
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 6281 - Thomas Jefferson Middle School

FeederPattern: North Miami Senior

Region: Regional Center II

District: 13 - Miami-Dade

Principal: Ellen Wright

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Thomas Jefferson Middle School

Thomas Jefferson Middle School is located in a diverse and evolving urban community where a variety of cultures and nationalities come together to experience the excitement and challenge of those blending cultures. Our school services students and their parents in grades 7 through 9 in the regular education program, as well as, grades 7 through 12 in the Exceptional Student Education Program. We take pride in our multicultural diversity where 85 percent of our students are Black, Non-Hispanic; 12.5 percent are Hispanic; 1 percent are White, Non-Hispanic; and 1 percent are Asian. Thomas Jefferson's Educational Excellence School Advisory Council (EESAC) and its faculty, staff, and community believe that all students are capable of learning. Consequently, there is a concerted effort to develop all students' academic, social, physical, and emotional potential. Through collaboration of this school's stakeholders, it is our goal to create lifelong learners and contributing citizens in a democratic, multicultural, and ever-changing world. The staff, parents, and community of Thomas Jefferson Middle School have carefully examined a wide range of data in preparation for the development of the 2005-2006 School Improvement Plan. Most significant in this review were student academic and demographic profiles, strengths, and weaknesses of the activities contained in the 2004-2005 plan. Given instruction using the Sunshine State Standards, students will increase their mastery of challenging academic content as evidenced by an increase of 5 percent of students enrolled in advanced academic classes when comparing 2004-2005 to 2005-2006 as documented by district generated reports. Thomas Jefferson Middle School and its community strive to provide innovative opportunities for students in order to foster knowledge and awareness academically, socially, emotionally, physically, and vocationally. Through collaborative efforts, the stakeholders of our school prepare our students for success in all endeavors.

Given instruction using the Sunshine State Standards (SSS), students in grades 7 through 9 will improve their reading skills as evidenced by 44 percent of the students scoring at or above Level 3 on the administration of the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards (SSS), African American students in grades 7 through 9 will improve their reading skills as evidenced by 44 percent of the students scoring at or above Level 3 on the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards (SSS), Economically Disadvantaged students in grades 7 through 9 will improve their reading skills as evidenced by 44 percent of the students scoring at or above Level 3 on the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards (SSS), Limited English Proficient students in grades 7 through 9 will improve their reading skills as evidenced by 44 percent of the students scoring at or above Level 3 on the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards (SSS), Students With Disabilities in grades 7 through 9 will improve their reading skills as evidenced by 44 percent of the students scoring at or above Level 3 on the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards, students in grades 7 through 9 will improve their mathematics skills as evidenced by 50 percent of the students scoring at or above Level 3 on the 2006 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, African American Students in grades 7 through 9 will improve their mathematics skills as evidenced by 50 percent students scoring at or above Level 3 on the 2006 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Students with Disabilities in grades 7 through 9 will improve their mathematics skills as evidenced by 50 percent of the students scoring at or above Level 3 on the 2006 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Economically Disadvantaged students in grade 7 through 9 will improve their mathematics skills as evidenced by 50 percent of the students scoring at or above Level 3 on the 2006 FCAT Mathematics Test.

Given instruction using the Sunshine Standards, Limited English Proficient (LEP) students in grades 7 through 9 will improve their mathematics skills as evidenced by 50 percent of the students scoring at or above Level 3 on the 2006 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, 88 percent of eighth grade students will improve their writing skills as evidenced by 1 percent improvement on the 2006 FCAT Writing Test.

Given instruction using the Sunshine State Standards, students in eighth grade will improve their science skills to meet the District's mean scale score of 272 as documented by the 2006 FCAT Science Test.

Given the need to establish a link with the home and community to support the efforts of improving the academic achievement of students, parental involvement will continue to be an integral part of our efforts for improvement by showing a 10 percent increase. We will increase parental involvement as evidenced by

462 parents in attendance for parent meetings for the 2005-2006 school year as compared to the 420 parents in the 2004-2005 school year.

Given instruction on the code of student conduct, students' behavior will improve as evidenced by a decrease of 5 percent in the number of students placed on outdoor suspension.

Given an emphasis on the use of technology in education, all teachers will augment their usage of the electronic gradebook program as evidenced by 100% increase during the 2005-2006 school year.

Given instruction based on the M-DCPS mandated Fitness Gram standards, students in grades 7 through 9 will improve their fitness as evidenced by a five percent increase in the number of awards winners to 40% as evidenced by the 2006 Fitness Gram test as compared to 35 percent of awards winners on the 2005 Fitness Gram test.

Given additional emphasis on the number of students participating in extra and co-curricular activities, participation in these activities will increase by 5 percent for the 2005-2006 school year as compared to data derived from the 2004-2005 school year which reflects 225 students participating in extra and co-curricular activities.

Thomas Jefferson Middle School will improve its ranking on the State of Florida Return On Investment index publication from the 7th percentile in 2003 to the 90th percentile on the next publication of the index.

Thomas Jefferson Middle School strives to promote a sense of customer satisfaction among all of its stakeholder populations. The school's staff rated the school with high marks in the areas of customer/market focus and measurement, analysis, and knowledge management, given the 2005 School Improvement Survey. The two areas which produced the lowest scores fall into the areas of process management and business results. When the staff was asked if they knew how well the organization was doing financially, they answered "sometimes". The average score was a 3.1 on a scale of 5.0 for that question (question 7c). Along the same lines, when staff members were asked "if their organization removes things that get in the way of progress" (question 7e), the average score was a 3.5 on a 5.0 scale. In order to improve the staff's perception in these two areas, the school will share more information with the staff regarding funding and how it is spent on instruction. Furthermore, to address question 7e, the staff will be asked to share, in more detail, ideas that will help promote school-wide growth and prosperity.

