07  | Inclusion                    | \$0.00     |
| Involve teachers in data-driven decision-making by providing them with all available data to enable them to analyze the ongoing progress of their students to include evaluation tools that assess student progress on a quarterly basis.            | Reading Coaches, All Teachers, Assistant Principal   | 8/14/06 | 5/30/07  | Continuous Improvement Model | \$0.00     |
| Incorporate a 90 minutes weekly session in Reading Plus, a web-based computer remedial literacy based program that focuses on fluency and reading comprehension in all reading classes.  | Principal, Reading Coaches, Reading Teachers, Language Arts Teachers, Assistant Principal      | 8/14/06 | 5/30/07  | District-wide literacy plan  | \$16000.00 |
| Utilize Media Center to provide enrichment activities and on-going assessments through STAR Reading and Accelerated Reading (AR) Quizzes to provide Reading Comprehension Data for Teachers  | Media Specialist, Reading Coaches, Literacy Team, Assistant Principal, All Teachers            | 8/14/06 | 05/30/07 | District-wide literacy plan  | \$3000.00  |



## **Research-Based Programs**

1. The state adopted textbooks
2. Read XL
3. Bridges to Literature
4. Reading Plus
5. Supplemental materials designed to diagnose, remediate, enrich, and monitor student reading achievement
6. Scholastic's Read 180
7. Pearson's Success Maker
8. Weaver
9. Lexia
10. Accelerated Reader
11. FCAT Explorer
12. District Comprehensive Research Reading Program

## **Professional Development**

1. The District and Regional Centers, along with the Reading Coaches, will provide professional development to teachers and administrators.
2. Data Analysis
3. Linking Data to Instruction and Student Performance Indicators (SPI)
4. 8-Step Continuous Improvement Model
5. Curriculum Mapping
6. EduSoft
7. Read 180
8. Compass Learning
9. Pearson's Success Maker
10. Creating Independence through Student-owned Strategies (CRISS)
11. Florida Department of Education: Lessons Learned
12. FCAT Item Specifications
13. Wild About Words
14. Independent Reading
15. Reading Plus
16. Accelerated Reading
17. Florida Center for Reading Research (FCRR)

## **Evaluation**

1. 2007 FCAT Reading Assessment
2. Interim assessments
3. Bi-weekly benchmark assessments generated via EduSoft
4. MAZE assessment
5. School Authored pre and post test
6. Reading Plus
7. Read 180
8. Attendance in Tutorials

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

### **GOAL 2 STATEMENT:**

All students at Thomas Jefferson Middle School will demonstrate increased performance in mathematics and be able to function at or above grade level in mathematics.

### **Needs Assessment**

Results of the 2006 FCAT Mathematics Test indicate 43% of students are scoring at or above grade level in mathematics, and that 79% of students are making a year's worth of progress in mathematics. Thirty percent of the students achieved at or above the state required mastery level in mathematics and 71 percent of all students have made annual learning gains. After disaggregating data, results indicate that in grade 7, students scored 56% in Number Sense, 33% in Measurement, 50% in Geometry, 33% in Algebraic Thinking, and 44% on Data Analysis. In grade 8, students scored 42% in Number Sense, 25% in Measurement, 25% in Geometry, 33% in Algebraic Thinking, and 50% in Data Analysis. In grade 9, students scored 50% on Number Sense, 29% on Measurement, 36% in Geometry, 40% in Algebraic Thinking, and 38% on Data Analysis. Teachers will target these specified content clusters with special emphasis on the lowest 25 percentile, SWD, LEP, African-American students, and students scoring at FCAT Levels 1 and 2.

### NCLB SUBGROUP TARGET

| TOTAL                               | WHITE                    | BLACK                               | HISPANIC                            | ASIAN                    | NATIVE AMERICAN          | F/R LUNCH                           | LEP                                 | SWD                                 | LEVEL I                             | LOWEST 25%                          | OTHER                    | GRADUATION 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 using the Sunshine State Standards, students in grades 7 through 9 will improve their mathematics skills as evidenced by 56 percent of the students scoring at or above Level 3 on the 2007 FCAT Mathematics Assessment.

Given instruction using the Sunshine State Standards, African American Students in grades 7 through 9 will improve their mathematics skills as evidenced by 56 percent students scoring at or above Level 3 on the 2007 FCAT Mathematics Assessment.

Given instruction using the Sunshine State Standards, Students with Disabilities in grades 7 through 9 will improve their mathematics skills as evidenced by 56 percent of the students scoring at or above Level 3 on the 2007 FCAT Mathematics Assessment.

Given instruction using the Sunshine State Standards, Economically Disadvantaged students in grade 7 through 9 will improve their mathematics skills as evidenced by 56 percent of the students scoring at or above Level 3 on the 2007 FCAT Mathematics Assessment.

Given instruction using the Sunshine State Standards, Limited English Proficient (LEP) students in grades 7 through 9 will improve their mathematics skills as evidenced by 56 percent of the students scoring at or above Level 3 on the 2007 FCAT Mathematics Assessment.

## Action Steps

| STRATEGIES  | PERSONS RESPONSIBLE<br>(Identify by titles)   | TIMELINE |         | ALIGNMENT                                  | BUDGET |
|---|---|----------|---------|--|--------|
|   |   | START    | END     |  |        |
| Provide staff with scope and sequence in Mathematics including course specific benchmarks to include a focus calendar that aligns with both Mathematics and Science curriculum to be reviewed at weekly department meetings.    | Mathematics Coach<br>Assistant Principal, Science<br>Department Chairperson           | 8/14/06  | 5/30/07 | Continuous<br>Improvement Model            | \$0.00 |
| Conduct Family Mathematics Night to provide strategies for parents to use at home to support the use of reading, mathematics, and technology in solving real life problems to target all students and to occur before the FCAT. | Mathematics Coach,<br>Assistant Principal, Department<br>Chairperson, Leadership Team | 8/14/06  | 5/30/07 | District Strategic<br>Plan                 | \$0.00 |
| Provide accommodations as instructed on IEP for all SWD incorporated in inclusion model using alternate strategies in mathematics.  | Mathematics Coach, ESE Program<br>Specialist, Assistant Principal                     | 08/14/06 | 5/30/07 | Inclusion                                  | \$0.00 |
| Utilize student services department and teachers to identify students eligible for advanced and honors level courses and make recommendations for mobility.   | Principal, Mathematics Coach,<br>Counselors, Assistant Principal                      | 8/14/06  | 5/30/07 | Transition and<br>Articulation<br>Programs | \$0.00 |

