
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 7341 - Miami Jackson Senior High School

FeederPattern: Miami Jackson Senior

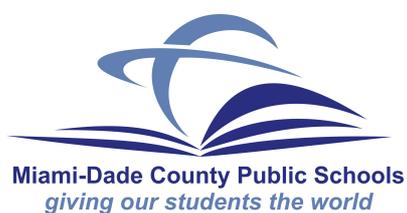
Region: Regional Center IV

District: 13 - Miami-Dade

Principal: Deborah Love

*Adult/Vocational
Principal:* Judy Hunter

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Miami Jackson Senior High School

In order to cultivate the changes necessary to advance high achievement while eliminating low performance, Miami Jackson Senior High School with a current enrollment of 1734, will institute an instructional program with a strong focus on literacy from ninth to twelfth grade. Common instructional reading materials with demonstrated success that include research-based READ 180 and Read XL and other supplementary programs such as Reading PLUS, will be employed at the school as well as supplemental materials and literacy intervention across grade levels. A structured curriculum will be delivered through instruction that is driven by data and continuous assessment of student progress. A strong emphasis will be placed on monitoring the progress of students through a variety of assessments to include bi-weekly and monthly assessments which will yield student performance data that will be carefully analyzed and used to differentiate instruction.

Data collected from the School Improvement Zone Senior High Schools indicates that as the students transition from one level to another their academic achievement scores decrease. The grade ten data at Miami Jackson shows a ten percent increase in the number of Level I students; however, there was a 13 percent increase in the percent of students making learning gains in the lowest 25 percent. As a response to this data, Miami Jackson Senior High School has initiated a Transition Academy that engages ninth grade students in developmentally appropriate activities based on acquiring knowledge, skills, and abilities to promote effective, lifelong career development. The Transition Academy will foster smooth transitions for students as they enter senior high school. As part of the transition of school-to-career, Miami Jackson Senior High School will participate in a Career Fair, which will be held each year in April. This Career Fair will bring together students and community businesses in an effort to develop a real-life connection between students' work in school and their choice of career. In addition, Miami Jackson Senior High School will focus on their progress towards High School Reform. Furthermore, as a part of this initiative, the school is currently implementing a Smaller Learning Communities Grant. This grant is a three-year initiative designed to transform Miami Jackson into educational centers comprised of highly-challenging, career academy oriented, smaller learning communities utilizing proven strategies by partnering with our current magnet, the Academy of International Business and Finance (AIBF). AIBF, is a research-based, career academy whose frameworks have a proven track record for academic excellence. Miami Jackson students have the opportunity to enroll in dual enrollment courses on our campus as well as local universities. As a result, we have developed working relationships with local universities which provide outreach programs, test prep programs, tutoring and summer enrichment programs.

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

Given instruction based on the Sunshine State Standards, students in grades nine and ten will improve their reading skills as evidenced by 44 percent scoring at a Level 3 or higher on the 2006 administration of the FCAT Reading Test.

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

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

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

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

Given instruction based on the Sunshine State Standards, Students with Disabilities will improve their reading skills as evidenced by 44 percent scoring at a Level 3 or higher on the 2006 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, students in grades nine and ten will improve their mathematics skills as evidenced by 50 percent scoring at a Level 3 or higher on the 2006 administration of the FCAT Mathematics Test.

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

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

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

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

Given instruction based on the Sunshine State Standards, Students with Disabilities will improve their mathematics skills as evidenced by 50 percent scoring at a Level 3 or higher on the 2006 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, students in grade ten will improve their writing skills as evidenced by 81 percent of the students achieving high standards of 4.0 or above on the 2006

administration of the FCAT Writing Plus Test.

Given instruction based on Sunshine State Standards, students in grade 11 will improve their Science skills as evidenced by an increase in the mean scale score to meet or exceed the District's mean scale score.

