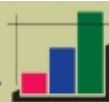




Florida Department of Education

DIVISION of PUBLIC SCHOOLS

"We're all about Increased Student Achievement!"



BUREAU OF SCHOOL IMPROVEMENT

2006 – 2007

SCHOOL IMPROVEMENT PLAN

School Name: MIAMI JACKSON SENIOR HIGH SCHOOL

District Name: Dade

Principal: Deborah Love

SAC Chair: Gwendolyn Larry

Superintendent: Rudolph F. Crew, Ed.D.

Date of School Board Approval: Pending School Board Approval

**John L. Winn,
Commissioner**

Florida Department of
Education
325 West Gaines Street
Tallahassee, Florida
32399



**Cheri Pierson Yecke,
Chancellor**

K-12 Public Schools
Florida Department of
Education
325 West Gaines Street
Tallahassee, Florida
32399

VISION/MISSION/BELIEF STATEMENTS

The vision of Miami Jackson Senior High School is to be the high school of choice for all students in our community by providing students preparation essential for their entry into institutions of high learning, vocational programs, or the workforce.

The mission of Miami Jackson Senior High School is to provide the optimal learning environment through our commitment to excellence and to facilitate the full integration of our students into a rapidly changing, technological, and increasingly complex multicultural society.

SCHOOL PROFILE DEMOGRAPHICS

Facility and School Community

Miami Jackson Senior High School, home of the “Generals” opened its doors in 1898 as a one-room log cabin schoolhouse with only fourteen pupils. By 1939, the school had an enrollment of 1,219 including both junior and high school students. Miami Jackson Senior High School is situated on 22 acres in Northwest Miami-Dade County, where it sits amid a reviving small business community. The current school built in 1922 is slated for a replacement school currently under construction and is scheduled to open in 2008. The new facility will include a gymnasium, auditorium, cafeteria, several athletic fields and a new classroom complex. Additional plans include the renovation of the media center. The new architectural design of the school under construction, takes into consideration the “High School Reform” focus on Small Learning Communities. Today the majority of the student population is first or second generation immigrants and represents many Caribbean, Central and South American countries. The ethnically and culturally diverse community surrounding the school provides a myriad of opportunities to positively impact students and the community.

Student Demographics and Performance Groups

Most of the families have low socio-economic status, and 70% of students are classified as economically disadvantaged according to free and reduced lunch applications. As a result, the school generates Title I funding. The current population is 1627 students and the ethnic/racial makeup of the student population is 45% Black and 55% Hispanic. Population by grade level is 437-9th grade, 469-10th grade, 411-11th grade, and 310-12th grade. Student stability is low as evidenced by a mobility rate index of 45%. The student population includes standard curriculum students (73%), Students with Disabilities (15%) and Limited English Proficient students (12%). Eight percent of ninth grade students and 94% of tenth grade students scored at Level 1 or Level 2 on the Reading section of the Florida Comprehensive Assessment Test (FCAT). On the FCAT Mathematics test, 79% of ninth grade students and 75% of tenth grade students scored at Level 1 or Level 2 on the Mathematics section of the FCAT. None of the No Child Left Behind (NCLB) subgroups made adequate progress.

Teacher Demographics

All of the instructional staff are certified. The demographics of our current instructional staff are as follows: 104 teachers comprised of 63 females and 41 males; 50% Black, 34% Hispanic, and 16% White. There are four teacher aides with 75% female and 25% male; seven counselors with 86% African American and 29% Hispanic. Fifty-eight staff members have Master Degrees, four have Specialists, and four have Ph.D. degrees. Two teachers are currently seeking National Board Certification. According to the school characteristics from the 2004-2005 school year, the average years teaching in Florida is 13 years and the percent of new teachers was 16%.

Class Size and Teacher Ratio

The teacher ratio is 1 to 24 and class size on the average is within the class size reduction efforts. Reading classes are also kept to an even lower class size to allow for more personalization. Enrollment in Advanced Placement classes is limited. However, efforts are being made to increase

student participation in honors classes to build the program as well as reviewing the AP potential reports to target students.

Attendance Rate

Attendance and a high mobility rate continue to be challenges at Miami Jackson. According to the Miami-Dade County Public Schools Attendance Reports for the 2005-2006 school year, the Miami Jackson attendance rate was: 1st grading period, 90.79%, 2nd grading period 88.11%, and 3rd grading period 87.40%. In comparison, Miami-Dade County Public Schools overall reported: 1st grading period, 95.99%, 2nd grading period, 94.52% and 3rd grading period 94.08%. Miami Jackson had a lower attendance rate than the district's attendance rate each nine weeks. Trends in overall school data reveal that the yearly attendance rate has decreased from 91% in 2003-2004 to 89% in 2005-2006.

Promotion, Graduation and Retention Rates

The 2004 – 2005 School profile data indicates that: 38.6 % of ninth grade students were not promoted/retained; 8.3 % of tenth grade students were not promoted/retained; 6.9 % of eleventh grade students were not promoted/retained; 25.6% of twelfth grade students were not promoted/retained; 23.2% of school total were not promoted/retained while 76.8 % were promoted. A further analysis indicates a Drop-Out Rate of 4.8%.

Feeder Patterns

Miami Jackson Senior High School Feeder Patterns primary feeder school is Allapattah Middle with some matriculation from Citrus Grove Middle and Brownsville Middle. Miami Jackson Senior High is one of thirty nine (39) ZONE Schools. Four core schools in this feeder pattern are part of the ZONE initiative. The Miami Jackson Adult Education center is housed at this senior high school sight. Additionally, there are six elementary schools in this feeder system; Maya Angelou Elementary, Comstock Elementary, Dunbar Elementary, Kelsey Pharr Elementary, Santa Clara Elementary and Lenora B. Smith Elementary School.

To meet the requirements of a reform model for the feeder patterns and to provide appropriate articulation, High Schools That Work (HSTW) will be expanded by implementing Making Middle Grades Work (MMGW) accordingly throughout the feeder pattern. The district will implement this program with the middle schools through the Department of Career Initiatives by conducting professional development with leadership teams and instructional personnel and developing an implementation plan that will include timelines. Increased articulation and communication with the feeder schools in order to align academy and program offerings with middle school course offerings are scheduled.

Miami Jackson Senior High School has been selected as a Cohort I school which is aligned with the Secondary School Reform initiatives. A “Ninth Grade Transitional Academy” is in place for the freshman year of study. Students will utilize “Tools For Success” and Classroom Inc.” as the ninth grade curricular component. Each ninth grade student is assigned a team which consists of core teachers (language arts, mathematics, science, and social studies) who will share common planning

time for the purpose of creating a more rigorous, relevant curriculum and facilitate communication with parents. Additionally, a counselor has been specifically assigned to work with this grade level. Tenth, eleventh, and twelfth grade students will be assigned to a career pathway/ academy.

Special Programs

The school offers several specialized programs such as an Exceptional Student Education (ESE) program and will initiate a Gifted program this school year . The ESE program services 235 students from various exceptionalities and includes a Bertha Abess Program. The English for Speakers of Other Languages (ESOL) program serves 200 students of various nationalities that assist students with language acquisition. In addition, Advanced Placement and dual enrollment courses are offered at the school and at local universities.

Miami Jackson houses the first National Academy Foundation - Academy of International Business and Finance in Miami-Dade County Public Schools. The mission of the Academy of Business and Finance at Miami Jackson Senior High School is to prepare students to enter the international commerce field and successfully participate in Miami-Dade County's rapidly changing, culturally, diverse global community. The Academy Goals are to develop a strong workforce for international commerce industry, to develop the ability to function in the global market place, and to attain necessary technological skills that will allow students to achieve in the business world. In the academy, students learn to work in self-directed teams by utilizing integrated curriculum, develop skills in emerging technology, international business systems accounting, international finance and law, and foreign language as well as the integration of applied academics and experience real-world activities such as shadowing, mentoring, and internships, so students will be prepared for an international business career.

The school has completed the first year of Small Learning Communities Education Grant and is part of the Miami-Dade County Public School's Secondary School Reform as a Cohort I School. All ninth grade students participate in the Freshman Transition Academy utilizing the curricular courses of study, Tools for Success and Classroom, Inc. Tools for Success curriculum is designed to assist students in the development of skills and to create an information base that will contribute to their success in high school and beyond. The focus is on six goals: understanding high school programs, test-taking strategies and skills, instruments for self-assessment, information for personal opportunities, work related behavior, and conflict resolution. Teams of 150 students will be housed in their own areas of the school which are conducive for the teaming concept. Additionally, the freshman transition course is required for all students entering ninth grade. These courses will have a component, career exploration, which is designed to set the context for high school as a pathway to college and careers. Teams will focus on one of the four initial academies which include: the Academy of Business and Finance, the Academy of Fine Arts and Design, the Academy of Family and Consumer Science, and the Academy of Health and Public Services. The academies and the High Schools That Work initiative, help to make-up the schools' current High School Reform initiative.