|  |  |          |          |                              |           |
|--|--|----------|----------|------------------------------|-----------|
| Utilize technology based instruction such as STAR Math, RiverDeep, FCAT Explorer, and other district approved programs to conduct progress monitoring assessments.   | Mathematics Coach, Math Teachers, Assistant Principal        | 08/14/06 | 5/30/07  | District Strategic Plan      | \$0.00    |
| Analyze results of mathematics biweekly assessments to monitor all students benchmark assessments and provide additional remediation as needed to be reviewed in department meetings and to align with curriculum.   | Mathematics Coach, Mathematics Teachers, Assistant Principal | 8/14/06  | 5/30/07  | Continuous Improvement Model | \$0.00    |
| Develop pull-out tutorial programs for students not meeting adequate progress on bi-weekly assessments and schedule for tutorials on a weekly basis for all students.  | Mathematics Coach, Mathematics Teachers, Assistant Principal | 8/14/06  | 5/30/07  | District Strategic Plan      | \$3000.00 |
| Implement an uninterrupted two-day, 104 minutes instructional block for all classes to allow for more time in core subjects.   | Principal, Assistant Principals                              | 8/14/06  | 5/30/07  | District Strategic Plan      | \$0.00    |
| Provide students with performance-based activities incorporating the use of manipulatives, problem-solving, critical thinking, communication, and technology to incorporate in classroom lessons.  | Mathematics Teachers, Mathematics Coach, Assistant Principal | 8/14/06  | 5/30/07  | Small Learning Communities   | \$0.00    |
| Conduct weekly department meetings to review data, develop cohesive lesson plans, and evaluate student performance pertaining to the Sunshine State Standards.   | Mathematics Coach, Mathematics Teachers, Assistant Principal | 8/14/06  | 5/30/07  | Continuous Improvement Model | \$0.00    |
| Administer and evaluate bi-weekly benchmark tests in order to monitor the students' mastery of the mathematics skills assessed on the FCAT through the utilization of EduSoft.   | Mathematics Coach, Mathematics Teachers, Assistant Principal | 8/14/06  | 5/30/07  | Continuous Improvement Model | \$0.00    |
| Enroll students scoring Level 1 and 2 on the 2006 FCAT Mathematics Assessment into an intensive Mathematics course to provide remediation.   | Mathematics Coach, Counselors, Assistant Principal           | 08/14/06 | 5/30/07  | District Strategic Plan      | \$0.00    |
| Identify students in all subgroups scoring at Achievement Levels 1 and 2 on the FCAT Mathematics Assessment, as delineated in adequate yearly progress disaggregated data, and provide afterschool tutorial program to address mathematics deficiencies using a diagnostic, prescriptive approach for all students including SWD and LEP students. | Mathematics Coach, Mathematics Teachers, Assistant Principal | 8/14/06  | 5/31/07  | Continuous Improvement Model | \$3000.00 |
| Provide pull-out tutoring for all LEP students   | Mathematics Coach, ESOL                                      | 08/14/06 | 05/30/07 | Dual Language                | \$0.00    |

|  |   |  |           |  |
|--|---|--|-----------|--|
| who require additional assistance in home language in Mathematics to occur weekly through the utilization of school's H-LAP. | Department Chairperson,<br>Counselors, Assistant Principal,<br>Bilingual Paraprofessional |  | Education |  |
|--|---|--|-----------|--|

## **Research-Based Programs**

1. State adopted textbooks
2. McDougal Littell's Course 2 and Course 3
3. Geometry
4. Algebra I
5. Glencoe's Pre-Algebra
6. RiverDeep Mathematics for remediation and intervention
7. The Cognitive Tutor's Algebra computer-based program (Carnegie Learning) will be utilized by both regular and special education programs.

## **Professional Development**

1. Attend District, Region Center, and in-house professional development trainings
2. Mathematics teachers will be provided with ongoing support and training that target content clusters in mathematics for grades 7-9.
3. The school's math coach will monitor, assess, and model lessons for effective classroom instruction.
4. Disaggregation of data
5. Data driven instruction

## **Evaluation**

1. 2007 Mathematics FCAT Assessment
2. StarMath
3. District Assessments
4. Textbook Publisher Assessments
5. School-site benchmark tests through EduSoft
6. Renaissance Learning, Inc.

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

### **GOAL 3 STATEMENT:**

All students at Thomas Jefferson Middle School will be able to incorporate the following elements in their writing: focus, organization, support, and conventions. All students will be able to communicate effectively through writing.

### **Needs Assessment**

The 2006 administration of the FCAT Writes revealed that a combined writing score of 3.7 was achieved. Additionally, 76 percent of the eighth grade students tested, scored the state required 3.5 or higher. Upon reviewing data in writing, 69% of the students in grade 8 did well in expository writing, and 70% did well in persuasive writing. However, 31% of student need to improve their writing skills. Students will continue to enhance their writing skills both in expository and persuasive writing. Additionally, all students including Limited English Proficiency (LEP) and Students with Disabilities (SWD) will be able to increase their writing standards to meet district and state guidelines.

### NCLB SUBGROUP TARGET

| TOTAL                               | WHITE                    | BLACK                               | HISPANIC                            | ASIAN                    | NATIVE AMERICAN          | F/R LUNCH                           | LEP                                 | SWD                                 | LEVEL I                             | LOWEST 25%                          | OTHER                    | GRADUATION 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 using the Sunshine State Standards, eighth grade students will improve their writing skills as evidenced by students scoring a 3.5 or higher on the 2007 FCAT Writing Assessment.