MIAMI-DADE COUNTY PUBLIC SCHOOLS

VISION

We are committed to provide educational excellence for all.

MISSION

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

CORE VALUES

Excellence

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

Integrity

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

Equity

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

Citizenship

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

Thomas Jefferson Middle School

VISION

Thomas Jefferson Middle School is committed to the whole child. We are dedicated to the belief that by working together the school and home will cultivate healthy, happy citizens who will contribute to our community and society. We desire the best for our students - the best instructional delivery, the most advanced technological equipment, and a safe educational environment conducive to constructive learning. At Thomas Jefferson Middle School, we are particularly sensitive to the needs of the exceptional student. Within the Middle School Program, exceptional students are routinely mainstreamed into all school activities. Through our Occupational Training Center (OTC) and community-based instruction program, we are preparing our exceptional students to function independently and productively, with skill and confidence, to be a contributing citizen in our society. Thomas Jefferson Middle is committed to multicultural education which will result in an appreciation of cultural and individual differences among our students. Consequently, students will become confident, independent, and self-reliant; thus preparing them to contribute to our community. We pledge to educate the whole child in a caring environment. As a result, students will exhibit the core values of: responsibility, respect, honesty, integrity, educational excellence, and loyalty, which will prepare them to face the challenges of life and become productive citizens in our community.

MISSION

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

CORE VALUES

Thomas Jefferson Middle School is committed to multicultural education which will result in an appreciation of cultural and individual differences among our students. At Thomas Jefferson, both academic and extracurricular activities are utilized to promote the acceptance and understanding of individual uniqueness. Consequently, students will become confident, independent, and self-reliant; thereby, prepared to contribute to our community. In addition, the District's Character Education is fully in force at Thomas Jefferson Middle whereby the students participate in a full, active curriculum which infuses the nine core values.

School Demographics

Thomas Jefferson Middle School finds itself in a dynamic community where more than 50 different nationalities come together everyday to experience the excitement, challenge, and promise of those blending cultures. We are a three grade level institution (grades 7, 8, and 9) that services approximately 956 students. Our school houses grades 7-9 in the regular school program and grades 7-12 in select Exceptional Student Education Programs.

We take pride in our multicultural diversity where 85 percent of our students are African American, Non-Hispanic, 12.5 percent are Hispanic, 1 percent are White, 1 percent are Asian, 1 percent are Multiracial, and 0 percent are Indian. Of this population, 11 percent have been classified as English Speakers of Other Languages (ESOL), 18.5 percent under Exceptional Student Education(ESE), and 1.5 percent Gifted. Approximately 76 percent of students have been identified for free or reduced lunch, and the mobility index is approximately 29.

All of our instructional staff is certified. Of the 62 teachers, 21 have Master's degrees, 1 has a Specialist degree, and none have a Doctoral Degree. Of this population, 16 teachers are beginning teachers. The ethnic composition of our staff is as follows: 13 are White, 34 are Black, 13 are Hispanic, and 2 are Asian/American.

School Foundation

Leadership:

Results from the 2005-2006 Organizational Performance Self-Assessment Survey indicate that the Leadership category was one of the highest ranked. Issues relating to how the leadership sets direction for the school, shares the mission and vision of the school, and creates a positive working environment by involving its employees in the daily operation of the school all received a score ranging from 4.0 to 4.4 out of a 5 point scale.

District Strategic Planning Alignment:

Of the seven categories on the 2005-2006 Organizational Performance Self-Assessment Survey, the District Strategic Planning Alignment rated as one of the lower categories (an average of 3.86 on all questions responded). Respondents felt that they should be asked for ideas as the school prepares to make future plans (question 2a). They were also uncertain if their contributions to the school were helping to create a positive impact (question 2c). As we move towards more data driven meetings at the school site, their perception of their contributions should be more concrete.

Stakeholder Engagement:

Our open door policy is a vital part of our plan to involve all stakeholders – parents, students, and staff. In order to effectively communicate with parents, ample opportunities are provided for parent/teacher and telephone conferences, as well as, the Biscayne Gardens Civic Association Newsletter. Our Community Involvement Specialist and visiting teacher also play a vital role in this effort. The Miami Herald, WRMB (Radio Carnivale), the Haitian Television Network, and other media assist in our efforts to reach a wide population. The facility serves as a community center for organizations and programs such as Aspira, College Reach Out Program (CROP), Parent Teacher Student Association(PTSA), and Educational Excellence School Advisory Council(EESAC).

Faculty & Staff:

The existence of a team approach is evident at Thomas Jefferson Middle School, where teachers and support personnel collaborate by department and by teams on a weekly basis. One of the questions on the Organizational Performance Self-Assessment Survey asked if "the people they worked with cooperated and worked as a team" (question 5b) and the average response rated a 4.1 on a 5 point scale. In addition, to ensure that our teachers meet acceptable standards, a concerted effort is made to provide them with workshops where current trends in teaching are modeled. Teachers who aspire to leadership positions find opportunities as committee and club sponsors, team leaders, as well as, department chairs.