Given the school wide emphasis on parental and community involvement, the school will demonstrate a five percent increase in parental and community interaction as evidenced by comparing the parent attendance rosters for the 2004-2005 and 2005-2006 school years.

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a ten percent decrease in the number of outdoor suspensions during the 2005-2006 school year as compared to the 2004-2005 school year.

Given an emphasis on the use of technology in education, students and teachers will increase their usage of the technology programs and edusoft reports, as evidence by a five percent increase as compared to the 2004-2005 school year STaR report.

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, students in grades 9-12 will increase the amount of overall awards by three percent based on the 2005-2006 administration of the FITNESSGRAM test.

Given emphasis on the benefits of participating in Advanced Academic programs, the number of students enrolled in honors and Advanced Placement courses will increase by five percent during the 2005-2006 school year as compared to the 2004-2005 school year of five percent schoolwide.

Miami Jackson Senior High School will improve its ranking on the State of Florida Return on Investment (ROI) index publication from the 12th percentile in 2003 to the 14th percentile on the next publication of the index.

Given emphasis on the importance and benefits of graduating from high school, the graduation rate will increase one percent during the 2005-2006 school year as compared to the 2004-2005 school year.

Miami Jackson Senior High School, as a member of the School Improvement Zone, recognizes that good instruction is the foundation that fosters learning. Site-based professional development will be delivered by teams of specialists to ensure effective implementation of professional development activities in classroom instruction. School site administrators, as the instructional leaders of the schools, will be involved in the professional development activities in order to effectively monitor instruction. The administrative team for the School Improvement Zone will be at the core of the professional development effort, monitoring and supporting the direct services to Miami Jackson Senior High.

As indicated by the results of the Organizational Performance Improvement Snapshot Survey, the two areas of needed focus are finances of the organization and staff input into organizational planning. In order to improve these areas, administration will meet with small groups of staff members on a monthly basis to share ideas and seek input. In addition, a school budget workshop will be provided at an EESAC meeting as well as ongoing financial updates at faculty meetings.

MIAMI-DADE COUNTY PUBLIC SCHOOLS

VISION

We are committed to provide educational excellence for all.

MISSION

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

CORE VALUES

Excellence

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

Integrity

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

Equity

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

Citizenship

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

Miami Jackson Senior High School

VISION

Our vision 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.

MISSION

Our mission 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.

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 will 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.

Quality-We are dedicated to quality: quality of service, quality of relationships, and quality of communications. We believe that we should be, for all who are involved, a place of realized potential; we believe that our responsibility is to our students, employees, and to the community and the society that we serve.

School Demographics

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 school originally built in 1922 is slated for a replacement school currently under construction and is scheduled to open in 2008. Most of the families have low socio-economic status and 75 percent of students are classified as economically disadvantaged according to free and reduced lunch applications. As a result, the school generates Title I funding. The majority of the student population is first or second generation immigrants and represents many Caribbean, Central and South American countries. The current population is 1743 students and the ethnic/racial makeup of the student population is one percent White, 47 percent Black and 52 percent Hispanic. Student stability is low as evidenced by a mobility rate index of 45 percent. The student population includes standard curriculum students (73 percent), ESE students (15 percent) and ESOL students (12 percent). The ethnically and culturally diverse community surrounding the school provides a myriad of opportunities to positively impact students and the community.

The school offers several specialized programs such as an Exceptional Student Education (ESE) program. The ESE program services 205 students from various exceptionalities and includes a Bertha Abess Program. The English for Speakers of Other Languages (ESOL) program serves 230 students of various nationalities and assists students with language acquisition. In addition, Advanced Placement and dual enrollment courses are offered at the school and at local universities. The Academy for International Business and Finance which is a National Academy Foundation magnet program, School-To-Career curriculum, and vocational programs that include, drafting, nursing, auto repair, child care and an award winning art program help to make-up the schools' current High School Reform initiative which currently includes a Smaller Learning Communities grant.