### Action Steps

| STRATEGIES  | PERSONS RESPONSIBLE<br>(Identify by titles)  | TIMELINE |         | ALIGNMENT                   | BUDGET    |
|---|--|----------|---------|-----------------------------|-----------|
|   |  | START    | END     |                             |           |
| Encourage student participation in school, district, state and national writing contests on an ongoing basis.   | Language Arts Teachers,<br>Language Arts Coach,<br>Assistant Principal   | 8/14/06  | 5/30/07 | Community Partnerships      | \$0.00    |
| Practice model lessons and teach writing of expository and persuasive prompts to all students to be assessed monthly.   | Language Arts Coach, Language Arts Teachers,<br>Curriculum Support Specialist,<br>Assistant Principal                                | 8/14/06  | 5/30/07 | District-wide literacy plan | \$0.00    |
| Continue to implement writing across the curriculum strategies throughout all departments to be assessed on a monthly basis for improved writing skills for all students.     | Language Arts Coach, Reading Coach, Curriculum Support Staff,<br>Assistant Principal   | 8/14/06  | 5/30/07 | District Strategic Plan     | \$0.00    |
| Model and teach sentence expansion and supporting details to all students in the Language Arts classes.   | Language Arts Coach, Language Arts Teachers,<br>Curriculum Support Specialist<br>Assistant Principal                                 | 8/14/06  | 5/30/07 | District-wide literacy plan | \$0.00    |
| Offer a weekly afterschool writing lab to all students to assist and address students having difficulty with writing strands.   | Language Arts Coach, Language Arts Teachers, Assistant Principal   | 8/14/06  | 5/30/07 | Mentoring Opportunities     | \$800.00  |
| Provide professional development to faculty and staff on the writing rubric during weekly department meetings and early release days to align with curriculum mapping.        | Language Arts Coach, Language Arts Teachers,<br>Curriculum Support Specialist,<br>Assistant Principal                                | 8/14/06  | 5/30/07 | District-wide literacy plan | \$0.00    |
| Ensure that all IEP accommodations are being utilized and provide additional strategies in writing for SWD students to assist with the visualization of writing.              | Reading Coach, Program Specialist, ESOL Department Chair, Language Arts Coach,<br>Assistant Principal, Curriculum Support Specialist | 8/14/06  | 5/30/07 | Inclusion                   | \$0.00    |
| Identify students not meeting state writing requirements and offer remediation and services through pull-out tutorials or after school tutorials as needed to enhance writing | Language Arts Coach, Language Arts Teachers,<br>Assistant Principal  | 8/14/06  | 5/30/07 | District Strategic Plan     | \$1500.00 |



|   |   |         |         |                              |        |
|---|---|---------|---------|------------------------------|--------|
| skills.   |   |         |         |                              |        |
| Continue to practice writing extended responses to content based questions and practice writing skills encompassed in the elements of focus, organization, support, and conventions.                      | Language Arts Department Chairperson, All Content Teachers, Assistant Principal   | 8/14/06 | 5/30/07 | District Strategic Plan      | \$0.00 |
| Provide additional strategies for LEP students to assist in writing skills for all classes as needed through school H-LAP.  | ESOL Department Chairperson, ESOL Teachers, Language Arts Teachers, Core Curriculum Teachers, Bi-lingual Paraprofessional | 8/14/06 | 5/30/07 | Dual Language Education      | \$0.00 |
| Analyze results of the district's pretest and post test to determine strengths and weaknesses of students' writing skills on a monthly basis and create curriculum designed to target all students needs. | Language Arts Coach, Assistant Principal  | 8/14/06 | 5/30/07 | Continuous Improvement Model | \$0.00 |

## Research-Based Programs

1. District and State approved Prentice Hall Writing and Grammar text
2. District and State approved materials.

## Professional Development

1. Early Release days
2. Collaborative planning meetings
3. Receive training in holistic scoring
4. CRISS Training. Additionally
5. Participate in District and Regional Center trainings
6. Reading Coach, Language Arts Coach, and Region Center Curriculum Support Specialists will model lessons designed to enhance students writing abilities and skills to provide a cohesive writing curriculum.

## **Evaluation**

1. 2007 FCAT Writing Assessment Scores
2. District and school generated formative writing assessments
3. Pre-tests, practice tests, and post- test writing assessment
4. Monthly formative assessments will be used to monitor progress towards this objective.
5. Implementation of CRISS Strategies
6. Implementaiton of Continuous Improvement Model (CIM)

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

### ***GOAL 4 STATEMENT:***

All students at Thomas Jefferson Middle School will be able to apply the scientific method and increase their scientific knowledge through the use of inquiry based science.

### ***Needs Assessment***

Results of the 2006 FCAT Science Assessment indicate that 5 percent of eighth grade students tested achieved a Level 3 or higher. Upon further disaggregation of science data, 36% of students in the eighth grade were proficient in Physical Chemical Science, 38% in Earth Space Science, 46% in Life Environment, and 29% in Scientific Thinking. Data shows opportunities for improvement when comparing this data to the district and state results of 45% in Physical Chemical Science, 54% in Earth Space Science, 54% (district), 62% (state) in Life Environment, and 43% in Scientific Thinking. Added emphasis will be placed on all science benchmarks with specific targets in Scientific Thinking and Physical Chemical Science. Additionally emphasis will be placed on inquiry based scientific skills and strategies.

## Measurable Objective

Given instruction using the Sunshine State Standards, students in grade eight will improve their science skills as evidenced by an increase of 30% of students scoring at or above Level 3 on the 2007 FCAT Science Assessment.