Miami Jackson Senior High School believes in combining the best research and practice in teaching and learning to create a rigorous and engaging curriculum that prepares students to understand the world in which they live and their role as citizens. We are committed to personalized instruction, developing student self-esteem and confidence through academic merit, achievement, through

participation in extra-curricular and athletic activities. The stakeholders of Miami Jackson Senior High School have developed a mission designed to advance teaching and learning in the areas of reading, mathematics, and science, to increase the number of participants in advanced academics, to develop the appropriate strategies for the infusion of character education into the existing curriculum, to target the use of technology as a tool to enhance teacher planning and instruction with the broader goal of promoting student technological literacy. Our goal is to transition into an all-academy school with a heavy emphasis on performance – based instruction as well as enhancing work readiness. Each student, including Limited English Proficient students and Students with Disabilities, will be enrolled in one of the school’s four academies. This academy model permits increased curricular relevancy and teacher communication. The model will also assist us to build relationships with business and community leaders. These connections will give students experiences in the workforce that will enable them to define future career goals and will give direction and meaning to their high school courses. It is the goal of all adults at Miami Jackson Senior to provide an environment wherein all students learn. The Miami Jackson Senior High School teachers will be able to collect and use specific academic and related data to make timely interventions to ensure the success of all learners.

The Superintendent’s School Improvement Zone is an innovative approach to public education to promote high achievement while eliminating low student performance. The Zone is composed of 39 schools identified based on percentages of beginning teachers, student mobility, numbers of students in exceptional education programs, and numbers of students with limited English proficiency. Miami Jackson High School is a Zone school, which maintains a structured curriculum, and instructional techniques, which focus on literacy first.

Unique Aspects, Strengths and Areas of Concern

Miami Jackson's grade dropped from a "D" to a "F" during the past year. Reculturing the school and changing instructional practices, will be the focal points of the new High Schools That Work initiative. Professional development will play a key part in these efforts for staff and parents. With a high mobility rate and declining attendance, the school has established truancy teams for each grade. These teams include administrators, counselors, community involvement specialists and the school's social worker. These teams have helped the school to personally reach out to parents and students to assist them with issues that are keeping students out of school. The continuation of this model will be essential in our efforts to increase attendance. As a result of these efforts our Outdoor Suspension Rate decreased 38% during the past year. The school also provides parents information about choice options: public school choice with transportation due to No Child Left Behind (NCLB). Although parental involvement has increased, ongoing efforts need to be made to increase the connection among the home, school and community. Bi-lingual parent outreach programs, although light in attendance, opened the door to parents to visit the school and become more involved with the teachers of their children.

School Community Partners

Miami Jackson Senior High has a myriad of school community partners that range in services from Academic, Counseling and Dade Partners. The academic institutions include Barry University, Florida Memorial College, Florida International University, University of Miami, Miami-Dade College, Live and Let Live Drug Store, Valsan of Miami, and College Board-Florida Partnership.

Our counseling partners include Stay in School, Jewish Community Services, The Children's Psychiatric Center, New Horizons Community Mental Health Center, Inc., and D-FY-IT. We also have a partnership in the vision area with Heiken Children's Vision. Our Dade partners include CWC and Associates, H. Johnson Consultant, and Holson, Inc.

As part of the High School Reform initiative; each academy will form its own Advisory Board that will assist the school in aligning the academic efforts with the real world needs necessary for success. These partners will also help to establish mentors, student internships and on-the-job training. The implementation of the career themed academies in conjunction with local and state universities and the business community is the driving force of this plan.

Grants Awarded to the School

The school is a recipient of a Small Learning Communities grant funded by the United States Department of Education. The purpose of this grant is to establish new organizational structures and practices creating an environment for groups of teachers to implement research-based strategies to improve student achievement, increase graduation rate, and postsecondary enrollment and close the achievement gap between all students. Staff members have participated in several professional development workshops and all staff members participated in a school retreat. As part of the initial implementation, a freshman transition course is required for all students entering ninth grade. This course will have a component, career exploration, which is designed to set the context for high school as a pathway to college and careers. Students will be assigned to teams that will focus on one of the four initial academies which include: the Academy of Business and Finance, the Academy of Fine Arts and Design, the Academy of Family and Consumer Science, and the Academy of Health and Public Services.

The school has recently written five grants that will support the initial steps of the academies and a grant for the school's clinic has also been applied for.

In addition, the school is supported by a 21st Century Grant through the Miami Jackson Community School's Adult Program. Students participate in tutoring programs as well as opportunities to participate in various after-school programs throughout the school year.

SCHOOL MATCH

Miami Jackson Senior High School has selected Maritime and Science Technology Academy Senior High School (MAST) as its match.

- *MAST is located nearby and has the same predominant NCLB subgroup as Miami Jackson.
- *MAST has well developed career academies.
- *MAST has earned a grade of "A" for the past three years.
- *MAST's mean scale score in writing increased from 4.5 to 4.8 on the 2006 administration of the Florida Comprehensive Assessment Test.
- *Miami Jackson will collaborate with MAST on writing strategies.
- *Miami Jackson will collaborate with MAST to develop interdisciplinary units of study for the career academies.
- *By the end of the year, ninth and tenth grade teams will be able to develop interdisciplinary units of

study that incorporate reading and writing.

*Miami Jackson will improve the mean scale score on the 2007 FCAT Writing+.

QUALITY STAFF

Highly Qualified Administrators

DEBORAH LOVE, PRINCIPAL

Ms. Love has twenty eight years of experience with Miami-Dade County Public Schools. She has worked at Miami Jackson Senior High where the school grade changed from a "F" to a "D" during the 2004-2005 school year. Ms. Love also worked at Booker T. Washington Senior High School where the grade changed from an "F" to a "D" during the 2003-2004 school year. Some of her reform efforts include the ninth grade students participation in a structured ninth grade transition year which helped to contribute to a 15% decrease on the number of students scoring at FCAT Level 1 in mathematics and a 5% increase in the number of students scoring at achievement Level 3 or higher in mathematics as well as a 38% decrease in outdoor suspensions. Furthermore, the number of students reading at achievement level 3 or above increased by 4% and the percentage of the Lowest 25% making learning gains increased by 1%. Another reform implemented this year was the co-teaching inclusion model which resulted in a 8.8% increase in the number of students in inclusion. As part of her professional development, Ms. Love recently attended the Harvard Graduate Principal's Institute where she attended sessions on the Role of a Leader in the Change Process, Cultural Diversity, Inclusion, Classroom Observation Techniques, Efficacy and Writing. In addition, she also participated in the Florida Leadership Academy. She has participated in numerous professional development activities that include: Superintendent's Urban Principals Initiative, Classroom Walkthroughs, CRISS, Small Learning Communities, Action Research, Continuous Improvement Model, Data Dissagregation, Snapshot and Edusoft. She obtained a bachelor of Fine Arts degree from Carlow College and a Master of Science degree in mathematics from the University of Miami and holds certification in secondary administration.

She has 17 years experience as a mathematics classroom teacher, two years as a curriculum resource specialist, six as a secondary assistant principal, one as a vice principal, and she is currently in her third year as a principal. Her career has been devoted to secondary students with a focus on curriculum and school improvement. Her professional recognition and awards include: Teacher of the Year at Miami Northwestern Senior High School, Florida District Key International Recipient of the Harvey M. Culkis Outstanding Faculty Advisory and Region III Steering Committee Chairperson for Assistant Principals. Ms. Love has provided professional development in the areas of school improvement, master schedule and mathematics.

EVELYN TORRES-MCHALE, VICE PRINCIPAL

Ms. Torres-McHale, Vice Principal at Miami Jackson Senior High School, has over thirty years of experience in the field of education. She received her Bachelor of Science from Florida State University and Master of Science in Administration and Supervision from Florida International University. Nineteen years were spent in the classroom teaching at both primary and secondary levels. She was instrumental in the development of a Fine Arts Magnet Program for Miami-Dade County Schools for the talented. Additionally, as an administrator she has worked as an Assistant Principal at all levels, Region Art Coordinator, and District Art Supervisor responsible for the writing and development of the Competency Based Curriculum (K-12) as well as staff development. During her tenure as an administrator she has successfully

initiated and implemented two action research projects (“Seminario Bilingue” : Affects of Increasing Parent Involvement on student achievement at Highland Oaks Middle School and “Ninth Grade Transition”: A Year In Review at Miami Jackson Senior High School.). Lessons learned from the parental involvement action research project were implemented at Miami Jackson to increase participation. Both action research projects demonstrated increased parental involvement and student achievement. Ms. Torres-McHale has worked at three school sites as an administrator in which the school grade changed from “C” to “B” and from “F” to “D”. Throughout her tenure she has been the recipient, and participant of many special reform and recognition initiatives: twice selected in the Superintendents Urban Principal Initiative ; ACE Scholar/ Scholarship Recipient; Award of Excellence For Superbly Advancing the Cause of Magnet Education; District Team member in “Project Excellence” and “Project Rise”; Teacher of the Year, Arcola Lake Elementary 1986; Teacher of the Year, Rainbow Park Elementary 1977; Steering Committee member for Region II Assistant Principals; adjunct Professor at Barry University; State of Florida and Dade County Textbook Review Committee Member; Professional Development at the national level for the Kennedy Foundation, state and local art education offices; Past grant Review Committee Member for the Cultural Affairs Office for the City of Miami and writer for CurriculArt- Elementary Art Curriculum.