The school also provides parents information about choice options: public school choice with transportation due to No Child Left Behind (NCLB). All of the instructional staff are certified and qualified. The demographics of our current instructional staff are as follows: 102 teachers comprised of 53 females and 49 males; 49 percent Black, 28 percent Hispanic, 20 percent White and three percent other; four teacher aides with 75 percent being female and 25 percent male; seven counselors with 71 percent African American and 29 percent 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. There are three assistant principals, two of whom are new, and there currently exists an opening for a vice principal.

Attendance and a high mobility rate continue to be challenges at Miami Jackson. Although parental involvement has increased, ongoing efforts need to be made to increase the connection among the home, school and community. Miami Jackson strives to meet the social and academic needs of all students.

School Foundation

Leadership:

According to the Organizational Performance Improvement Snapshot Survey (OPIS) results more than 80 percent of the respondents indicated that they were aware of the school's mission and that the organization's supervisor shares information about the school. Overall 74 percent of the responses indicated agreement with how the leadership is setting the direction for the school and how employees are involved with the operation of the school. The results of the Organizational Performance Survey indicate the average score is 4.0 on Leadership.

District Strategic Planning Alignment:

Results of the Organizational Performance Improvement Snapshot Survey (OPIS) indicated that 61 percent of the staff members agreed with the strategic planning of the school. More than 50 percent indicated that they were aware of how the organization's plan affects their work, know if the school was making progress with our plan and their ideas were included in future plans. The results of the Organizational Performance Survey indicate the average score is 3.7 on Strategic Planning.

Stakeholder Engagement:

The staff members of Miami Jackson indicated on the survey that 76 percent felt satisfied with the customer and market focus efforts of the school. Responses indicated that more than 73 percent of staff know who the most important customers are, keep in touch with them and felt that the customers told them what they needed. The results of the Organizational Performance Improvement Snapshot Survey (OPIS) indicate the average score is 4.1 on Customer and Market Focus.

Faculty & Staff:

The faculty and staff of Miami Jackson agree with the human resource focus of the school at this time. The survey results showed that more than 70 percent of staff believe they can make changes that will improve their work, that people cooperate as a team and the workplace is safe.

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. 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 meetings are held monthly to assist them throughout the school year. The results of the Organizational Performance Survey indicate the average score is 3.9 on Human Resource Focus.

Data/Information/Knowledge Management:

According to the Organizational Performance Improvement Snapshot Survey (OPIS) results, 83 percent of the responses agreed with the measurement, analysis and knowledge management of the school. Ninety-two percent felt they knew how to measure the quality of their work. In addition, the majority indicated that they knew how to measure, analyze, and use the data about the quality of their work to make decisions. The results of the Organizational Performance Survey indicate the average score is 4.2 on Measurement, Analysis, and Knowledge Management.

Education Design:

Extended Learning Opportunities:

Extended learning opportunities include a school wide initiative during an extended school day. All students in grade nine and ten utilize Reading Plus to increase fluency as well as the Bluford Reading Series to reinforce the tested benchmarks and to instill lifelong reading. Grade eleven and twelve students who have not mastered the FCAT benchmarks are also provided guided lessons. All groups are scheduled by FCAT performance levels and participate in school wide mini-assessments that are used for data collection and to help plan for instructional activities. Additional activities include: pullout tutorials, after school tutorials and Saturday school, summer school and a Thirteenth Year Program. Students who have mastered the required state benchmarks are afforded the opportunity to take enrichment courses during the extended day such as: SAT Preparation, African American History, Psychology, Basketball and dual enrollment courses. The results of the Organizational Performance Survey (OPIS) indicate the average score is 3.8 on Process Management.

School-wide Improvement Model:

The Continuous Improvement Model (CIM) is used at Miami Jackson Senior High School. It is a data-driven, results oriented school reform that successfully implements data driven instruction. Members of the leadership team meet to discuss, review and initiate plans to improve classroom instruction. Components include Curriculum Maps and Instructional Focus Calendars.