### Action Steps

| STRATEGIES  | PERSONS RESPONSIBLE<br>(Identify by titles)                                    | TIMELINE |          | ALIGNMENT                    | BUDGET    |
|---|--|----------|----------|------------------------------|-----------|
|   |  | START    | END      |                              |           |
| Increase the number of labs and hands-on activities for all science students on a weekly basis.   | Assistant Principal, Department Chairperson, Science Teachers                  | 8/14/06  | 5/30/07  | District Strategic Plan      | \$0.00    |
| Provide additional strategies and accommodations for SWD students in inclusion model according to student's IEP.  | Program Specialist, V.E. Teachers, Science Teachers, Assistant Principal       | 8/14/06  | 5/30/07  | Inclusion                    | \$0.00    |
| Monitor implemented curriculum maps on a weekly basis to align science strands across the curriculum to ensure all Sunshine State Standards and benchmarks are implemented. | Principal, Assistant Principal, Department Chairperson                         | 8/14/06  | 5/30/07  | District Strategic Plan      | \$0.00    |
| Utilize CRISS, Reciprocal Teaching, and other strategies to assist students struggling in science on a weekly basis.  | Assistant Principal, Department Chairperson, Reading Coaches, Science Teachers | 8/14/06  | 5/30/07  | District-wide literacy plan  | \$0.00    |
| Develop and implement a science fair for all students in grades 7, 8, and 9 to promote scientific inquiry skills.   | Assistant Principal, Department Chairperson, Science Teachers                  | 8/14/06  | 5/30/07  | District Strategic Plan      | \$0.00    |
| Provide Inquiry Based Science Strategies to all students in science classes utilizing problem solving skills and hands-on experiments to incorporate assessments.           | Assistant Principal, Science Department Chairperson, Science Teachers          | 08/14/06 | 5/30/07  | Continuous Improvement Model | \$0.00    |
| Incorporate differentiated instruction on a weekly basis using brain-based research to target students in science classes for all students.                                 | Assistant Principal, Science Department Chairperson, Reading Coaches           | 8/14/06  | 5/30/07  | District Strategic Plan      | \$0.00    |
| Create extra-curricular clubs that focus on science related skills (SECME, Science Club) to promote science inquiry based strategies.                                       | Science Teachers, Science Department Chairperson, Assistant Principal          | 8/14/06  | 5/30/07  | Expanding arts opportunities | \$0.00    |
| Analyze data to target all subgroups who are in need of remediation through after school science tutorials for all students on a weekly basis.                              | Assistant Principal, Science Department, Chairperson, Science Teachers         | 8/14/06  | 05/30/07 | Mentoring Opportunities      | \$3000.00 |
| Incorporate ESOL strategies for LEP students in science classes to provide additional   | ESOL Chairperson and teachers, Science teachers, Science                       | 8/14/06  | 5/30/07  | Dual Language Education      | \$0.00    |

|   |  |         |         |                                 |        |
|---|--|---------|---------|---------------------------------|--------|
| support on a weekly basis through school's H-LAP.   | Chairperson, Assistant Principal,<br>Bi-Lingual Paraprofessional   |         |         |                                 |        |
| Implement and monitor all components of the RiverDeep Program to target all students in grades 7 and 8 and utilize other forms of technology for classroom instruction, progress, and assessment. | Assistant Principal,<br>Department Chairperson Science<br>Teachers   | 8/14/06 | 5/30/07 | Continuous<br>Improvement Model | \$0.00 |
| Incorporate science curriculum field trips quarterly that showcase local science related careers for all students to include school-wide assemblies.  | Science Teachers, Science Chair  | 8/14/06 | 5/30/07 | School-to-Career                | \$0.00 |
| Identify and increase the number of students enrolled in advance academic science classes and provide additional support to maintain high expectations in science for these students.             | Principal, Assistant Principal,<br>Counselors, Science Chair, Science<br>Teachers                                | 8/14/06 | 5/30/07 | District Strategic<br>Plan      | \$0.00 |
| Plan with Mathematics department monthly to develop a cohesive focus calendar to align targeted benchmarks and best practices in both science and math classes.                                   | Science Department Chairperson,<br>Science Teachers, Mathematics<br>Coach, Math Teachers, Assistant<br>Principal | 8/14/06 | 5/30/07 | District Strategic<br>Plan      | \$0.00 |

## Research-Based Programs

1. Glencoe and Prentice Hall Science Textbooks
2. Supplemental workbooks
3. Lab experimentations
4. District approved websites
5. Inquiry Based Scientific skills and strategies

## **Professional Development**

1. Professional development for teachers will be provided to enhance instructional methodology and pedagogy.
2. CRISS training
3. Curriculum mapping training
4. Scope and sequence
5. Laboratory preparations and implementations
6. The 8 step Continuous Improvement Model (CIM)
7. Reciprocal Teaching
8. RiverDeep
9. Inquiry Based Science Strategies
10. Attend District and Regional Center trainings and workshops.

## **Evaluation**

1. Scores from the 2007 FCAT Science Assessment
2. District approved assessments will provide formative and summative assessments which will be used to monitor progress
3. Monthly in-house assessments utilizing EduSoft.
4. Classroom and Textbook based assessments

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

### ***GOAL 5 STATEMENT:***

Thomas Jefferson Middle School will provide increased opportunities for parents to be involved in their children's education. Our school will provide an environment that allows parents and educators to work collaboratively to foster academic excellence.

### ***Needs Assessment***

The data reflected on the 2005-2006 Annual Survey of Title I Parental Involvement indicates that there is a continued need to increase parental involvement. Many parents from the Thomas Jefferson Middle School community are recent arrivals to the United States of America. They are unfamiliar with the school system and the State's examination, promotion, and graduation requirements. Furthermore, they may be employed in more than one job, supporting large families, with limited spare time to attend their children's academic and social activities. The level of involvement of parents will need to be highly focused and well planned to maximize the efforts to generate increased participation and support. There is a need to incorporate additional workshops and seminars to assist parents with the education of their child. The data from the school year 2005-2006 reflects 460 parental hours logged at meetings and workshops. There is a continued need to ask for additional parental involvement.

## Measurable Objective

Given the need to establish a link with the home and community to support the efforts of improving the academic achievement of students, parental involvement will continue to be an integral part of our efforts for improvement by showing a 10 percent increase from 460 hours logged in 2005-2006 to 520 hours logged in 2006-2007.