GREGORY BETHUNE, ASSISTANT PRINCIPAL

Mr. Bethune completed his undergraduate studies at Florida A&M University with a B.S. in Elementary Education. Mr. Bethune continued his post-graduate studies at Nova Southeastern University where he received a degree in Elementary Education and a certification in Educational Leadership. Mr. Bethune has served Miami-Dade County and its students for the past eleven years. Mr. Bethune began his career as a fourth grade alternative education teacher instructing students who were identified as at-risk potential drop-outs. These students, whose poor attendance and low academic performance earned them the label “at-risk”, exceeded all expectations by improving their individual attendance and test scores as evidenced in their 1997 “Florida Writes” results. Mr. Bethune made a transition from elementary to middle school. During his time on the middle school level, Mr. Bethune was the math department chairperson where he assisted struggling teachers with their professional development and facilitated the development of the scope and sequence. Mr. Bethune also served as discipline committee chairperson and Student -At- Risk Program team leader. Mr. Bethune was designated an administrative assistant at Charles R. Drew Middle Community School where he received his first administrative experience. Mr. Bethune’s professional experience includes working at three schools that have improved its level of student achievement Van E. Blanton Elementary (1997), Westview Elementary (2003) “D” to “C”, Charles Drew Middle (2004) “F” to “D”.

EULALEE SLEIGHT, ASSISTANT PRINCIPAL

Ms. Eulalee Sleight has dedicated 10 years of service to students in Miami-Dade County Public Schools. She obtained her undergraduate degree in Biological Sciences from Florida Atlantic University and her master’s degree in Educational Leadership from Nova Southeastern University. She is currently pursuing her doctoral degree in Higher Education Administration at Barry University.

Ms. Sleight served as a temporary assistant principal at Miami Palmetto Adult and Community Education Center where she initiated, reviewed, and recommended the implementation of the Career

Scope program. This proven career assessment and reporting system measures both aptitude and interest through valid and reliable assessment tasks and is instrumental in helping students begin their career or educational planning process.

Ms. Sleight served as a science teacher at Miami Carol City Senior High School for nine years. For four of those years, she expanded her role as teacher and became the department chairperson. She was involved with using student performance data to drive the instructional program. Additionally, Ms. Sleight spearheaded the construction of the Miami Carol City Senior High School's first science curriculum map and assisted with the construction of the interdisciplinary units for the mathematics and reading curriculum maps. Through the curriculum map implementation, Miami Carol City has seen a definite increase in student achievement. The data in the last two years of her service at Miami Carol City showed that 87 % of tenth grade students tested in the 2003 FCAT Writing scored a 3 or above while in 2004, 94% scored a 3 or above. The data from the 2003 and 2004 Reading FCAT administration further showed that there was a decrease in the percentage of Level 1 ninth grade students from 79 % to 63 % and an increase in students in Level 3 and above from 6% to 12%. In grade nine Mathematics FCAT, there was a decrease in the percentage of Level 1 students from 55% to 48%. Results showed that there was a significant increase in the percentage of ninth grade students who scored Level 3 and above: 14% in 2003 and 27% in 2004. Similar results were seen with grade ten reading and math for both years. Ms. Sleight has worked with Miami-Dade College, College Board and Miami Carol City Senior High in ensuring that the College Placement Tutoring program was implemented in the school. Additionally, Ms. Sleight has served as Facilitator of the School Improvement Team, clinical supervisor for interns, advisor for Florida Future Educators of America and an active member of the Educational Excellence School Advisory Committee. Ms. Sleight has been the lead presenter in various school site workshops including Equity Among Students, Incorporating Technology in Science, Integrating Mathematics and Science FCAT: What You Need to Know, and Alternative Forms of Assessments. She has also received the National Collegiate Award, All American Scholar Award and the Minority Leadership Award. She was recognized as Science Teacher of the Year, 2002-2003, was nominated by the staff to serve as part of the management selection team and was selected for Who's Who Among America's Teachers for five consecutive years. Because of her involvement in the local community and her assistance with under prepared students, Ms. Sleight was a three time recipient of the Individuals Making Personal and Academic Contributions (IMPAC) award.

As an assistant principal at Miami Jackson Senior High School, Ms. Sleight works meticulously to advance the mission and vision of the school. She has collaborated with the administrative team to monitor instruction of the schoolwide curriculum initiatives and has made recommendations as appropriate. Ms. Sleight has been an intricate part of increasing student participation in the tutorial services offered by the school and in garnering students to take advantage of the District Approved Supplemental Educational Services. Her leadership has expanded to the area of offering professional development activities to faculty, and she has begun developing Professional Learning Communities. To increase student attendance, Ms. Sleight has assisted with Truancy Intervention procedures and has focused on parental communication. She has teamed with the other administrators to increase the number of Advanced Placement courses that are offered at the school. Ms. Sleight's efforts along with that of the other members of the administration have resulted in an overall reduction of the number of students suspended by 38.8% from the previous year. She is proactive in dealing with issues of concerns to parents, students and staff.

KEISHA JOHNSON-CABRERA, BUSINESS MANAGER

Keisha Johnson-Cabrera attained her Bachelor of Arts in Health Services Administration and Master of Public Administration from Florida International University. Mrs. Johnson-Cabrera started working at Miami Jackson Senior High School in 2003. As Business Manager, she oversees the financial operations of the school to include internal funds, fundraising, grants and school based budgets. Additionally, her responsibilities include oversight of payroll, purchasing, property inventory, technology, and athletic business. Ms. Johnson-Cabrera oversees daily financial transactions in conjunction with the principal and school treasurer. As a result of her realignment of procedures and detailed record keeping the school had perfect internal funds and property audits this past year.

Recruitment/Retention of Highly Qualified Teachers

The District Office of Human Resource has been assigned to service the personnel needs for Miami Jackson Senior High School. The principal has attended and will continue to attend "Teacher Fairs" as a means of maintaining a fully staffed school with qualified teachers. Through the School Improvement Zone, teachers are offered a 20% salary enhancement. Miami Jackson Senior High School's Teacher Mentoring Program ascribes to the policies and procedures set forth in the District's PACES manual. At the onset of the school year, new teachers are identified and scheduled to participate in both District and site sponsored orientations to familiarize them with Miami-Dade County's policies and procedures to facilitate their success in their new environments. Annual contract teachers are assigned a Professional Growth Team comprised of members that are mutually agreed upon by them and the site administration. Mentor teachers are assigned to all teachers new to the school, and they are provided opportunities so that they can assist annual teachers throughout the year. Each beginning teacher receives a manual to assist them and they participate in monthly meetings throughout the school year.

CRP# 7. Describe the District and school effort to recruit and retain highly qualified reading Miami-Dade County Public Schools is committed to ensuring a highly qualified pool of reading teachers.

Presently, recruitment efforts include ongoing outreach to local, in and out-of-state colleges and universities, as well as alternative methods such as the recruitment of non-education majors. Via technology, application procedures are being streamlined to provide a more efficient method of processing applicants and to improve communication with prospective candidates. Advanced contracts are also offered to all highly qualified candidates. Additionally, the Teacher Recruitment and Retention Collaboration Committee comprised of M-DCPS staff, community leaders, and representatives from the local colleges and universities is working to recruit and retain highly qualified educators for the students of M-DCPS. To ensure the retention of reading teachers, support through professional development that strengthens the knowledge base in reading, access to mentor teachers and collaboration with colleagues will be utilized.

ADDITIONAL REQUIREMENTS

School Wide Improvement Model

The 8 -Step Continuous Improvement Model (CIM) will be used at Miami Jackson Senior.

1. Data disaggregation and analysis- Administrators, test chairperson, reading and mathematics coaches will look at prior years FCAT data and diagnostic test data to identify instructional subgroups and weak and strong objective areas. Teachers will be trained in data analysis, the CIM model to help develop instructional focus calendars in reading/writing, math and science.
2. Time Line Development -- Administrators, reading coaches, mathematics coaches and teachers create instructional focus calendars to address those areas where the greatest number of students show need.
3. Instructional Focus -- Administrators, reading and mathematics coaches and teachers will direct and/or guide instruction focusing on the targeted State Benchmarks within the developed timeline.
4. Assessment-- Mini assessments and interim assessments will be analyzed by teachers, department chairs and coaches to determine reteaching, remediation and enrichment needs. Students will be informed of their progress. Test talks will begin and continue throughout the school year.
5. Tutorials--Administrators, reading and mathematics coaches and teachers will be involved in the Saturday academy and after school tutorials. Assessment results will determine the placement of students.
6. Enrichment -- Miami Jackson students will continue to be provided with an extended day (one extra hour per day) and extended school year (two extra weeks a year) to provide additional time on task. This extended day will be part of the regular school day and afford all students additional time each day in school.
7. Maintenance -- Administrators, reading and mathematics coaches and teacher mentors will be involved in formal and informal reviews with teachers scheduled throughout the school year. Teachers know that this is the time to reinforce concepts and skills.
8. Monitoring -- Principal and designees will monitor classroom and schoolwide progress which will include classroom visits, individual meetings with teachers, teacher teams, and individual students.