Advanced Courses Initiatives & Post Unitary Commitments:

Miami Jackson currently offers honors courses in all of the core areas and has increased enrollment in these courses by five percent. Advanced Placement offerings have increased from ten courses to fourteen this year. New courses are Advanced Placement Biology, Chemistry, Physics and World History. Strategies have been developed to identify students with advanced academic potential, and these students were given the opportunity to participate in a special PSAT course for English and mathematics this past summer. In addition, the student services staff work closely with the feeder pattern schools to develop and foster potential advanced students.

Performance Results:

As a result of the School Improvement Plan initiative, the school has been able to improve its grade, which had a positive impact schoolwide. The plan has provided the academic focus needed to make improvement and helps to guide the school's efforts. Staff members are aware of their role in the process. However, attendance and discipline are the two areas that are in need of further improvement. This year the entire staff has united to write a new safety/discipline plan. As a result, discipline issues as it relates to tardies and student identification have improved markedly since last year. We are now targeting truant students and providing alternatives to outdoor suspensions.

The results of the Organizational Performance Snapshot Survey (OPIS) indicate the average score is 3.9 on Business Results.

Additional Requirements

Only for schools under state sanction

• High Quality, Highly Qualified Teachers:

Miami Jackson Senior High School has worked closely with MDCPS and the School Improvement Zone to attract and retain high-quality, highly qualified teachers. During the past year, Miami Jackson participated in two School Improvement Zone recruitment fairs. As a result, the school was able to fill the majority of our openings for the 2005-2006 school year. In addition, teachers from Teach for America have also been recruited. Every effort is being made to assist teachers new to MDCPS and beginning teachers to make their experience a rewarding one. These teachers all have mentors and meet on a regular basis with administrators to provide ongoing support.

• Highly Qualified, Certified Administrators:

Deborah Love, Principal

Ms. Love has 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 27 years of experience in Miami-Dade County Public School Schools. 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 second 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 Advisor" and Region III Steering Committee Chairperson for Assistant Principals. Ms. Love has provided professional development in the areas of School Improvement, Master Scheduling and mathematics. She is currently the Lead Principal for the Miami Jackson and Booker T. Washington feeder patterns for the School Improvement Zone.

Gregory Bethune, Assistant Principal

Mr. Gregory Bethune, Assistant Principal at Miami Jackson Senior High School has eleven years of educational experience. He attained his Bachelor of Science in Elementary Education from Florida A&M University and a Master of Science degree in Elementary Education from Nova Southeastern University. He has taught on both the elementary and secondary levels. Mr. Bethune served as administrative assistant for two years at Charles R. Drew Middle School. During his tenure with M-DCPS, Mr. Bethune has worked as mathematics department chair, team leader, EESAC Chairperson, Student Services Department Chairperson, Discipline Committee Chairperson and Test Chairperson. He was the 2003 Teacher of the Year at Westview Elementary and adjunct professor at Barry University.

Eulalee Sleight, Assistant Principal

Ms. Sleight is a new assistant principal at Miami Jackson Senior High School. She has served as a temporary assistant principal at Miami Palmetto Adult and Community Education Center and science department chairperson for four of her nine year tenure at Miami Carol City Senior High School. She obtained her undergraduate degrees from Florida Atlantic University in Biological Sciences and her master's degree from Nova Southeastern University in Educational Leadership. Ms. Sleight is currently pursuing her doctoral degree in Higher Education Administration at Barry University. During the time spent at Miami Carol City Senior High School, Ms. Sleight has seen a steady increase in science achievement. She has served as Facilitator of the School Improvement Team, Clinical Supervisor for interns, advisor for Future Educators of America, a presenter for various school site workshops and lead faculty member in the creation and the implementation of the first curriculum map in science at Miami Carol City Senior. Ms. Sleight was selected for four consecutive years for Who's Who Among America's Teachers and as Science Teacher of the Year at Miami Carol City Senior High in 2002-2003. She currently serves as an adjunct professor at Miami Dade

College, where she teaches writing and reading courses.