### Action Steps

| STRATEGIES  | PERSONS RESPONSIBLE<br>(Identify by titles)   | TIMELINE |         | ALIGNMENT                  | BUDGET |
|---|---|----------|---------|----------------------------|--------|
|   |   | START    | END     |                            |        |
| Plan and implement workshops to empower parents with the skills needed to assist students with home learning activities to occur once a semester.   | Principal, Assistant Principal, Community Involvement Specialist, Leadership Team, Literacy Team, Department Chairpersons | 8/14/06  | 5/30/07 | Small Learning Communities | \$0.00 |
| Maintain an on-going line of communication between the home and the school through the use of student report cards, interim progress reports, letters, flyers, school newsletters, parent/teacher conferences, and home visits as needed. | Principal, Assistant Principal, Community Involvement Specialist, Gradebook Manager, Teachers.                            | 8/14/06  | 5/30/07 | Community Partnerships     | \$0.00 |
| Provide written communication(s) from Thomas Jefferson Middle School to parents in three languages: English, Creole, and Spanish.   | Principal, Assistant Principal, Community Involvement Specialist  | 8/14/06  | 5/30/07 | Community Partnerships     | \$0.00 |
| Conduct monthly EESAC meetings to provide school wide updates to parent representatives about our school improvement efforts.   | Assistant Principal, EESAC Chairperson, Community Involvement Specialist  | 8/14/06  | 5/30/07 | District Strategic Plan    | \$0.00 |
| Utilize the Community Involvement Specialist to visit homes, mail communications, and coordinate parent workshops with the Leadership Team and Administration as needed.  | Assistant Principal, Community Involvement Specialist, Leadership Team  | 8/14/06  | 5/30/07 | District Strategic Plan    | \$0.00 |
| Provide informational workshops that focus on parenting skills, healthcare, educational growth and the use of technology through the bilingual outreach program as needed.  | Principal, Assistant Principal, Community Involvement Specialist, Community Agencies                                      | 8/14/06  | 5/30/07 | Community Partnerships     | \$0.00 |
| Plan and implement special monthly parental programs such as Family Night, Science/Math Night, and Title I Orientation.   | Principal, Assistant Principal, Community Involvement Specialist, Department Chairpersons                                 | 8/14/06  | 5/30/07 | Small Learning Communities | \$0.00 |
| Provide and promote opportunities that attract  | Principal, Assistant Principal,   | 8/14/06  | 5/30/07 | Community                  | \$0.00 |



|  |                                  |  |              |  |
|--|----------------------------------|--|--------------|--|
| local, state, and national corporations to host workshops at school site annually. | Community Involvement Specialist |  | Partnerships |  |
|--|----------------------------------|--|--------------|--|

## **Research-Based Programs**

1. The National PTA Standards for Parent Family Involvement Program

## **Professional Development**

1. The Community Involvement Specialist will participate in on-going inservice activities to enhance parental involvement
2. Monthly EESAC meetings
3. Monthly PTSA meetings
4. Title I Trainings
5. Informational Parent/Student workshops and seminars
6. Attend District and Regional Center trainings

## **Evaluation**

1. Attendance lists from sign-in logs at Parent Workshops, Parent/Student Meetings, and other parent centered activities from the 2006-2007 school year will be reviewed and monitored to achieve goal.
2. Title I Meeting Attendance Logs
3. Open House Attendance Logs
4. Parent Conference Attendance Logs
5. Parent Volunteer Attendance Logs
6. PTA and EESAC Meeting Attendance Logs

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

### ***GOAL 6 STATEMENT:***

Thomas Jefferson Middle School will provide a safe and disciplined environment for all students and will promote programs and practices that will facilitate this type of environment where high expectations and student achievement drive school wide instruction.

### ***Needs Assessment***

Results of the 2005-2006 Student Case Management System and the COGNOS reporting system indicate that 270 students were placed on outdoor suspensions. Quarterly reports will be generated to monitor and provide feedback for the number of outdoor suspensions and indoor suspensions. Based on the District Strategic Plan, there is a direct correlation between student attendance and suspensions which emphatically impacts student achievement. Therefore, there is a need to decrease the number of students missing instructional time through alternative disciplinary actions.

## Measurable Objective

Given instruction utilizing the Code of Student Conduct, school-wide discipline plan, and the district's Procedures for Promoting and Maintaining a Safe Learning Environment, Student Case Management Referral Forms will decrease by 20% from the 2005-2006 school year as evidenced by 270 students placed on outdoor suspensions to be reduced to less than 220 students.

### Action Steps

| STRATEGIES  | PERSONS RESPONSIBLE<br>(Identify by titles)   | TIMELINE |         | ALIGNMENT                    | BUDGET   |
|---|---|----------|---------|------------------------------|----------|
|   |   | START    | END     |                              |          |
| Analyze the data from the COGNOS reporting system on a weekly basis.  | Principal, Assistant Principals, Counselors   | 8/14/06  | 5/30/07 | Continuous Improvement Model | \$0.00   |
| Conduct Family Nights to provide strategies for parents and students that will promote improved behavior and academic progress once a semester.   | Principal, Community Involvement Specialist, Assistant Principal, Instructional and Support Staff | 8/14/06  | 5/30/07 | District Strategic Plan      | \$0.00   |
| Provide students with incentives for positive behavior on a quarterly basis through team meetings and grade level assemblies.   | Principal, Assistant Principal, Instructional and Support Staff                                   | 8/14/06  | 5/30/07 | Community Partnerships       | \$500.00 |
| Provide opportunities for students to participate in anger management counseling for the purpose of addressing and evaluating strategies to reduce the number of suspensions as needed on an ongoing basis. | Counselors, Trust Counselor, Assistant Principal  | 8/14/06  | 5/30/07 | Small Learning Communities   | \$0.00   |
| Identify students who were placed on outdoor suspensions and indoor suspensions and provide further counseling sessions upon return to class.   | Assistant Principal, Counselors, Teachers   | 8/14/06  | 5/30/07 | Mentoring Opportunities      | \$0.00   |
| Provide staff with on-going training on effective classroom management as needed.   | Assistant Principal, Instructional Staff, Leadership Team   | 8/14/06  | 5/30/07 | District Strategic Plan      | \$0.00   |
| Conduct discipline assemblies to address students' behavior each marking period to affirm positive behaviors and reestablish school-wide expectations.  | Principal, Assistant Principal, Counselors  | 8/14/06  | 5/30/07 | Continuous Improvement Model | \$0.00   |
| Conduct monthly team and leadership meetings to review suspensions and identify additional effective intervention strategies to be implemented in the classrooms.   | Principal, Assistant Principals, Counselors, Team Leaders, Discipline Committee                   | 8/14/06  | 5/30/07 | Academic Teams               | \$0.00   |
| Conduct monthly discipline and safety meetings to monitor and modify discipline plan as needed.   | Principal, Assistant Principal, Discipline and Safety Committee                                   | 8/14/06  | 5/30/07 | Continuous Improvement Model | \$0.00   |
| Continue to implement a school-wide Anti-   | Principal, Assistant Principals,  | 8/14/06  | 5/30/07 | Continuous                   | \$0.00   |