Data/Information/Knowledge Management:

The ability to utilize data to monitor the progress of its employees and school functions rated as one of the highest categories on the Organizational Performance Self-Assessment Survey. Three of the highest rated questions dealt with the teachers knowing how to measure the quality of their work (question 4a), knowing how to analyze the work to determine if changes are needed (question 4b), and knowing how to use these analyses to make decisions about

their work (question 4c). On average, these responses all rated a score of 4.5 on a 5 point scale. The lowest ranked question in this category dealt with the teachers obtaining the information they needed on how the school was doing (question 4f). This question rated a 3.8 on a 5 point scale.

Education Design:

Thomas Jefferson Middle School, in its quest to strive for educational excellence, has done an in-depth analysis of the needs of our students as indicated by FCAT test scores, report card grades, feeder pattern articulation, and other forms of assessment. Subsequent to our 2004-2005 Midyear and Final Reviews of the School Improvement Plan (SIP), we have adopted the identified strengths and weaknesses as our 2005-2006 SIP challenges to learning. Our school's School Improvement Model is based on the Continuous Improvement Model.

Performance Results:

Overall, the score that depicts the processes that drive the function of the school was 3.8. The staff is satisfied that their work meets high quality and excellence as evidenced by a rating of 4.2 on a 5 point scale. The average job satisfaction was ranked a 4.2 as well. In this category, the two questions receiving the lowest marks were as follows: Their knowledge of how well the school was doing financially and the school's ability to remove things that get in the way of progress. These questions received a ranking of 3.1 and 3.5, respectively.

Additional Requirements

Only for schools under state sanction

• High Quality, Highly Qualified Teachers:

In order to attract and retain high-quality, and highly qualified teachers, the school often attends teacher fairs, maintains representation on the Miami Teaching Fellows interview committees, and often advertises all of its successes in the local newspapers. Additionally, the administrative team firmly believes that satisfied teachers will produce a more educated, well-rounded student who enjoys and thrives on education. In order to promote this feeling, the administration at Thomas Jefferson Middle School maintains an open door policy, and always involves its teachers in educational decisions.

• Highly Qualified, Certified Administrators:

Ellen O. Wright: Principal

The Principal at Thomas Jefferson Middle School, Mrs. Wright, is a second year Principal with over 10 years experience as an Assistant Principal for curriculum. Mrs. Wright also worked in the Division of Instructional Technology where she was responsible for teacher training in the use of technology. She holds a Master's Degree in Computer Science from Barry University and received an Educational Leadership Certification from NOVA Southeastern University. She has also served as an adjunct professor for Barry University. The Principal has presented at state conventions and has served on numerous District-appointed committees. She received recognition for the 3rd and 4th grading term during the 2003-2004 school year for the most improved middle school in attendance and demonstrated a notable decline in the number of school incidents reported as compared to the first semester. Mrs. Wright's strong curriculum background has been instrumental in implementing school-wide innovative programs to increase student achievement to include the development of scope and sequence for each department aligned to state benchmarks. Mrs. Wright has worked at both the middle and senior high schools. Her high school experience has proven valuable in the monitoring of our 9th graders for high school accreditation. She has been rebuilding and gaining the acceptance of the Thomas Jefferson community to stop the transferring of students to neighboring middle school. Thomas Jefferson Middle School made overall improvements in reading and mathematics on the 2004 administration of the FCAT. These continuous improvements can be attested to the Principal's clear focus and leadership experience in driving education and building a culture of learning for all of our students.

Michael A. Lewis: Assistant Principal, Principal Designee

The Assistant Principal of Thomas Jefferson Middle School, Mr. Lewis, is a second year Assistant Principal with over 12 years experience working in the Miami-Dade County Public School System. Mr. Lewis has a Bachelor's degree in Criminal Justice and a Master's degree in Educational Leadership from Nova Southeastern University. He taught in the classroom for 11 years. First, working as an ESE Teacher and then teaching At-Risk students. He also has 4 years of experience as an administrative assistant. Mr. Lewis served as the Test Chairperson and was Teacher of the Year at Allapattah Middle School for the 2003-2004 school year. He was a grant coordinator for Title IV, Co-Coordinator of the 5000 Role Models, and participated in the afterschool tutorial program at Allapattah Middle School. Mr. Lewis' years of administrative experience has proven to be valuable as he has implemented a school-wide truancy plan to ensure the highest level of students attendance possible.

Susan Guillen: Assistant Principal

Mrs. Guillen is a first year Assistant Principal at Thomas Jefferson Middle School. Prior to this assignment she worked for the Division of Language Arts/Reading for four years as a Curriculum Support Specialist servicing the low performing secondary schools in Regional Center II. She has a Bachelor's, Master's, and Specialist degree from Florida International University, majoring in Elementary Education, Reading K-12 Education and obtained certification in Educational Leadership as well. Her first teaching assignment when she was hired with Miami-Dade County Public Schools was at Miami Springs Middle School in

1995. She taught a variety of subjects there, including intensive 6th grade reading, and concluded her last two years at the school by serving as Reading Leader and Title I Coordinator. In addition to her experience with Miami-Dade County Public Schools, Mrs. Guillen has also taught reading methods courses to undergraduates from Florida International University and served as a consultant for Scholastic Textbook Company aligning the tested Florida benchmarks to their new educational software programs.