Evelyn Torres-McHale, Assistant Principal

Ms. Evelyn Torres-McHale has a Bachelor of Science degree from Florida State University and a Master's degree in Administration and Supervision from Florida International University. During her 32 year tenure with M-DCPS, she has worked as District Instructional Supervisor/Art; Art Coordinator for Region II; Assistant Principal at the elementary, middle and senior high school levels and has held additional school site leadership positions. She came to Miami Jackson Senior High initially as one of twelve SUPI participants in the "Superintendents Urban Principal Initiative". Her professional recognition and awards additionally include: ACE Scholar/ Scholarship Recipient; Award of Excellence "For Superbly Advancing the Cause of Magnet Education; 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; Lead Writer: "Competency Based Curriculum", Art/K-12; "CurriculArt-Elementary Art Curriculum"; and Past Grant Review Committee Member for the Cultural Affairs Office for the City of Miami.

Keisha Johnson-Cabrera, Business Manager

Keisha Johnson-Cabrera attained her Master of Public Administration degree and her Bachelor's degree in Health Services 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.

• Teacher Mentoring:

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.

• School Advisory Council:

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 School Improvement Plans 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 (CIM).

• Extended Learning Opportunities

Extended learning opportunities include a school wide initiative during an extended school day. All students in grade nine and ten utilize Reading Plus to increase fluency as well as the Bluford Reading Series used to reinforce the tested benchmarks and to instill lifelong reading. Grade eleven and twelve students who have not mastered the FCAT benchmarks are also provided guided lessons. All groups are scheduled by FCAT performance levels and participate in school wide mini-assessments that are used for

data collection and to help plan for instructional activities. Additional activities include: pullout tutorials, after school tutorials, Saturday school, summer school and a Thirteenth Year Program. Students who have mastered the required state benchmarks are afforded the opportunity to take enrichment courses during the extended school day such as: SAT Preparation, African American History, Psychology, Basketball and dual enrollment courses.

• School Wide Improvement Model

The Continuous Improvement Model (CIM) is used at Miami Jackson Senior High School. It is a data-driven, results oriented school reform that successfully implements data driven instruction. Members of the leadership team meet to discuss, review and initiate plans to improve classroom instruction. Components include Curriculum Maps and Instructional Focus Calendars.

GOAL 1: READING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 1 STATEMENT:

Increase Reading performance of all NCLB populations.

Needs Assessment

An assessment of data reveals that 94 percent 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 2005 FCAT results, students in grade nine are most successful with comparisons, which increased 15 percent in the past two years, and words and phrases, which increased seven percent in the last year. Conversely, they need additional help with main idea and author's purpose. Their greatest area of reading need, however, is in the reference cluster. Trends indicate that the number of students in FCAT Level 1 Reading in grade nine has remained the same and students in FCAT Level 3 and FCAT Level 4 has remained the same for the past two years. The students in grade ten decreased their scores in comparison, words and phrases and research clusters. Their performance in main idea reveals the need for additional help in this area. On the average, students performed at 37 percent mastery in this area.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL 1	LOWEST 25%	OTHER	GRADUATION RATE
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades nine and ten will improve their reading skills as evidenced by 44 percent scoring at a Level 3 or higher on the 2006 administration of the FCAT Reading Test.