Communication with Parents

Methods of notifying parents:

- A Student/Parents-School Agreement has been developed whose purpose is to communicate a common understanding of home and school responsibilities to assure that every student attains high standards and quality education.
- Parents of ninth grade students will be asked to sign a "Student/Parent School Agreement" that includes: academic, personal, social, career and community awareness agreements along with parental and student responsibilities.
- As part of the Title 1 program, the parent/guardian and school will sign an agreement (School-Parent Compact) that outlines the responsibilities of the both the parent and the school.
- Take home and mail flyers and letters in all three languages (English, Spanish and Haitian Creole)
- PTA Outreach
- Bi-lingual Outreach
- Outreach to parents through the Title 1 District Advisory Council

- Informational conferences involving parents and teachers at the beginning of the school year
- Annual open house
- Phone calls and home visits from community involvement specialists
- Phone calls from teachers and administrator as needed
- Phone calls and home visits from social worker
- Parent, teacher, counselor conferences
- College Assistant Program Advisor conferences
- Connect-ED notification
- Science and Math Fair
- Career Fair
- The Parent Academy

Additionally, in compliance with the NCLB Act and in order to ensure that all students are offered public school choice opportunities, MDCPS has developed a structured and sequential plan for notifying parents of their options relative to their enrollment in selected higher performing schools within the District. The parents/guardian of every student at Miami Jackson Senior High School received notification by the District on June 15, 2006. This notification informs parents/guardians of their options to exercise public school choice by selecting to transfer their son or daughter to another school.

Pre-School Transition

Teacher Mentoring

Beginning Teachers and Teachers in Need of Improvement

Miami Jackson Senior High School's Teacher Mentoring Program ascribes to the policies and procedures set forth in the District's PACES manual. At the onset of the school year, new teachers are identified and scheduled to participate in both District and site-sponsored orientations to familiarize them with Miami-Dade County's policies and procedures and facilitate their success in their new environments. Then annual contract teachers are assigned a Professional Growth Team comprised of members that are mutually agreed upon by them and the site administration. Scheduling accommodations are made for mentoring teachers so that they can assist annual teachers in: (1) lesson planning, (2) successful teaching practices (via collegial classroom visitations); and (3) rendering support that focuses on the successful completion of teaching requirements. The Annual Teacher's activities are documented in activity logs which are maintained by the Professional Growth Teams to relate necessary feedback for growth. At the school site, when the beginning teacher arrives, they are introduced to their mentor, attend a school site orientation, and receive a "Beginning Teacher Survival Guide" which includes a variety of tips, readings and recommendations, suggestions and information to access. Beginning teachers who are in need of improvement can seek assistance from their Professional Growth Team or any administrator. Administrators conduct frequent classroom walk-throughs and official PACES observations to monitor and assist new teachers.

Persons Responsible for Administering the Program

The Vice-Principal is responsible for coordinating the school site beginning teachers program. They schedule all regular meetings, set the agenda, monitor logs maintained by the mentors, plan for professional development and provide any additional assistance where necessary.

Low Performing Teachers

Administrators review all beginning teacher's progress at the weekly staff meetings. Assistance is identified to help these teachers, professional development is planned and/or recommended, release time is provided to allow for peer observations for both the mentor and mentee. Administrators also identify teachers in need of assistance through the classroom walk-throughs.

Mentor - Mentee Selection

Every new teacher is in the process of being assigned an on-site mentor from the school who teaches the same subject as the new teacher (in the event that this is not possible, a mentor with the same certification or team member will be assigned).

Mentors - Mentees

MENTEES MENTORS

Valerie Bradley-Williams- Tangel Shavers

Leticia Brown- Ana Flores

Joseph Colin- Ronald Wright

Cynthia Colin- Martha Yanez

Milca Exantus- Trevor Ng-a-kien

Apryle Giordano- Gwen Larry

Norris Head- Sohail Chughtai

Carla Horne- Mary Davis

Frederick Hyppolite- Rabah Bouhenguel

Thomas Maffai- Sandra Tilton

Joseph Maraj- Rachel Lubin

Mario Olaciregni- Richard Williams

Sarah Peterson- Elizabeth Mon

Mark Popiela- Alma Guerrier

Heather Richards- Albert Cabrera

Kendall Surfus- Jorge Diaz

Jasmine Williams- Zulima Perez-Martin

Mentoring Activities

All mentors will receive one day of mentoring training in August and a second day in October

Mentors will be compensated to mentor new teachers based on the following schedule:

- August – November – two hours per week

- December – February – 1 hour a week
- March – May - two hours a month
- New/Early Educator Support Team (NEST) sessions will be held at the school twice a month:
- Sessions will cover topics introduced at New Teacher Orientation held on July 28, 2006, in addition to issues of concern to the new teachers
- Core Professional Learning courses will be offered to new teachers twice a month on Saturdays
- School site sessions will include: parent conferences, gradebook, classroom management, reading across the curriculum, school polices, school initiatives and ethics.

Expected Results

100% of beginning teachers will complete a successful year and return the following year.

Professional Development Section: CRP# 3

Describe how leadership will utilize the Reading Coach and mentor level teachers in the professional development plan for the K-12 Comprehensive Research- Based Reading Plan.

The Reading Coach will be used for all functions necessary for implementing and maintaining the school's comprehensive core reading program, supplemental reading programs, and scientifically based reading research in reading instruction. These will include modeling effective strategies for teachers, designing and delivering professional development, monitoring progress and analyzing student data. Reading Coaches and mentor teachers will be instrumental in providing professional development that aligns diagnostic and assessment data with curriculum and instruction, thereby ensuring that the resulting professional development addresses aligned instructional strategies and practices.

Please address schedules of coaches (if applicable) indicating that the coach is providing professional development to teachers – not providing instruction to students, serving as a substitute teacher, etc.

The District has an effective plan for clarifying and communicating the proper role for the Reading Coach to school administration, teachers, and Reading Coaches. The Reading Coach will be used for all functions necessary for implementing and maintaining the school's reading program. These would include modeling effective strategies for teachers, designing and developing professional development, differentiated instruction, monitoring progress, and analyzing student data among others. The Reading Coach will not serve as an administrator, substitute or resource teacher and will work with small groups of students only when modeling strategies for teachers. However, the Reading Coach will work to ensure high-fidelity implementation of reading instruction. This communication is assured throughout the entire school year.

Please address the role of the mentor-level teachers whose classrooms might serve as a model for

other teachers in the school.

The mentor level teachers will be utilized in each area of the professional development plan that helps and supports teachers to strengthen their teaching skills in reading, build school site capacity, and provide for the follow-up activities that extend the application of new knowledge to impact student achievement.

Mentor level teachers will be utilized within their classrooms to network and model exemplary teaching strategies and techniques for staff as needed. In order to maximize professional development activities at the school site, school administrators, Reading Coaches, and mentor level teachers will articulate and coordinate the plan for professional growth showing differentiation, as needed, within the staff.

Extended Learning Opportunities Research-Based Learning Strategies

Identify Level 1 and Level 2 students who will be provided opportunities to participate in the 21st Century Community School after-school program, using differentiated instruction and CRISS strategies.

Students will be initially diagnosed and placed by using grade level appropriate FCAT assessments, and utilizing research-based programs such as Reading Plus.

Students will be assigned by content cluster needs based on previous FCAT scores.

Student progress forms will be shared with grade level team members.

To encourage reading and allow students access to infotrac test preparation programs and other materials, the library is open before and after school as well as lunch time.

Expected Results

Mini-assessments will be used to gauge student progress and to provide for remediation and/or enrichment.

It is expected that students will improve their comprehension and problem solving skills.

After notifying parents of the opportunities this will lead to increased student participation.

Increase communications between tutor and team members.

Students that attend these extended learning opportunities (tutorials and enrichment classes) will show an increase in learning gains that correlate to the time spent in each class.

Descriptions of Formative and Summative Evaluations

Formative -Cluster mini-assessments will be used to determine mastery of the skill

Summative - FCAT practice tests will review all skills taught and provide data for improved instruction.

List of Programs

After school and Saturday programs will be offered from August 2006 - March 2007. After school sessions will be from 3:30 p.m. to 4:40 p.m. Saturday classes and workshops will be from 8:00 a.m. - 12:00 p.m. These classes will be held from August 2006-October 2006 and January 2007 - March 2007. A schedule will be published of all events. Incentives will also be offered for participation.

The Media Center is also available to students before school, during lunch, after school and on Saturdays. Computer software programs are available for FCAT preparation for all students. Data is collected from students time on task and mastery of skills.