• Teacher Mentoring:

Thomas Jefferson Middle School's mentoring program follows the broad outline of the District Professional Assessment and Comprehensive Evaluation System (PACES) manual regarding policies and procedures. New teachers are scheduled to attend a series of on-site and District orientation programs to introduce programs and procedures of Miami-Dade County Public Schools and ensure the new teachers' comfort and success in the teaching environment. Annual contract teachers are assigned to a Professional Growth Team (PGT) and to an individual mentor who can guide and support them through their first professional year. Teachers are asked to submit lesson plans once in the fall and once in the spring for analysis and discussion with their PGT or individual mentor before using them in the classroom. Teachers on annual contracts are required to maintain an activity log, which is monitored by the PGT in order to ensure that teaching requirements are successfully completed. Additional assistance to new teachers is provided through model lessons and mentoring supplied by our Reading Coach, Language Arts Coach, and Math Coach. The administration meets monthly with our new teachers to discuss various topics ranging from instructional strategies and classroom management to address any questions and concerns that they may be experiencing.

• School Advisory Council:

The Educational Excellence School Advisory Council (EESAC) at Thomas Jefferson Middle School fosters an environment of professional collaboration among all stakeholders to help create a learning environment that supports the school's vision and mission. The EESAC accomplishes this by collaborating with site leadership and council members through monthly meetings. During these sessions, the progress of the School Improvement Plan (SIP) goals and available resources are discussed and analyzed in order to facilitate success. The EESAC recommended the use and allocation of funds for various instructional endeavors including instructional materials and equipment, supplies, and training activities. In addition, they recommended that faculty and staff receive training that will have a direct impact on student achievement. This included CRISS training and FCAT instructional strategies. They continue to support the need for instructional materials including the use of technology, equipment, recognition programs, and the Accelerated Reader program. EESAC will continue to support the school-wide discipline plan, regular fire and emergency drills, incident report notification, telephone tree numbers list, and zero tolerance for disruption of the educational environment. The committee supports the use of daily student planners to assist in student overall achievement, organizational skills, and to provide additional communication between parents and teachers. The EESAC recommends that the school-wide instructional plan be utilized to assist all students in making developmental gains in reading, writing, mathematics, and science.

• Extended Learning Opportunities

1. Thomas Jefferson Middle School provides before school tutoring programs in reading, mathematics, and science throughout the school year.
2. Pull-out and special tutoring programs in reading and mathematics are offered during the school year to afford specialized instruction to targeted groups of students preparing to take the FCAT.
3. Pull-out tutorial service is provided to all ESOL students performing at Level 1 and 2 as determined by the administration of the Oral Language Proficiency Scale (OLPS).
4. College students from Florida Memorial College, in conjunction with the College Reach Out Program (C.R.O.P.), offer support to the intensive reading teachers servicing Level 1 and 2 students throughout the day, as well as in a structured after school tutorial program.
5. The After School All Stars Program offers tutoring, as well as training in the performing arts after school daily.

• School Wide Improvement Model

The research-based school improvement model utilized by Thomas Jefferson Middle School is the 8-Step Continuous Improvement Model (CIM), a data-driven, results-oriented improvement model that was successfully implemented by the Brazosport Independent School District In Texas. The plan has been fused with the philosophies of Total Quality Management (TQM) and Effective Schools Research.

GOAL 1: READING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 1 STATEMENT:

All students at Thomas Jefferson Middle School will be able to read on or above grade level and be literate members of society.

Needs Assessment

The 2005 Florida Comprehensive Assessment Test data revealed that students in grades 7 and 8 made growth in reference and research, which has been the weakest area from previous assessment years. Students in grades 7 made an 8 percentage increase. Students in grade 8 made a 9 percentage increase. Students in grade 9 maintained 50 percent mastery of assessed reference and research items. Although students in grades 7 and 8 did not show growth in comparison/contrast, main idea and author’s purpose; students in grade 7 maintained 50 percent mastery of words/phrases; and students in grade 9 had a 9 percentage increase in comparison and contrast. The lowest 25 percentile of the student population has shown continued progress in reading; however, the majority of the student population has not moved from Level 1 to 2 or 3 and above, which indicates a need to provide differentiated instruction across content areas and improve the daily instructional program for all students.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards (SSS), students in grades 7 through 9 will improve their reading skills as evidenced by 44 percent of the students scoring at or above Level 3 on the administration of the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards (SSS), African American students in grades 7 through 9 will improve their reading skills as evidenced by 44 percent of the students scoring at or above Level 3 on the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards (SSS), Economically Disadvantaged students in grades 7 through 9 will improve their reading skills as evidenced by 44 percent of the students scoring at or above Level 3 on the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards (SSS), Limited English Proficient students in grades 7 through 9 will improve their reading skills as evidenced by 44 percent of the students scoring at or above Level 3 on the 2006 FCAT Reading Test.

Given instruction using the Sunshine State Standards (SSS), Students With Disabilities in grades 7 through 9 will improve their reading skills as evidenced by 44 percent of the students scoring at or above Level 3 on the 2006 FCAT Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Conduct ongoing leadership team meetings to analyze data, assess and evaluate students' progress, adjust curriculum maps, and share best practices.	Reading Coach Assistant Principal	8/8/2005	5/24/2006
Provide 30 minutes of daily independent reading through student selected text, structured activities, and classroom libraries.	Reading Teachers Reading Coach Administrators	8/8/2005	5/24/2006