|   |   |  |                   |  |
|---|---|--|-------------------|--|
| Bullying Program with the assistance of Counselors and School Resource Officer. | Counselors, Teachers, School Resource Officer |  | Improvement Model |  |
|---|---|--|-------------------|--|

## **Research-Based Programs**

### **Professional Development**

1. Professional Development will be provided through trainings that utilize effective classroom management techniques
2. The practice of teacher teaming, teacher mentoring, and conflict resolution skills.
3. Middle School Philosophy
- 4.. Interdisciplinary Teaming Concept
5. School-wide discipline and safety committees will meet monthly to review the school plan and implement changes as needed.
6. Additional trainings will take place at the school site, Regional Centers, and District offices.
7. The School Resource Officer and School Guidance Counselors will provide classroom visitations and trainings in conflict resolution and peer mediation, as well as, substance abuse awareness.

### **Evaluation**

1. Data received and compared from the 2005-2006 to the 2006-2007 COGNOS reporting system regarding the number of indoor and outdoor suspensions and critical incident reports will be evaluated and disaggregated.
2. Daily Classroom Visitations

## 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 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"/>  |

### ***GOAL 7 STATEMENT:***

Thomas Jefferson Middle School will promote equitable and universal access to technology in classroom instruction.

### ***Needs Assessment***

School site surveys indicate a need for additional and further teacher training and development on the use of technology in the classrooms. Additional teacher and staff mentoring will occur in order to assist with individual technology needs. The opportunity for students in the classroom to participate in a broader use of technology will occur by utilizing the various computer labs and media center. Furthermore the addition of more computers, printers, and software will be purchased in order to enhance the school's technology program.

## Measurable Objective

Given an emphasis on the use of technology in education, faculty and students will increase their use of technology in the classrooms as evidenced by classroom observations, daily lesson plans, and use of computer labs. Additional reports will be generated to track increased use of technology through FCAT Explorer, Accelerated Reader (AR), Media Center Circulation Reports, Excelsior Electronic Gradebook, Reading Plus Reports, and Read 180 Reports.

### Action Steps

| STRATEGIES   | PERSONS RESPONSIBLE<br>(Identify by titles)   | TIMELINE |         | ALIGNMENT                       | BUDGET |
|--|---|----------|---------|---------------------------------|--------|
|  |   | START    | END     |                                 |        |
| Provide students with computer-generated grade reports for each marking period.  | All Instructional Staff   | 8/14/06  | 5/30/07 | Continuous<br>Improvement Model | \$0.00 |
| Provide teachers with access to multiple computers in the teacher workroom and media center.   | Principal, Assistant Principal,<br>Technology Specialist  | 8/14/06  | 5/30/07 | District Strategic<br>Plan      | \$0.00 |
| Create a technology committee to assist with school-site development and meet on a monthly basis.  | Principal, Assistant Principal,<br>Teachers, Technology Specialist                                | 8/14/06  | 5/30/07 | Continuous<br>Improvement Model | \$0.00 |
| Provide on-going training throughout the school year to include advanced functions in technology for students and teachers.  | Computer Specialist   | 8/14/06  | 5/30/07 | District Strategic<br>Plan      | \$0.00 |
| Provide parents with class assignment reports for interim progress reports and individual parent conferences as needed.  | All Instructional Staff   | 8/14/06  | 5/30/07 | Continuous<br>Improvement Model | \$0.00 |
| Designate gradebook managers to assist and train teachers as needed on the Excelsior Electronic Gradebook.   | Principal, Assistant Principals   | 8/14/06  | 5/30/07 | Continuous<br>Improvement Model | \$0.00 |
| Provide a quick reference guide for teachers on Excelsior gradebook program.   | Assistant Principal, Gradebook<br>Manager, Technology Specialist                                  | 8/14/06  | 5/30/07 | District Strategic<br>Plan      | \$0.00 |
| Add additional computers in individual classrooms to enhance student's learning environment.   | Principal, Assistant Principal,<br>Technology Specialist  | 8/14/06  | 5/30/07 | District Strategic<br>Plan      | \$0.00 |
| Create and utilize computer labs with multiple stations for all classes, especially Reading/Language Arts and Mathematics classes to visit for daily instruction that focus on web-based district approved sites to offer remediation as needed. | Assistant Principals, Department<br>Chairpersons, Reading Coaches,<br>Mathematics Coach, Teachers | 8/14/06  | 5/30/07 | District-wide<br>literacy plan  | \$0.00 |
| Attend District, Regional Center, and school site trainings/development to enhance technology in the classrooms.   | Principal, Assistant Principal,<br>Department Chairpersons,<br>Technology Specialist              | 8/14/06  | 5/30/07 | Small Learning<br>Communities   | \$0.00 |

## **Research-Based Programs**

1. Brain Based Research indicate that students learn through a variety of methods and tools. The use of technology can incorporate all three models for learning to include visual, auditory, and kinesthetic learners.
2. Utilization of technology based Reading Plus program

## **Professional Development**

1. District and Regional Center trainings
2. School site trainings
3. Gradebook Trainings
4. Reading Plus
5. Read 180
6. RiverDeep
7. Use of Data Driven Instruction
9. Gizmo

## **Evaluation**

1. Through daily classroom visits, observations, and lesson plans, teachers will incorporate the use of technology in their classrooms.
2. Logs from the Media Center and Computer Labs will indicate the utilization of technology in classroom instruction.
- 3 District's Electronic Gradebook will be utilized in the school to record student grades.
4. Reports will be generated from technology based programs to monitor student achievement.