21st Century-Community After School Tutoring Program

Saturday Writing Camps and Practice Sessions

CRP# 8

8. Describe before school, after school/summer school activities.

a. Tutoring programs

Before/After School: To ensure that academic needs of the students are being met, articulation will be coordinated between the homeroom/subject area teacher(s) on a weekly basis using the students' assessment data or IEP. The assessment data or IEP will identify specific area(s) of deficiency in phonemic awareness, phonics, fluency vocabulary and/or comprehension; the desired level of performance, and the instructional support/intervention that is being provided to meet the desired level of performance. Tutoring programs will use instructional materials and/or software that are approved and address the identified area(s) of need.

b. Mentoring programs

Mentoring programs will be established in schools identified as having children "at risk" of dropping out of school. There are currently several mentoring programs in place in the M-DCPS system including 500 Role Models of Excellence, One Child at a Time, and Take Stock in Children.

c. Summer camps for low performing readers

Summer Camps for low performing students in grade 9-12 will include instruction in the five essential elements of reading (phonemic awareness, phonics, fluency, vocabulary and comprehension). The curriculum will include informational text from the newspaper, and internet. A novel will be used at each grade level and curriculum guidelines for instruction will be written by the District. Reciprocal Teaching will be utilized along with several graphic organizers to enhance vocabulary and comprehension. (i.e., concept maps, anticipation guides, story maps, timelines, two-

column notes, etc.). Cooperative learning activities, vocabulary enrichment, Readers Theater, and a variety of reading styles will be included in daily lesson planning. Differentiated instruction is included in the structured day, incorporating the use of a teacher-led intervention and independent student centers that support whole group learning. Centers include; technology, independent reading, writing, and intervention. See chart below of Summer School Instructional

GOALS

Goal:	Reading
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Needs Assessment An assessment of data reveals that 91% of grade nine and ten students are still reading below grade level. Specifically, the majority of Level 1 students in grades nine and ten are reading two or more grade levels below their current grade level and require additional intensive instruction in fluency, comprehension, and context clues. Based on the 2006 FCAT results, students in grade nine are most successful with reference and research, which increased 12% in the last year. Conversely, they need additional help with main idea and comparisons. Their greatest area of reading need, however, is in the words and phrases cluster. Trends indicate that the number of students in FCAT Level 1 Reading in grade nine have decreased by 11% and students in FCAT Level 3 and above increased by 5% in the last year. The students in grade ten decreased their scores in comparisons cluster. Their performance in words and phrases reveal the need for additional help in this area. On the average, students performed at 33% mastery in this area. The data also reveals that 44% of the students made learning gains in reading, 58 % of students in the lowest 25% made learning gains but none of the subgroups made adequate yearly progress. Further analysis shows that 91% of Black students, 90% of Hispanic students, 90% of economically disadvantaged students, no Limited English Proficient students and no Students with Disabilities scored at or above Level 3 in reading.

Objective Given instruction based on the Sunshine State Standards, students in grades nine and ten will increase their reading skills as evidenced by a minimum of 51% of students scoring at or above Achievement Level 3 on the 2007 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, African American

students in grades nine and ten will increase their reading skills as evidenced by a minimum of 51% of students scoring at or above Achievement Level 3 on the 2007 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Hispanic students in grades nine and ten will increase their reading skills as evidenced by a minimum of 51% of students scoring at or above Achievement Level 3 on the 2007 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Students with Disabilities in grades nine and ten will increase their reading skills as evidenced by a minimum of 51% of students scoring at or above Achievement Level 3 on the 2007 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, economically disadvantaged students in grade nine and ten will increase their reading skills as evidenced by a minimum of 51% of students scoring at or above Achievement Level 3 on the 2007 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Limited English Proficient students in grades nine and ten will increase their reading skills as evidenced by a minimum of 51% of students scoring at or above Achievement Level 3 on the 2007 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, students in grades nine and ten scoring in the lowest 25% will increase their reading skills as evidenced by a minimum of 51% of students scoring at or above Achievement Level 3 on the 2007 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, students in grades nine and ten scoring Level 1 will increase their reading skills as evidenced by a minimum of 51% of students scoring at or above Achievement Level 3 on the 2007 administration of the FCAT Reading Test.

Strategies

Utilize the Continuous Improvement Model (CIM), apply the data collected to assist classroom teachers in providing for differentiated instruction and monitoring of student progress. Teachers will utilize the Instructional Focus Calendars to address schoolwide deficiencies. Skills will be assessed bi-weekly using Edusoft to score and disaggregate the data. Reading coaches will review and provide feedback to align instruction with student needs.

Infuse technology into the instructional delivery using the research-based program Reading Plus for students having decoding problems. Since fluency involves both the speed and accuracy with which a student reads, Reading Plus starts by assessing these elements. Using a computer-based assessment, Reading Plus is able to accurately measure rate and comprehension. The visagraph will measure each student's eye movement while the placement

assessment, called the RPA (Reading Placement Appraisal) will help determine appropriate programs and most effective starting levels for each student. This program will be used by Limited English Proficient students, Students with Disabilities and grade nine students in World History.

Administer bi-weekly assessments aligned to the Sunshine State Standards tested benchmarks and implement a data management system, Edusoft, to score assessments and generate disaggregated data reports to monitor schoolwide efforts and trends. Data will be shared with staff members at faculty, grade level team, department, leadership team and EESAC meetings.

Utilize data to differentiate instruction based on information from the results of various formative and summative assessments such as mini bi-weekly benchmark assessments, district interim assessments, READ 180 and Reading PLUS. Reading coaches will use the data to provide additional assistance for teachers by modeling lessons, observing content delivery, writing lessons plans and monitoring teacher and student progress.

Schedule all Level 1 and Level 2 students and 11th and 12th grade retakers into Intensive Reading classes. These classes will utilize the READ 180 program as the means of delivery. This program addresses the five essential elements: phonemic awareness, phonics, fluency, and vocabulary and text comprehension. This includes all Students with Disabilities and selected Limited English Proficient students. This class will be scheduled every day for 100 minutes. Each day students will follow a small-group differentiated instruction rotational model that consists of: whole group direct instruction, small group direct instruction, READ 180 software and modeled and independent reading. Class and individual student reports will be reviewed by the teachers, reading coaches and administration bi-weekly.

Schedule all Level 2 students, 9th, 10th, and 11th and 12th grade retakers, in an Intensive Reading class. The primary reading materials will be Read XL. Each 100 minute block will consist of whole group instruction, small group instruction, computer software and independent reading. Reports from computer software will analyze student deficiencies and provide detailed reports to the teacher to align strategies and allow for differentiated instruction. Class and individual student reports will be reviewed by the teachers, reading coaches and administration bi-weekly.

Utilize the coaching model (plan with teachers, model strategies, review best practices, and provide feedback) to support the core literacy program. Coaches will model in reading and other content area classrooms. This will help to facilitate the use of the schoolwide Instructional Focus Calendar and provide cohesiveness to the benchmarks being taught across the curriculum.

Schedule all ninth and tenth grade students into interdisciplinary teams.

Coaches will plan with all teams, including Limited English Proficient and Students with Disabilities to infuse reading across the curriculum. Teams will initiate interdisciplinary instruction with an emphasis on real-world applications.

Using the co-teaching and consultative inclusion models, Students with Disabilities will receive additional reading support in the classroom and in small group settings. All standard diploma 9th and 10th grade Students with Disabilities will be scheduled into 100% inclusion classes with modifications and additional support.

Schedule all Limited English Proficient students into a developmental language arts class in addition to their regular English class. These classes will be scheduled on opposite days in order to provide daily reading instruction to these students. The reading coaches will also model English Limited Proficient strategies in these classes to address all learning styles.

Implement High Schools That Work (HSTW) as the school wide model of reform to change the culture and instructional practices in the classroom, engaging students in rigorous and challenging proficient level assignments to motivate students to meet high expectations.

Evaluation

For students enrolled in intensive reading courses, FCAT performance levels were used for identification. District and schoolwide assessments will be used for progress monitoring as well as the data obtained through READ 180. This data will be used to redirect classroom instruction and provide information for tutorials. Additional data will be collected through the Reading Plus Program. The final evaluation will be the results of the 2007 administration of the FCAT reading test.

Research-based Programs

Scholastic READ 180, McDougal-Littell Language of Literature, Scholastic Read XL, and Reading PLUS

Professional Development

All staff will be required to complete:
Teaching Reading at the High School Level, Essentials of High School Writing, and Essentials of Reading, Differentiated Instruction, Strategies for ESOL/ESE Students, Data Analysis and Student Progress Monitoring

Subject area teachers will complete Reading Across the Curriculum.

Reading teachers will need to complete the following professional development:

READ 180, Read XL, Reading Plus, Teaching Secondary Reading (CORE/Reading Boot Camp),
Maze assessment and progress monitoring and data analysis.

All administrators will complete the following professional development: “Digging in the Data”, Differentiated Instruction and CRISS Strategies for Administrators.

Provide professional development that will enable school-site administrators to support the school-wide literacy plan that include: CReating Independence through Student-owned Strategies (CRISS), and the Continuous Improvement Model (CIM).

Instructional strategies to support inclusion classes.

Professional Learning Communities

Deliver a set of core professional learning experiences on-site to all faculty and administrators:

- *High Schools That Work
- *Data Analysis and Student Progress Monitoring
- *CRISS Strategies
- *Differentiated Instruction
- *Continuous Improvement Model
- *Strategies for ESOL/ESE Students
- *Instructional Strategies to Support Inclusion Classrooms
- *Learning Express
- *Classroom Inc.

Highly Qualified Instructors

The professional development plan for (school) includes a core set of professional learning experiences and customized professional development aligned to student achievement data and the professional development needs of the faculty and administration. The Office of Professional Development has developed a monitoring system whereby principals will receive a monthly report indicating professional development opportunities that have been accessed by teachers. This report will assist the leadership team in monitoring the professional development of all instructional personnel on a routine basis. Additionally, the PD Specialist assigned to the school will regularly visit classrooms to support teachers and insure the successful application of new skills learned to classroom instruction.

To support teachers seeking reading endorsement, face-to-face reading endorsement classes will be offered on-site for the Corrective Action Schools as well as providing the option of teachers taking reading endorsement online

through Beacon at Bay County Schools. The Office of Human Resources will monitor and assist these teachers with information on the status of their certification and the application requirements to have the endorsement reflected on their certificate.