Utilize best practices and effective learning strategies (Reciprocal Teaching, QAR's, Selective Underlining/Marginal Notes, Graphic Organizers, Capsule Vocabulary, and Adjectives in Detail).	Reading Teachers Reading Coach Assistant Principal	8/8/2005	5/24/2006
Develop and implement curriculum maps and instructional focus calendars from the District Competency-Based Curriculum (CBC) and the SSS in reading and language arts.	Reading Coach Assistant Principal	8/8/2005	5/24/2006
Involve teachers in data-driven decision-making by providing them with all available data to enable them to analyze the ongoing progress of their students.	Reading Coach Assistant Principal	8/8/2005	5/24/2006
Identify students who scored at FCAT Levels 1 and 2 in grades 7 through 9 and schedule them in Intensive Reading or Intensive Reading Plus classes and/or provide remediation through pull-out focusing on student's specific needs.	Reading Coach Assistant Principal	8/8/2005	5/24/2006
Develop tutorial programs three times a week for students in advanced courses to assist students in each subgroup identified as not making adequate yearly progress in the No Child Left Behind (NCLB) Act in order to improve their reading skills.	Reading Coach Assistant Principal	8/8/2005	5/24/2006

Research-Based Programs

The state adopted texts incorporated into the Intensive Reading courses to enhance students' achievement are: Read XL and Bridges to Literature. The following computerized programs are utilized to diagnose, remediate, enrich, and monitor student reading achievement: Scholastic's Read 180, Pearson's Success Maker, Weaver, and Lexia.

Professional Development

The Reading Coach, in conjunction with the Language Arts Coach, will train teachers and administrators in the following areas: Data Analysis - Linking Data to Instruction and Student Performance Indicators (SPI), 8-Step Continuous Improvement Model; Curriculum Mapping, EduSoft, Read 180, Compass Learning, Pearson's Success Maker, Curriculum Mapping, Creating Independence through Student-owned Strategies (CRISS), Florida Department of Education: Lessons Learned, FCAT Item Specifications, Wild About Words, and Independent Reading. The Media Specialist will also assist with training regarding the Accelerated Reader program and FCAT Explorer.

Evaluation

This objective will be evaluated through data collected utilizing the following assessment tools: 2006 Reading Florida Comprehensive Assessment Test (FCAT) comparing data from 2005 to that of 2006, district approved assessments, including Oral Reading Fluency.

GOAL 2: MATHEMATICS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 2 STATEMENT:

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

Needs Assessment

Results of the 2005 FCAT Mathematics Test indicate 30 percent of the students achieved at or above the state required mastery level in mathematics and 71 percent of all students have made annual learning gains. As per the No Child Left Behind (NCLB), Adequate Yearly Progress (AYP) reports a cumulative total of 27 percent of all subgroups met at or above grade level mastery requirement. This is below the required standard of 44 percent at or above grade level mastery per sub-group mandate. All of the Strands especially measurement and geometry, are areas of weakness. All AYP subgroups have made learning gains, although 70 percent of the students in grades 7-9 tested below grade level. Thirty (30) percent achieved the state required mastery level.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades 7 through 9 will improve their mathematics skills as evidenced by 50 percent of the students scoring at or above Level 3 on the 2006 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, African American Students in grades 7 through 9 will improve their mathematics skills as evidenced by 50 percent students scoring at or above Level 3 on the 2006 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Students with Disabilities in grades 7 through 9 will improve their mathematics skills as evidenced by 50 percent of the students scoring at or above Level 3 on the 2006 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, Economically Disadvantaged students in grade 7 through 9 will improve their mathematics skills as evidenced by 50 percent of the students scoring at or above Level 3 on the 2006 FCAT Mathematics Test.

Given instruction using the Sunshine Standards, Limited English Proficient (LEP) students in grades 7 through 9 will improve their mathematics skills as evidenced by 50 percent of the students scoring at or above Level 3 on the 2006 FCAT Mathematics Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide students with performance-based activities incorporating the use of manipulatives, problem-solving, critical thinking, communication, and technology.	Mathematics Teachers Mathematics Coach Assistant Principal	8/8/2005	5/24/2006
Provide staff with scope and sequence in Mathematics including course specific benchmarks.	Mathematics Coach Assistant Principal	08/08/05	5/24/2006
Analyze results of mathematics assessment to monitor student progress.	Mathematics Coach Mathematics Teachers Assistant Principal	8/8/2005	5/24/2006
Implement an uninterrupted two-day, 104 minutes instructional block for mathematics classes.	Administrators	8/8/2005	5/24/2006
Conduct family mathematics night to provide strategies for parents to use at home to support the use of reading, mathematics, and technology in solving real life problems.	Mathematics Coach Assistant Principal	8/8/2005	5/24/2006
Administer and evaluate bi-weekly benchmark	Mathematics Coach	8/8/2005	5/24/2006

tests in order to monitor the students' mastery of the mathematics skills assessed on the FCAT.	Mathematics Teachers Assistant Principal		
Identify students in all subgroups scoring at Achievement Levels 1 and 2 on the FCAT Mathematics Test, as delineated in adequate yearly progress disaggregated data, and implement pull-out programs three times a week to address mathematics deficiencies of students using a diagnostic, prescriptive approach.	Mathematics Coach Mathematics Teachers Assistant Principal	8/8/2005	5/24/2006
Conduct weekly meetings on course assignments to look at student work in order to assess and evaluate student performance pertaining to the Sunshine State Standards.	Mathematics Coach Mathematics Teachers Assistant Principal	8/8/2005	5/24/2006
Develop tutorial programs three times a week for students in advanced courses to assist students in each of the subgroups identified as not making adequate yearly progress in the No Child Left Behind Act (NCLB) in order to improve their reading skills as it relates to mathematics.	Mathematics Coach Counselors Mathematics Teachers Assistant Principal	8/8/2005	5/24/2006

Research-Based Programs

The following State adopted textbooks will be used: McDougal Littell's - Course 2, Course 3, Geometry, and Algebra I; Glencoe's - Pre-Algebra will be used. Students will also use computer-based programs such as RiverDeep Mathematics for remediation and intervention purposes. The Cognitive Tutor's Algebra computer-based program (Carnegie Learning) will be utilized by both regular and special Education programs.