## 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 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"/>  |

### ***GOAL 8 STATEMENT:***

Thomas Jefferson Middle School will promote the overall health and fitness of students. The school will align its physical fitness program with the National Standards for Physical Education.

### ***Needs Assessment***

Data from the 2006 FITNESSGRAM Test indicate that 35 percent of the students were award winners. The results from this test indicated that of 149 awards issued, 57 awards were Gold and 92 awards were Silver. However, 65% of students need to improve their overall health and wellness. An increase in the number of awards will indicate increased knowledge in nutrition and physical skills in the FITNESSGRAM Test.



## Measurable Objective

Given instruction based on the M-DCPS mandated FITNESSGRAM Test, students in grades 7 through 9 will improve their overall health and fitness as evidenced by a five percent increase in the number of awards winners from 35% to 40% when comparing the 2005-2006 to the 2006-2007 FITNESSGRAM Test.

## Action Steps

| STRATEGIES   | PERSONS RESPONSIBLE<br>(Identify by titles)  | TIMELINE |         | ALIGNMENT               | BUDGET |
|--|--|----------|---------|-------------------------|--------|
|  |  | START    | END     |                         |        |
| Continue to promote afterschool athletic programs on a weekly basis.   | P.E. Teacher, Sports Sponsors, Counselors, Team Leaders, Assistant Principal                                     | 8/14/06  | 5/30/07 | District Strategic Plan | \$0.00 |
| Continue to promote and provide before and after school opportunities for students to exercise on school campus on a daily basis.                            | Principal, Coaches, Security Personnel, Assistant Principal  | 8/14/06  | 5/30/07 | Mentoring Opportunities | \$0.00 |
| Emphasize activities that will improve cardiovascular, flexibility, and muscular strength and endurance in the PE classes and afterschool sports activities. | P.E. Teacher, Coaches, Assistant Principal   | 8/14/06  | 5/30/07 | District Strategic Plan | \$0.00 |
| Promote school-wide fitness and nutrition on a daily basis for all students.   | Principal, P.E. Teacher, Assistant Principal, Team Leaders, Cafeteria Manager, Cafeteria Personnel, All Teachers | 8/14/06  | 5/30/07 | District Strategic Plan | \$0.00 |
| Encourage parents to become more involved in the health and physical fitness of their children via parent workshops to occur once a semester.                | P.E. Teacher, Community Involvement Specialist, Assistant Principal  | 8/14/06  | 5/30/07 | Community Partnerships  | \$0.00 |
| Administer pre-test to determine baseline measures for students in Physical Education Classes.   | P.E. Teacher, Department Chair, Assistant Principal  | 8/14/06  | 5/30/07 | District Strategic Plan | \$0.00 |

## Research-Based Programs

1. FITNESSGRAM Test
2. Presidential Physical Fitness Challenge
3. Studies show there is a direct correlation between nutrition, physical fitness, wellness, and longevity.
4. MDCPS Food and Nutrition Services

## **Professional Development**

1. Provide in-service opportunities for students, staff, and parents to learn about current information pertaining to health and personal fitness.

## **Evaluation**

1. The Health and Physical Fitness Objective will be evaluated by the results on the 2007 FITNESSGRAM Test.
2. Informal and Formal Assessments

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

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#### *District Strategic Plan*

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

### ***GOAL 9 STATEMENT:***

Thomas Jefferson Middle School will provide every member of its student population with a competitive education, which includes all the skills and competencies necessary to pursue extra curricular and co-curricular electives that align with future educational plans and career goals.

### ***Needs Assessment***

A review of the current curricular trend indicates that the elective program enrollment has suffered. This is due to state mandates requiring remedial reading and mathematics to all students scoring FCAT Levels 1 and 2. These developmental reading and/or mathematics classes are taken in lieu of an elective(s). Data from the 2005-2006 school year reflect that 240 students participated in extra and co-curricular activities. A need to increase enrollment in these classes is necessary. Additionally, the need to open more sections of electives and incorporate additional extra-curricular clubs and sports is necessary for the 2006-2007 school year.

## Measurable Objective

Given additional emphasis on the number of students participating in extra and co-curricular activities, participation in these activities will increase by 10 percent when compared to the 2005-2006 school year. This data reflects that 240 students were enrolled and participating in these activities in 2005-2006 and will increase to 265 students participating in electives and special areas. Additionally, a 10% increase in the amount of students participating in extra-curricular activities from the 2005-2006 to the 2006-2007 school year will occur.

### Action Steps

| STRATEGIES   | PERSONS RESPONSIBLE<br>(Identify by titles)                                       | TIMELINE |         | ALIGNMENT                            | BUDGET |
|--|---|----------|---------|--------------------------------------|--------|
|  |   | START    | END     |                                      |        |
| Encourage the participation in competitions with other local school as needed.   | Club Sponsors, Assistant Principals, Department Chairs                            | 8/14/06  | 5/30/07 | Small Learning Communities           | \$0.00 |
| Analyze current student participation in electives and extra-curricular activities to include potential career opportunities as needed.  | Assistant Principal, Counselors, Sponsors   | 8/14/06  | 5/30/07 | Career Development Programs          | \$0.00 |
| Conduct a fair at the school to promote clubs, sports, and electives to all students.  | Club Sponsors, Counselors, Department Chairs, Team Leaders                        | 9/30/06  | 5/30/07 | Expanding arts opportunities         | \$0.00 |
| Expand the opportunities for all students to participate in after school activities, clubs, and sports on a weekly basis.  | Counselors, Department Chairs, Assistant Principal, Club Sponsors, and Coaches    | 8/14/06  | 5/30/07 | Expanding arts opportunities         | \$0.00 |
| Advertise during articulation and market clubs, sports, and electives to prospective students.   | Assistant Principal, Club Sponsors, Elective Sponsors, Department Chairperson     | 8/14/06  | 5/30/07 | Transition and Articulation Programs | \$0.00 |
| Solicit student and parent input on future elective offerings to incorporate in the following year through use of a survey.  | Principal, Counselors, Assistant Principal  | 8/14/06  | 5/30/07 | Expanding arts opportunities         | \$0.00 |
| Expand the number of field trip opportunities in electives and after school clubs to occur once a semester.  | Assistant Principal, Department Chairpersons, Club Sponsors                       | 8/14/06  | 5/30/07 | Expanding arts opportunities         | \$0.00 |
| Create opportunities for advanced academic students to showcase their work and encourage others to participate and enroll in advanced courses.   | Principal, Assistant Principal, Counselors, Team Leaders, Department Chairpersons | 8/14/06  | 5/30/07 | Mentoring Opportunities              | \$0.00 |
| Coordinate with local business and community liasions to provide workshops for students in leadership classes to promote global awareness, citizenship, and enhance leadership potential on a monthly basis. | Elective Teachers, Assistant Principal, Department Chairperson                    | 8/14/06  | 5/30/07 | Career Development Programs          | \$0.00 |
| Provide enrichment opportunities for students  | Principal, Assistant Principal,   | 8/14/06  | 5/30/07 | Continuous                           | \$0.00 |