Budget			
Issues to Address	Describe Resources	Funding Sources	Total Available
Research-based Program(s)	McDougal Littell, The Language of Literature, READ 180, Scholastic Read XL	School Improvement Zone, Title I	15000
Research-based Resource(s)	McDougal Littell The Language of Literature, READ 180, Scholastic Read XL, CRISS	School Improvement Zone, Title I	8000
Technology	READ 180, FCAT Explorer, Reading Plus, Gale Info Track Test Prep	School Improvement Zone, Title I	5000
Professional Development	CRISS, Teaching Reading at the High School Level, Essentials of Reading, Reading Across the Curriculum, READ 180, Read XL, Reading Plus	School Improvement Zone, Title I	10000
Other	Classroom Libraries, Media Center, Amsco Series		100000
Total:			138000.00

Goal:	Mathematics
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Needs Assessment An assessment of data reveals that nearly 77 % of students in grades nine and ten are not performing proficiently in math. Specifically, the needs assessment reveals that while students require intense remediation in all the tested benchmarks, the greatest area for grade nine students is Geometry, where the average score revealed that only 27% of the questions were answered correctly and the greatest need for grade ten students is Measurement where the average score revealed that only 20% of the questions were answered correctly. Trends indicate that grade nine students remained the same in Number Sense,

Measurement, Geometry and Algebraic Thinking, while increasing in Data Analysis by 12%. Grade ten students remained the same in all content clusters.

The number of students in FCAT Level 1 mathematics decreased in grade nine by 5% and increased in grade ten by 3%. However, the number of grade nine students achieving FCAT Level 3 or above improved by one percent. In addition, 65% of students made Learning Gains in math. This indicates a need to increase the performance of those students in the bottom quartile.

Analysis of the data shows that none of the subgroups made adequate yearly progress. Further analysis shows that 80% of Black students, 74% of Hispanic students, 77% of economically disadvantaged students, no Limited English Proficient students and no Students with Disabilities scored at or above Level 3 in reading.

Objective

Given instruction based on the Sunshine State Standards, students in grades nine and ten will increase their math skills as evidenced by a minimum of 56% of students scoring at or above Achievement Level 3 on the 2007 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, African American students in grades nine and ten will increase their math skills as evidenced by a minimum of 56% of students scoring at or above Achievement Level 3 on the 2007 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Hispanic students in grades nine and ten will increase their math skills as evidenced by a minimum of 56% of students scoring at or above Achievement Level 3 on the 2007 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, economically disadvantaged students in grades nine and ten will increase their math skills as evidenced by a minimum of 56% of students scoring at or above Achievement Level 3 on the 2007 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Limited English Proficient students in grades nine and ten will increase their math skills as evidenced by a minimum of 56% of students scoring at or above Achievement Level 3 on the 2007 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Students with Disabilities in grades nine and ten will increase their math skills as evidenced by a minimum of 56% of students scoring at or above Achievement Level 3 on the 2007 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, students in grades nine and ten scoring in the lowest 25% will increase their math skills as evidenced by a minimum of 56% of students scoring at or above Achievement Level 3 on the 2007 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, students in grades nine and ten scoring Level 1 will increase their math skills as evidenced by a minimum of 56% of students scoring at or above Achievement Level 3 on the 2007 administration of the FCAT Mathematics Test.

Strategies

Utilize the Continuous Improvement Model (CIM), apply the data collected to assist classroom teachers in providing for differentiated instruction and monitoring of student progress. teachers will utilize the Instructional Focus Calendars to address schoolwide deficiencies. Skills will be assessed bi-weekly using Edusoft to score and disaggregate data. Math coaches will review and provide feedback to align instruction with student needs.

Implement the research-based mathematics program, Cognitive Tutor, for grades nine and ten, Level I and Level 2 students. Cognitive Tutor immerses and engages students in mathematical problem solving. The software component allows students to work at their own pace. The software assess the prior mathematical knowledge of students on a step by step basis and presents curricula to their individual skill levels. The textbook and classroom activities parallel and extend the development of concepts in the software, emphasizing written analyses and classroom presentations. Data will be reviewed on a bi-weekly basis.

Administer bi-weekly assessments aligned to the Sunshine State Standards tested benchmarks and implement a data management system, Edusoft, to score assessments and generate disaggregated data reports to monitor schoolwide efforts and trends. Data will be shared with staff members at faculty, grade level team, department, leadership team and EESAC meetings.

Utilize data to differentiate instruction based on information from the results of various formative and summative assessments such as mini bi-weekly benchmark assessments and district interim assessments and Cognitive Tutor. Math coaches will use the data to provide additional assistance for teachers by modeling lessons, observing content delivery, writing lesson plans and monitoring teacher and student progress.

Utilize the coaching model (plan with teachers, model strategies, review best practices, and provide feedback) to support the core literacy program. Coaches will model in mathematics and other content area classrooms. This will help to facilitate the use of the Instructional Focus Calendar and provide cohesiveness to the benchmarks being taught across the curriculum.

Using the co-teaching and consultative inclusion models, Students with Disabilities will receive additional mathematics support in the classroom and in small group settings. All standard diploma 9th and 10th grade Students with Disabilities will be scheduled into 100% inclusion classes with modifications and additional support.

Schedule all 11th and 12th grade Limited English Proficient students for additional pull-out tutoring sessions to help prepare them for the FCAT as well as providing support to the mathematics program. Logs will be maintained and students' progress and passing rates will be monitored.

Implement the use of pacing guides by providing teachers with a roadmap for the year. They will serve as guides to help teachers develop algebraic and geometric concepts and processes through instruction and practice. Mathematics teachers will meet by subject area to prepare lesson plans, discuss strategies and determine pacing to provide schoolwide compliance.

Implement High Schools That Work (HSTW) as the school wide model of reform to change the culture and instructional practices in the classroom, engaging students in rigorous and challenging proficient level assignments to motivate students to meet high expectations.

Evaluation

For students enrolled in intensive mathematics courses, FCAT performance levels were used for identification. District and schoolwide assessments will be used for progress monitoring as well as the data obtained through Cognitive Tutor. This data will be used to redirect classroom instruction and provide information for tutorials. The final evaluation will be the results of the 2007 administration of the FCAT mathematics test.

Research-based Programs

Prentice Hall-Algebra I and Algebra II, MacDougal Littell-Geometry, and Cognitive Tutor

Professional Development

All mathematics teachers will need to complete the following professional development:
CRISS, FCAT Explorer, and Graphing Calculators

All Intensive mathematics teachers will complete the Cognitive Tutor professional development.

All administrators will complete the following professional development:
"Digging in the Data", Differentiated Instruction and CRISS Strategies for Administrators.

Deliver a set of core professional learning experiences on-site to all faculty and administrators:

- *High Schools That Work
- *Data Analysis and Student Progress Monitoring
- *CRISS Strategies
- *Differentiated Instruction
- *Continuous Improvement Model
- *Strategies for ESOL/ESE Students
- *Instructional Strategies to Support Inclusion Classrooms
- *Learning Express
- *Classroom Inc.
- *Cognitive Tutor

Provide professional development that will enable school-site administrators to support the school-wide literacy plan that include: CReating Independence through Student-owned Strategies (CRISS), and the Continuous Improvement Model (CIM).

Highly Qualified Instructors

The professional development plan for (school) includes a core set of professional learning experiences and customized professional development aligned to student achievement data and the professional development needs of the faculty and administration. The Office of Professional Development has developed a monitoring system whereby principals will receive a monthly report indicating professional development opportunities that have been accessed by teachers. This report will assist the leadership team in monitoring the professional development of all instructional personnel on a routine basis. Additionally, the PD Specialist assigned to the school will regularly visit classrooms to support teachers and insure the successful application of new skills learned to classroom instruction.

To support teachers seeking reading endorsement, face-to-face reading endorsement classes will be offered on-site for the Corrective Action Schools as well as providing the option of teachers taking reading endorsement online through Beacon at Bay County Schools. The Office of Human Resources will monitor and assist these teachers with information on the status of their certification and the application requirements to have the endorsement reflected on their certificate.

Budget			
Issues to Address	Describe Resources	Funding Sources	Total Available
Research-based Program(s)	Prentice Hall Algebra, MacDougal Littell	School Improvement Zone, Title I	15000

	Geometry, Cognitive Tutor		
Research-based Resource(s)	Prentice Hall Algebra, MacDougal Littell Geometry, Cognitive Tutor, CRISS	School Improvement Zone, Title I	5000
Technology	Cognitive Tutor, Riverdeep, FCAT Explorer, Graphing Calculators, Gale Info Track Test Prep	School Improvement Zone, Title I	20000
Professional Development	FCAT Explorer, CRISS, Using Manipulatives Cognitive Tutor Gale Info Track Test Prep	School Improvement Zone, Title I	10000
Other	Edusoft Web-based Assessment Program	School Improvement Zone, Title I	10000
Total:			60000.00

Goal:	Writing
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Needs Assessment Based on the 2005-2006 FCAT Writing+ performance data, 57% of tenth grade students scored 3.5 or above on the essay. The results of assessment of students' writing skills on the state assessment show little growth in the last three years. An analysis of student writing performance data reveals the following trends among grade ten students at Miami Jackson; there was no performance growth in expository writing. The combined mean score decreased by 0.1% last year with a 0.2% decrease in expository writing and a 0.4% decrease in persuasive writing.

In FCAT Writing + clusters, tenth grade students achieved 55% on Focus, 50% on Organization, 45% on Support and 44% on Conventions.