Professional Development

Mathematics Teachers will be provided with ongoing support and training in the following: CRISS Training, Reciprocal Teaching, 8-Step Continuous Improvement Model process and technology use and implementation. Teachers will receive continuous training and support via district and school-site with the enhancement and improvement of classroom instruction.

Evaluation

This objective will be evaluated by data received from the following: the 2006 Mathematics FCAT Test, StarMath, District Assessments, Textbook Publisher Assessments and School-site benchmark tests. Reports will be used to monitor progress. Mathematics teachers will determine students' level and assess their ability levels using the StarMath (Computer-Adaptive Math and Database) by Renaissance Learning, Inc.

GOAL 3: WRITING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 3 STATEMENT:

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

Needs Assessment

The 2005 administration of the FCAT Writes revealed that 69 percent of eighth grade students tested scored the state required 3.5 or higher. Although the goal of 90 percent of tested students meeting the state required score of 3.5 was not met, there was significant growth in persuasive writing. Eighth grade students made an 8 percent increase in persuasive writing. There was also a 3 percent growth of students who scored Level 3 or higher. Scores indicate that only 89 percent of students scored at Level 3 or above on the 2004 administration of the FCAT Writing Test. The 2005 scores showed an increase of 92 percent of students scoring at 3 or above.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction using the Sunshine State Standards, 88 percent of eighth grade students will improve their writing skills as evidenced by 1 percent improvement on the 2006 FCAT Writing Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide training for teachers on the writing rubric.	Language Arts Coach Curriculum Support Specialist Assistant Principal	8/8/2005	5/24/2006
Encourage student participation in school, district, state and national writing contests.	Language Arts Teachers Language Arts Coach Assistant Principal	8/8/2005	5/24/2006
Analyze results of the district's pre- and post-writing test to determine strengths and weaknesses of students' writing skills.	Language Arts Coach Assistant Principal	8/8/2005	5/24/2006
Identify students not meeting state writing requirements as delineated in AYP subgroups and offer remediation and services daily to enhance writing skills.	Language Arts Coach Assistant Principal	8/8/2005	5/24/2006
Model/teach writing to expository and persuasive prompts.	Language Arts Coach Curriculum Support Specialist Assistant Principal	8/8/2005	5/24/2006
Model/teach sentence expansion and supporting details.	Language Arts Coach Curriculum Support Specialist Assistant Principal	8/8/2005	5/24/2006
Develop tutorial programs three times a week for students in advanced courses to assist students in each subgroup identified as not making adequate yearly progress in the No Child Left Behind (NCLB) Act in order to improve their writing skills.	Language Arts Coach Assistant Principal	8/8/2005	5/24/2006

Research-Based Programs

Teachers will utilize the District approved Prentice Hall Writing and Grammar text and CD-ROM.

Professional Development

Training will be provided by the Language Arts department on early release days and through collaborative planning meetings throughout the school year. Teachers will receive training in holistic scoring and CRISS. Further, teachers will participate in District and Regional trainings as they become available.

Evaluation

This objective will be evaluated by scores on the 2006 FCAT Writing Test. The district pre-, practice, and post- writing assessment will be utilized to identify students' strengths and weaknesses in persuasive and expository writing. Monthly formative assessments will be used to monitor progress towards this objective.

GOAL 4: SCIENCE

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

Florida Education Priorities

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

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

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

GOAL 4 STATEMENT:

All students at Thomas Jefferson Middle School will be able to apply the scientific method and increase their scientific knowledge.

Needs Assessment

Results of the 2005 FCAT Science Test indicate that eighth grade students tested achieved a mean scale score of 255, 14 points under the district average and 31 points under the state average. Additionally, eighth grade students scored a total of 45 percent correct of possible mean points by content area. Further analysis proves that students demonstrated strength in areas of Physical and Chemical Science (50% correct), and Life and Environmental Science (50% correct), while weakest in the areas of Earth Space Science (45% correct) and Science Thinking (33% correct).

Measurable Objective

Given instruction using the Sunshine State Standards, students in eighth grade will improve their science skills to meet the District's mean scale score of 272 as documented by the 2006 FCAT Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Increase the number of labs and hands-on activities for all science students.	Assistant Principal Department Chairperson	08/08/05	05/24/06
Monitor implemented curriculum maps to align science strands across the curriculum to ensure all Sunshine State Standards and benchmarks are implemented prior to February 2006.	Assistant Principal Department Chairperson	08/08/05	05/24/06
Analyze data to target all subgroups who are in need of remediation.	Assistant Principal Science Department Chairperson Science Teachers	08/08/05	05/24/06
Develop and implement a science fair for all students in grades 7, 8, and 9.	Assistant Principal Department Chairperson Science Teachers	08/08/05	05/24/06
Utilize CRISS and Reciprocal Teaching strategies to assist students who may lack the desired reading skills.	Assistant Principal Department Chairperson Reading Coach Science Teachers	08/08/05	05/24/06
Implement and monitor all components of the RiverDeep Program and SciTEC Program to target all subgroups in eighth grade.	Assistant Principal Department Chairperson Science Teachers	08/08/05	05/24/06

Research-Based Programs

Students will receive direct instruction through the use of the Glencoe Science Textbook, and will be given remediation and intervention through the use of technology.