|  |  |  |                   |  |
|--|--|--|-------------------|--|
| on or above FCAT Level 3 to maintain or exceed learning gains through pull-out tutorial programs or afterschool tutoring | Counselors, Department<br>Chairpersons, Teachers |  | Improvement Model |  |
|--|--|--|-------------------|--|

## **Research-Based Programs**

## **Professional Development**

Training will be provided to the teachers who will sponsor the extra-curricular or co-curricular activities.

## **Evaluation**

1. Analysis of enrollment data in elective classes
2. Sign-in sheets for extra curricular activities and membership in clubs

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

### ***GOAL 10 STATEMENT:***

Thomas Jefferson Middle School will rank at or above the 20th percentile statewide in the Return On Investment Index of value cost effectiveness of its programs.

### ***Needs Assessment***

The most recent data supplied from the Florida Department of Education indicate that in 2005, Thomas Jefferson Middle School ranked at the 18th percentile on the State of Florida Return On Investment Index.

## Measurable Objective

Thomas Jefferson Middle School will improve its ranking on the State of Florida Return On Investment Index publication as evidenced by 1% increase when compared to the 2004-2005 Return of Investment of 19% for the 2005-2006 school year.

## Action Steps

| STRATEGIES   | PERSONS RESPONSIBLE<br>(Identify by titles) | TIMELINE  |         | ALIGNMENT                       | BUDGET |
|--|---|-----------|---------|---------------------------------|--------|
|  |   | START     | END     |                                 |        |
| Become more informed as a faculty and staff about the use of financial resources in relation to school programs as needed.                   | Principal,<br>Assistant Principal           | 8/14/2006 | 5/30/07 | District Strategic<br>Plan      | \$0.00 |
| Collaborate with the District and Regional Center on resource allocation as needed.  | Principal, Assistant Principals             | 8/14/06   | 5/30/07 | District Strategic<br>Plan      | \$0.00 |
| Utilize FCAT data to analyze overall cost per student average benefit.   | Principal,<br>Assistant Principal           | 8/14/06   | 5/30/07 | Continuous<br>Improvement Model | \$0.00 |
| Conduct an analysis of school-based expenditures on a monthly basis.   | Principal,<br>Assistant Principal           | 8/14/06   | 5/30/07 | District Strategic<br>Plan      | \$0.00 |
| Consider shared use of facilities, such as partnering with community agencies to increase community involvement and participation as needed. | Principal,<br>Assistant Principal           | 8/14/06   | 5/30/07 | Community<br>Partnerships       | \$0.00 |

## Research-Based Programs

1. School Based Budget System
2. No Child Left Behind Act

## Professional Development

1. Professional Development will occur for all stakeholders to provide understanding of the school budget and how to best allocate and utilize resources for the students and school.

## Evaluation

State of Florida Return On Investment Index Publication

## *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:***

EESAC recommended that money be earmarked for programs and materials deemed beneficial to the overall improvement of our school, including supplemental classroom instructional materials.

### ***Training:***

EESAC recommended staff development related to school budget and the function of EESAC.

### ***Instructional Materials:***

EESAC recommended instructional materials be provided through Media Center matching funds and subsidizing ESE programs.

### ***Technology:***

EESAC recommended expansion of technology school-wide to enhance the curriculum.

### ***Staffing:***

EESAC recommended additional personnel to ensure the overall safety and academic success of our students.

### ***Student Support Services:***

EESAC recommended regular communication with Student Services to ensure placement of students in the gifted and advanced classes.

### ***Other Matters of Resource Allocation:***

EESAC recommended the support of any program which will increase the overall success of the school.

### ***Benchmarking:***

EESAC recommended monitoring compliance with Sunshine State Standards in an effort to achieve state education goals and student performance standards.



***School Safety & Discipline:***

EESAC recommended that the School Safety and Discipline Committee collaborate to enhance school safety and to utilize effective discipline strategies while meeting the District Strategic Plan's goals and objectives.

## *Budget Summary*

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| <b>BY GOAL</b>                    | <b>TOTAL BUDGET</b> |
|-----------------------------------|---------------------|
| Goal 1: Reading                   | \$28,000.00         |
| Goal 2: Mathematics               | \$6,000.00          |
| Goal 3: Writing                   | \$2,300.00          |
| Goal 4: Science                   | \$3,000.00          |
| Goal 5: Parental Involvement      | \$0.00              |
| Goal 6: Discipline & Safety       | \$500.00            |
| Goal 7: Technology                | \$0.00              |
| Goal 8: Health & Physical Fitness | \$0.00              |
| Goal 9: Electives & Special Areas | \$0.00              |
| Goal 10: Return On Investment     | \$0.00              |
| <b>Total:</b>                     | <b>\$39,800.00</b>  |

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:*

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*Principal*

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*EESAC Chair*

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*UTD Steward*

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*EESAC Parent Representative*

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*EESAC Business/Community Representative*

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*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.

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*Region Superintendent*