Objective Given instruction based on the Sunshine State Standards, all students in grade ten will increase their writing skills as evidenced by a minimum of 90% of students achieving high standards on the 2007 administration of the FCAT Writing+ Test.

Strategies Provide writing workshops for all students that will focus on peer editing

utilizing the holistic scoring method.

Implement interdisciplinary team teaching units with writing activities in ninth and tenth grade teams.

Utilize Learning Express to assess and monitor student writing progress to drive instruction. Reports will be reviewed by teachers and administrators.

Schedule all Level 1 students into a writing course and all Level 2 and above students into a Social Studies course to increase writing. This includes all Limited English Proficient and Students with Disabilities.

Implement career/professional portfolios in all ninth grade transition classes.

Provide monthly Instructional Focus Writing Calendars that will be utilized across the curriculum to improve writing skills.

Utilize CRISS strategies to infuse writing across the curriculum.

Using the co-teaching and consultative inclusion models, Students with Disabilities will receive additional writing support in the classroom and in small group settings. All standard diploma 10th grade Students with Disabilities will be scheduled into 100% inclusion classes with modifications and additional support.

Implement High Schools That Work (HSTW) as the school wide model of reform to change the culture and instructional practices in the classroom, engaging students in rigorous and challenging proficient level assignments to motivate students to meet high expectations.

Evaluation

For grade ten students enrolled in writing courses and grade nine students enrolled in English classes, FCAT performance will be used as the final evaluation. Monthly writing prompts throughout the school year will be used to monitor student progress and to drive instruction. School wide data will be collected to monitor overall progress. The final evaluation will be the results of the 2007 administration of the FCAT Writing+ test.

Research-based Programs

Professional Development

All staff will be required to complete:
Provide professional development for teachers which will enable them to implement holistic rubric scoring and effective writing strategies, Essentials of High School Writing and High Schools That Work.

Deliver a set of core professional learning experiences on-site to all faculty and administrators:

- *High Schools That Work
- *Data Analysis and Student Progress Monitoring
- *CRISS Strategies
- *Differentiated Instruction
- *Continuous Improvement Model
- *Strategies for ESOL/ESE Students
- *Instructional Strategies to Support Inclusion Classrooms
- *Learning Express
- *Classroom Inc.

Budget			
Issues to Address	Describe Resources	Funding Sources	Total Available
Research-based Program(s)	Learning Express, CRISS	School Improvement Zone, Title I	5000
Research-based Resource(s)	Learning Express, CRISS	School Improvement Zone, Title I	2000
Technology	Learning Express	School Improvement Zone, Title I	3000
Professional Development	Learning Express, Essentials of High School Writing Holistic Scoring High Schools That Work	School Improvement Zone, Title I Small Learning Communities Grant	1000
Other			0
Total:			11000.00

Goal:	Science
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Needs Assessment An assessment of the results from the March 2005-2006 Florida Comprehensive Assessment Test for science indicates that the mean scale score of 11th grade students at Miami Jackson Senior High School is 243, a one point increase, as compared to the previous year. However, this was 39 points below the District's mean scale score of 282. Miami Jackson Senior High students were eight percentage points below the district's mean score in each cluster. Results reveal that students are deficient in all four science clusters with the weakest areas being Physical/Chemical and

Life/Environmental. Thirty-two percent of the questions were answered correctly in both clusters, an increase of 2% from the previous year. Trends indicate that FCAT Science scores for Earth/Space and Scientific Thinking areas were identical to the 2004-2005 results. Conversely, the scores for the Physical/Chemical and Life/Environmental increased by 3% and 4% respectively. Despite the increases, the data indicates that emphasis needs to be placed on all areas.

Objective

Given instruction based on the Sunshine State Standards, students in grade eleven will increase their science skills as evidenced by a minimum of 10% of students scoring at or above Achievement Level 3 on the 2007 administration of the FCAT Science Test.

Strategies

Utilize the Continuous Improvement Model (CIM), apply the data collected to assist classroom teachers in providing for differentiated instruction and monitoring of student progress. Teachers will utilize the Instructional Focus Calendars to address schoolwide deficiencies. Skills will be assessed bi-weekly using Edusoft to score and disaggregate data. Data will be reviewed by the department chair and administrators and feedback provided to align instruction with student needs.

Administer bi-weekly assessments aligned to the Sunshine State Standards tested benchmarks and implement a data management system, Edusoft, to score assessments and generate disaggregated data reports to monitor schoolwide efforts and trends. Data will be shared with staff members at faculty, grade level team, department, leadership team and EESAC meetings.

Using the co-teaching and consultative inclusion models, Students with Disabilities will receive additional science support in the classroom and in small group settings. All standard diploma 9th and 10th grade Students with Disabilities will be scheduled into 100% inclusion classes with modifications and additional support.

Implement the use of pacing guides by providing teachers with a roadmap for the year. They will serve as guides to help teachers develop scientific concepts and processes through instruction and practice. Science teachers will meet by subject area to prepare lesson plans, discuss strategies and determine pacing to provide schoolwide compliance.

Incorporate laboratory activities that will enhance student scientific thinking, critical thinking and reading comprehension.

Utilize FCAT Science Dailies for eleventh grade students.

Increase student participation in developing science fair projects.

Incorporate CRISS strategies daily to enhance the reading skills of students within the science content area.

Use science Instructional Focus Calendars to ensure that all tested benchmarks are covered prior to March 2007.

Increase the use of technology through, Sci-Tech, Riverdeep and TCR Connections to establish a solid foundation.

Evaluation

The evaluation component will include the FCAT Science as the final data of evaluation. Progress monitoring will be conducted through bi-weekly assessments, teacher/department subject area-devised assessments, laboratory logs and science fair projects. The final evaluation will be the results of the 2007 administration of the FCAT science test.

Research-based Programs

Textbooks - Physical Science with Earth Science, Chemistry Matter and Change and Chemistry Central Science

Professional Development

Deliver a set of core professional learning experiences on-site to all faculty and administrators:

- *High Schools That Work
- *Data Analysis and Student Progress Monitoring
- *CRISS Strategies
- *Differentiated Instruction
- *Continuous Improvement Model
- *Strategies for ESOL/ESE Students
- *Instructional Strategies to Support Inclusion Classrooms
- *Learning Express
- *Classroom Inc.
- *Cognitive Tutor
- *Science for Secondary Level Science Teachers

Provide professional development that will enable school-site administrators to support the school-wide literacy plan that include: CReating Independence through Student-owned Strategies (CRISS), and the Continuous Improvement Model (CIM).

Professional development will include workshops sponsored by the District

and Regional Center as well as in school inservices that will include: the new textbook series, Riverdeep, TCR Connections, Sci-Tech and CRISS. Professional development will be provided during the school day, after school and on Saturdays.

Highly Qualified Instructors The professional development plan for (school) includes a core set of professional learning experiences and customized professional development aligned to student achievement data and the professional development needs of the faculty and administration. The Office of Professional Development has developed a monitoring system whereby principals will receive a monthly report indicating professional development opportunities that have been accessed by teachers. This report will assist the leadership team in monitoring the professional development of all instructional personnel on a routine basis. Additionally, the PD Specialist assigned to the school will regularly visit classrooms to support teachers and insure the successful application of new skills learned to classroom instruction.

To support teachers seeking reading endorsement, face-to-face reading endorsement classes will be offered on-site for the Corrective Action Schools as well as providing the option of teachers taking reading endorsement online through Beacon at Bay County Schools. The Office of Human Resources will monitor and assist these teachers with information on the status of their certification and the application requirements to have the endorsement reflected on their certificate.

Budget			
Issues to Address	Describe Resources	Funding Sources	Total Available
Research-based Program(s)	3Textbooks Riverdeep's Logal Science Program	Miami-Dade County Public Schools School Improvement Zone Title I	3000
Research-based Resource(s)	Textbooks Science Dailies	Miami-Dade County Public Schools School Improvement Zone Title I	3000
Technology	Sci-Tech TCR Connections Computer Based Laboratory (CBL)	Miami-Dade County Public Schools School Improvement Zone Title I	15000
Professional Development	Computer Based Laboratory (CBL) TCR Connections Sci-Tech Riverdeep	Miami-Dade County Public Schools School Improvement Zone Title I	10000
Other			0
Total:			31000.00

Goal: Parental Involvement

Needs Assessment An analysis of the School Climate Survey Parental Form, indicates that 36% of parents agreed or strongly agreed that the school maintains high academic standards, 35% were undecided and 30% disagreed or strongly disagreed. There is a need to increase communications between home, school and community to afford different means of sharing information about students. Efforts need to be made to bring to parents onto the campus and to involve them in school related activities.

Objective Given schoolwide focus on parental and community involvement, the school will demonstrate a 5% increase in parental and community interaction as evidenced by comparing the attendance logs for the 2005-2006 and 2006-2007 school year.

Strategies Communication - Increase communications in three languages with parents in regards to school related activities such as open house, grade level orientations and parent workshops using Connect-Ed, flyers and newsletters that is regular, two-way and meaningful. Utilize the community involvement specialists and social worker weekly to make telephone and home visits that establish communication between home and school to increase parent involvement and awareness. Logs will be maintained.