Professional Development

Professional development for teachers will be provided to enhance instructional methodology and pedagogy. Teachers will be involved in ongoing CRISS training, curriculum mapping, Reciprocal Teaching, RiverDeep, along with related district trainings as they become available.

Evaluation

Performance in science will be evaluated by scores of the 2006 FCAT Science mean scale score. District approved assessments will provide formative assessments which will be used to monitor progress toward this objective.

GOAL 5: PARENTAL INVOLVEMENT

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

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

GOAL 5 STATEMENT:

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

Needs Assessment

The data reflected on the 2004-2005 Annual Survey of Title I Parental Involvement indicates there is a need to increase parental involvement. A large number of parents from the Thomas Jefferson Middle School community are recent arrivals to the United States of America. They are unfamiliar with the school system and the State's examination, promotion, and graduation requirements. Furthermore, they may be employed in more than one job, supporting large families, with limited spare time to attend their children's academic and social activities. The level of involvement of parents will need to be highly focused and well planned to maximize the efforts to generate increased participation and support. The data from school year 2004-2005 reflects 420 parents in attendance for parent meetings.

Measurable Objective

Given the need to establish a link with the home and community to support the efforts of improving the academic achievement of students, parental involvement will continue to be an integral part of our efforts for improvement by showing a 10 percent increase. We will increase parental involvement as evidenced by 462 parents in attendance for parent meetings for the 2005-2006 school year as compared to the 420 parents in the 2004-2005 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Plan and implement workshops to empower parents with the skills needed to assist students with home learning activities.	Assistant Principal Community Involvement Specialist	08/08/05	05/24/06
Maintain an on-going line of communication between the home and the school through the use of student report cards, interim progress reports, letters, flyers, school newsletters, parent/teacher conferences, and home visits.	Assistant Principal Community Involvement Specialist.	08/08/05	05/24/06
Provide written communication(s) from Thomas Jefferson Middle School to parents in three languages: English, Creole, and Spanish.	Assistant Principal Community Involvement Specialist	08/08/05	05/24/06
Conduct monthly EESAC meetings to provide updates to parent representatives about our school improvement efforts.	Assistant Principal EESAC Chairperson Community Involvement Specialist	08/08/05	05/24/06
Utilize the Community Involvement Specialist to visit homes, mail communications, and coordinate parent workshops with the Leadership Team and Administration.	Assistant Principal Community Involvement Specialist Leadership Team	08/08/05	05/24/06
Plan and implement special parent programs monthly such as Family Night, Science/Math Night, and Title I orientation.	Assistant Principal Community Involvement Specialist	08/08/05	05/24/06
Provide informational workshops that focus on parenting skills, healthcare, educational growth and the use of technology.	Assistant Principal Community Involvement Specialist	08/08/05	05/24/06

Research-Based Programs

The National PTA Standards for Parent Family Involvement Program.

Professional Development

The Community Involvement Specialist will participate in on-going inservice activities to enhance parental involvement such as monthly EESAC and PTSA meetings and informational Parent/Student workshops.

Evaluation

Attendance sign-in logs at Parent Workshops and Parent/Student Meetings.

GOAL 6: DISCIPLINE & SAFETY

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

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

GOAL 6 STATEMENT:

Thomas Jefferson Middle School will provide a safe and disciplined environment for all students and promote programs and practices that will facilitate this type of environment.

Needs Assessment

Results from the 2004-2005 Student Case Management System reported 472 outdoor suspensions.

Measurable Objective

Given instruction on the code of student conduct, students' behavior will improve as evidenced by a decrease of 5 percent in the number of students placed on outdoor suspension.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide staff with on-going training on classroom management.	Assistant Principal Instructional Staff Leadership Team	08/08/05	05/24/06
Analyze the data from the referrals processed.	Assistant Principal	8/8/2005	5/24/2006
Provide students with performance-based incentives.	Assistant Principal Instructional Staff	8/8/2005	5/24/2006
Conduct Family Nights to provide strategies for parents/students to use at home to improve behavior.	Community Involvement Specialist Assistant Principal	8/8/2005	5/24/2006
Provide opportunities for students to participate in anger management counseling for the purpose of addressing and evaluating strategies to reduce the number of suspensions.	Counselors Trust Counselor Assistant Principal	8/8/2005	5/24/2006
Conduct Discipline Assemblies to address students' behavior each marking period.	Assistant Principal	8/8/2005	5/24/2006
Identify students who were placed on outdoor suspensions and indoor suspensions.	Assistant Principal	8/8/2005	5/24/2006

Research-Based Programs

Not Applicable

Professional Development

Teachers will be provided with ongoing support and training in the following: Classroom Management, Teaching Techniques and Conflict Resolution skills. Teachers will receive continuous training and support via district and school-site with the enhancement of classroom management.

Evaluation

Evaluation will be based on data received on the 2005-2006 Student Case Management System.

GOAL 7: TECHNOLOGY

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

Florida Education Priorities

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

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

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

GOAL 7 STATEMENT:

Thomas Jefferson will promote equitable and universal access to technology.

Needs Assessment

The electronic gradebook program is a new initiative and we are establishing a baseline.