Parenting -Provide strategies for parents to use at home to support reading, math, writing, and science achievement through workshops, printed information at open house and community school/parent outreach programs. Coordinate Family Math and Science Night to showcase student projects, disseminate information pertaining to the FCAT Mathematics and Science administration, and provide strategies for parents to use at home in support of math and science achievement.

Student Learning-Hold a ninth grade orientation prior to the opening of school, for parents and students to obtain information about the high school, meet the teachers, counselors and administrators and take a tour of the school. Invite parents to participate in awards ceremony honoring the achievements of select students in grades 9 through 12.

Volunteering-Initiate a monthly "Second Cup of Coffee" chats to promote the Miami Jackson Parent Resource Center.

School Decision-Making and Advocacy- Develop strategies to increase participation in EESAC and PTSA meetings. Host EESAC meetings to provide updates to parent representatives about school improvement efforts.

Collaborating with Community-Provide parents with information about the "Parent Academy" day and night classes and Bi-lingual parent outreach programs.

Evaluation Evaluations will be based on the 2007 School Climate Survey as well as workshop attendance rosters, Community Involvement Specialist's records, Title I District Assistance Plus Reports, PTSA Membership Rosters, Parent attendance on school-related activities and parent surveys.

Research-based Programs National PTSA Standards for Parental Involvement
National Parent Teacher Student Association
Title I

Professional Development Monthly Title I Community Involvement Workshops
District Advisory meetings
Truancy Intervention Program trainings
Monthly CIS meetings
PTSA meetings
EESAC trainings

Budget			
Issues to Address	Describe Resources	Funding Sources	Total Available
Research-based Program(s)	National Parent Teacher Student Association		0
Research-based Resource(s)			0
Technology	Computers	Title I	3000
Professional Development	Title I CIS meetings Bi-lingual Outreach Parent/Student Orientation	Title I	5000
Other	2 Community Involvement Specialists Overtime (CIS)	Title I	59826
Total:			67826.00

Goal:	Graduation Rate
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Needs Assessment

**Objective
Strategies**

Evaluation

**Research-based
Programs
Professional
Development**

Budget

Issues to Address	Describe Resources	Funding Sources	Total Available
			Total: 00.00

Goal: Return on Investment

Needs Assessment The most recent data supplied from the FLDOE indicate that in 2004-2005, Miami Jackson ranked in the 44th percentile on the ROI index.

Objective Miami Jackson Senior High School will improve its ranking on the state ROI data publication from the 44th percentile in 2004-2005 to the 45th percentile on the next publication.

Strategies Become more informed about the use of financial resources in relation to school programs.

Collaborate with the District on resource allocation.

Use student data analysis results to find or construct more effective educational strategies that fit the needs of students and staff.

Identify lowest quartile students early and provide additional assistance.

Provide strategies to parents for their student's academic improvement.

Continue to provide high quality teacher professional development and monitor its implementation.

Purchase research-based materials and utilize the district warehouse for materials and supplies.

Deliver a set of core professional learning experiences on-site to all faculty and administrators:

*High Schools That Work

*Data Analysis and Student Progress Monitoring

*CRISS Strategies

*Differentiated Instruction

*Continuous Improvement Model

*Strategies for ESOL/ESE Students

*Instructional Strategies to Support Inclusion Classrooms

*Learning Express

*Classroom Inc.

*Cognitive Tutor

*Science for Secondary Level Science Teachers

Evaluation

On the next FLDOE ROI publication, Miami Jackson Senior High will show progress toward reaching the 45th percentile.

SCHOOL ADVISORY COUNCIL

- Yes No The majority of the SAC members are not employed by the school.
The 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.

SAC Involvement

The Educational Excellence School Advisory Council (EESAC) at Miami Jackson Senior High fosters an environment of professional collaboration among all stakeholders to help create a learning

environment that supports the school's vision and mission. The Council accomplishes this by collaborating with site leadership and council members through the forum of monthly meetings the third Wednesday of each month where the progress of SIP goals are analyzed; available resources (human and fiscal) are discussed which will facilitate achievement of our goals; and recommendations are made in keeping with the Plan-Do-Study-Act cycle of the Continuous Improvement Model.

FINAL BUDGET

Issues to Address	Describe Resources	Funding Sources	Total Amount Available
Research-based Program(s)	Reading: McDougal Littell, The Language of Literature, READ 180, Scholastic Read XL Mathematics: Prentice Hall Algebra, MacDougal Littell Geometry, Cognitive Tutor Writing: Learning Express, CRISS Science: 3Textbooks Riverdeep's Logal Science Program Parental Involvement: National Parent Teacher Student Association	Reading: School Improvement Zone, Title I Available: \$15000 Mathematics: School Improvement Zone, Title I Available: \$15000 Writing: School Improvement Zone, Title I Available: \$5000 Science: Miami-Dade County Public Schools School Improvement Zone Title I Available: \$3000 Parental Involvement: Available: \$0	38000.00
Research-based Resource(s)	Reading: McDougal Littell The Language of Literature, READ 180, Scholastic Read XL, CRISS Mathematics: Prentice Hall Algebra, MacDougal Littell Geometry, Cognitive Tutor,	Reading: School Improvement Zone, Title I Available: \$8000 Mathematics: School Improvement Zone, Title I Available: \$5000 Writing: School Improvement Zone, Title I Available: \$2000 Science: Miami-Dade County Public Schools School Improvement Zone Title I Available: \$3000 Parental Involvement:	18000.00

	<p>CRISS</p> <p>Writing: Learning Express, CRISS</p> <p>Science: Textbooks Science Dailies</p> <p>Parental Involvement:</p>	<p>Available: \$0</p>	
Technology	<p>Reading: READ 180, FCAT Explorer, Reading Plus, Gale Info Track Test Prep</p> <p>Mathematics: Cognitive Tutor, Riverdeep, FCAT Explorer, Graphing Calculators, Gale Info Track Test Prep</p> <p>Writing: Learning Express</p> <p>Science: Sci-Tech TCR Connections</p> <p>Computer Based Laboratory (CBL)</p> <p>Parental Involvement: Computers</p>	<p>Reading: School Improvement Zone, Title I Available: \$5000</p> <p>Mathematics: School Improvement Zone, Title I Available: \$20000</p> <p>Writing: School Improvement Zone, Title I Available: \$3000</p> <p>Science: Miami-Dade County Public Schools School Improvement Zone</p> <p>Title I Available: \$15000</p> <p>Parental Involvement: Title I Available: \$3000</p>	46000.00
Professional Development	<p>Reading: CRISS, Teaching Reading at the High School Level, Essentials of Reading, Reading Across the Curriculum, READ 180, Read XL, Reading Plus</p> <p>Mathematics: FCAT Explorer, CRISS, Using Manipulatives</p> <p>Cognitive Tutor</p> <p>Gale Info Track Test Prep</p>	<p>Reading: School Improvement Zone, Title I Available: \$10000</p> <p>Mathematics: School Improvement Zone, Title I Available: \$10000</p> <p>Writing: School Improvement Zone, Title I Small Learning Communities Grant</p> <p>Available: \$1000</p> <p>Science: Miami-Dade County Public Schools</p>	36000.00

	<p>Writing: Learning Express, Essentials of High School Writing Holistic Scoring High Schools That Work</p> <p>Science: Computer Based Laboratory (CBL) TCR Connections Sci-Tech Riverdeep Parental Involvement: Title I CIS meetings Bi-lingual Outreach Parent/Student Orientation</p>	<p>School Improvement Zone Title I Available: \$10000 Parental Involvement: Title I Available: \$5000</p>	
Other	<p>Reading: Classroom Libraries, Media Center, Amsco Series Mathematics: Edusoft Web-based Assessment Program Writing: Science: Parental Involvement: 2 Community Involvement Specialists Overtime (CIS)</p>	<p>Reading: Available: \$100000 Mathematics: School Improvement Zone, Title I Available: \$10000 Writing: Available: \$0 Science: Available: \$0 Parental Involvement: Title I Available: \$59826</p>	169826.00
		Total:	307826.00

IMPLEMENTATION EVALUATION

Miami Jackson Senior High School will conduct three formative assessments through Miami-Dade County Public Schools pending arrival of the 2007 FCAT scores and AYP information. District staff, leadership team, the administrative team and reading and mathematics coaches will be involved in the evaluation. Teams will be assigned to reading, mathematics, writing, science and parental involvement sections of the plan; all members will look at the implementation of the plan, maintain records and meet monthly to review progress. Results of the monthly review will be shared with all staff, parents and community members. Results from the summative evaluation will form the basis of the Needs Assessment for the coming year.

Members	Signature
1) Jimmy Brown , Community Member	
2) Debra Reddick , School Support Personnel	
3) Deborah Love , Principal	
4) Gwendolyn Larry , SAC Chair	
5) Luona Body , Union Steward	
6) Sanford Simon , Teacher	
7) Jorge Diaz , Teacher	
8) Robert Quinn , Teacher	
9) Betty Wright , Teacher	
10) Tonya Pollock , Parent	
11) Zoe Madison , Teacher	
12) Charlotte Al-Jamal , Teacher	
13) Generlyn Jean , Student	
14) Ladarius Nottage , Student	
15) Sandra Tilton , Teacher	
16) Maria Mercado , Community Member	
17) Judy Hunter , Principal	
18) Floyd Collins , Parent	
19) , Principal	
20) Patty Macias , Principal	