Measurable Objective

Given an emphasis on the use of technology in education, all teachers will augment their usage of the electronic gradebook program as evidenced by 100% increase during the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide parents with class assignment reports as needed.	All Instructional Staff	8/8/2005	5/24/2006
Provide students with computer-generated grade reports for each marking period.	All Instructional Staff	8/8/2005	5/24/2006
Provide on-going training throughout the school year to include advanced functions.	Computer Specialist	8/8/2005	5/24/2006
Provide access to gradebook managers to troubleshoot as needed.	Administrators	8/8/2005	5/24/2006
Provide teachers with access to multiple computers in the teacher workroom and media center.	Administrators	8/8/2005	5/24/2006
Provide a quick reference guide for ease of use of Excelsior gradebook program.	Administrators	8/8/2005	5/24/2006

Research-Based Programs

Not Applicable

Professional Development

Teachers will attend an electronic gradebook training given by a District Support Specialist and will also receive on-going support at the school site.

Evaluation

This objective will be evaluated at the end of each nine weeks by printing a computer generated report from the electronic gradebook program.

GOAL 8: HEALTH & PHYSICAL FITNESS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

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

GOAL 8 STATEMENT:

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

Needs Assessment

Data from the 2005 Fitness Gram test program indicate that 35 percent of the students were award winners. The breakdown of this percentage is as follows:

There were a total number of 149 awards issued, of which 57 of these were Gold and 92 were Silver.

Measurable Objective

Given instruction based on the M-DCPS mandated Fitness Gram standards, students in grades 7 through 9 will improve their fitness as evidenced by a five percent increase in the number of awards winners to 40% as evidenced by the 2006 Fitness Gram test as compared to 35 percent of awards winners on the 2005 Fitness Gram test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Emphasize activities that will improve cardiovascular, flexibility, and muscular strength and endurance.	P.E. teacher Assistant Principal	8/8/2005	5/24/2006
Promote school-wide fitness and nutrition.	P.E. teacher Assistant Principal Team leaders	8/8/2005	5/24/2006
Encourage parents to become more involved in the health and physical fitness of their children.	P.E. teacher Community Involvement Specialist Assistant Principal	8/8/2005	5/24/2006
Develop an action plan, with input from the department, in order to meet the goals and objectives.	P.E. teacher Department Chair Assistant Principal	8/8/2005	5/24/2006
Administer pre-test to determine baseline measures.	Department Chair Assistant Principal	8/8/2005	5/24/2006

Research-Based Programs

Not Applicable

Professional Development

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

Evaluation

The Health and Physical Fitness Objective will be evaluated by the results on the 2006 Fitness Gram test.

GOAL 9: ELECTIVES & SPECIAL AREAS

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

Florida Education Priorities

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

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

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

GOAL 9 STATEMENT:

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

Needs Assessment

A review of the current curricular trend indicates that elective program enrollment has suffered due to state mandates requiring reading and mathematics lowest quartile students to partake of a developmental reading and/or mathematics class in lieu of an elective(s). Data from the 2004-2005 school year reflect that 225 students participated in extra and co-curricular activities.

Measurable Objective

Given additional emphasis on the number of students participating in extra and co-curricular activities, participation in these activities will increase by 5 percent for the 2005-2006 school year as compared to data derived from the 2004-2005 school year which reflects 225 students participating in extra and co-curricular activities.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Conduct a club fair at the school.	Club Sponsors	8/8/2005	5/24/2006
Provide greater opportunities for students to participate in after school activities.	Counselors Department Chairs Assistant Principal	8/8/2005	5/24/2006
Encourage competitions among clubs for school-wide projects.	Club Sponsors	8/8/2005	5/24/2006
Solicit student input on future elective offerings.	Counselors Assistant Principal	8/8/2005	5/24/2006
Analyze current student participation in electives.	Assistant Principal Counselors	8/8/2005	5/24/2006

Research-Based Programs

Not Applicable

Professional Development

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

Evaluation

This objective will be evaluated through analysis of enrollment data, such as sign-in sheets for extra curricular activities and membership in clubs.

GOAL 10: RETURN ON INVESTMENT

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

Florida Education Priorities

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

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

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

GOAL 10 STATEMENT:

Thomas Jefferson Middle School will rank at or above the 90th percentile statewide in the Return On Investment index of value cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the Florida Department of Education indicate that in 2003, Thomas Jefferson Middle School ranked at the 7th percentile on the State of Florida Return On Investment index.

Measurable Objective

Thomas Jefferson Middle School will improve its ranking on the State of Florida Return On Investment index publication from the 7th percentile in 2003 to the 90th percentile on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Become more informed about the use of financial resources in relation to school programs	Principal Assistant Principal	8/8/2005	5/24/2006
Conduct an analysis of school-based expenditures	Principal Assistant Principal	8/8/2005	5/24/2006
Analyze FCAT data to analyze overall cost per student average benefit	Principal Assistant Principal	8/8/2005	5/24/2006
Consider shared use of facilities, such as partnering with community agencies	Principal Assistant Principal	8/8/2005	5/24/2006
Collaborate with the district on resource allocation	Principal	8/8/2005	5/24/2006

Research-Based Programs

Not Applicable

Professional Development

Not Applicable

Evaluation

On the next State of Florida Return On Investment index publication, Thomas Jefferson Middle School will show progress toward reaching the 90th percentile.

EESAC Compliance

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

Budget:

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

Training:

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

Instructional Materials:

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

Technology:

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

Staffing:

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

Student Support Services:

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

Other Matters of Resource Allocation:

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

Benchmarking:

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

School Safety & Discipline:

EESAC recommended that the School Climate Committee collaborate to enhance school safety and to promote good discipline at the school site.

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

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

Required Signatures:

Principal

EESAC Chair

UTD Steward

EESAC Parent Representative

EESAC Business/Community Representative

EESAC Student Representative, as applicable

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

Region Superintendent