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

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

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

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

Given instruction based on the Sunshine State Standards, Students with Disabilities will improve their reading skills as evidenced by 44 percent scoring at a Level 3 or higher on the 2006 administration of the FCAT Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Using the Continuous Improvement Model(CIM), apply the data collected to assist classroom teachers in providing for differentiated instruction and monitoring of student progress.	Administrators Test Chair Reading Coaches English Teachers Reading Teachers	10/3/2005	5/19/2006
Implement an intervention program that includes in school pullout tutorials to provide assistance for students in the lowest 25%.	Administrators Reading Coaches	10/3/2005	5/19/2006
Implement an intervention program during the school day for grades nine and ten Level 1 students using READ 180 and Level 2 students using Read XL.	Administrators Reading Coaches Reading Teachers	8/1/2005	5/19/2006
Implement a school wide program for grade nine and ten students using Reading PLUS weekly to increase reading fluency.	Administrators Reading Coaches Eighth Period Teachers	10/11/2005	5/19/2006

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.	Administrators Reading Coaches Eighth Period Teachers	9/6/2005	5/19/2006
Utilizing the extended school day and the extended school year to provide assistance for schoolwide literacy initiatives.	Administrators Reading Coaches Mathematics Coach	8/1/2005	5/19/2006
Infuse CRISS strategies throughout reading instruction.	Administrators Reading Coaches Teachers	9/5/2005	5/19/2006

Research-Based Programs

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

Assessments: Gates MacGinitie, Oral Fluency Probe (ORF), and Diagnostic Assessments of Reading (DAR)

Interventions: Reading PLUS, Peterson' Online FCAT Preparation, Kaplan FCAT Series, ESOL: Visions-Thompson/Heinle, and CRISS

Professional Development

Using the School Improvement Zone organizational structure, professional development will be provided to teachers and appropriate staff. Trainings will include the core reading program, intervention programs, and assessments used at the senior high school level as follows: McDougal-Littell Language of Literature, READ 180, Read XL, Oral Fluency Probe (ORF) and Diagnostic Assessments of Reading (DAR).

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), DART, and the Continuous Improvement Model (CIM).

The School Improvement Zone curriculum support specialists and school-site reading coaches will provide on-going professional development to teachers in grades nine through twelve in the implementation of best practices in differentiated instruction. Training will occur during common planning time, after school and on Saturdays.

Evaluation

The Oral Fluency Probe(ORF)will be used to screen students each nine weeks. Students that do not show progress at the end of the second administration of the ORF will be administered the Diagnostic Assessments of Reading (DAR) for diagnostic information. Mini-assessments will be used for progress monitoring as well as the data obtained through READ 180. Additional data will be collected through the extended day assessments. The final evaluation will be the results of the 2006 FCAT Reading Test.

GOAL 2: MATHEMATICS

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 2 STATEMENT:

Increase Mathematics performance of all NCLB populations.

Needs Assessment

An assessment of data reveals that nearly 74 percent 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 percent of the questions were answered correctly, and the greatest need for grade ten students is Measurement where the average score revealed that only 20 percent of the questions were answered correctly. Trends indicate that grade nine students remained the same in Measurement, Geometry and Algebraic Thinking, while declining in both Number Sense and Data Analysis. Grade ten students increased in Number Sense but declined in both Measurement and Algebraic Thinking.

The percentage of students in FCAT Level 1 mathematics remained the same for the last two years. However, the number of grade nine students achieving Level 4 improved by three percent. In addition, the number of students making Learning Gains increased by two percent and the number of students meeting high standards in math also increased by two percent. This indicates a need to increase the performance of those students in the bottom quartile.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades nine and ten will improve their mathematics skills as evidenced by 50 percent scoring at a Level 3 or higher on the 2006 administration of the FCAT Mathematics Test.

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

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

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

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

Given instruction based on the Sunshine State Standards, Students with Disabilities will improve their mathematics skills as evidenced by 50 percent scoring at a Level 3 or higher on the 2006 administration of the FCAT Mathematics Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
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.	Administrators Test Chair Mathematics Coach Mathematics Teachers	9/6/2005	5/19/2006
Using the Continuous Improvement Model (CIM), apply the data collected to assist classroom teachers in providing for differentiated instruction and monitoring of student progress.	Administrators Test Chair Mathematics Coach Mathematics Teachers	9/6/2005	5/19/2006
Implement an intervention program that includes in school pullout tutorials to provide assistance for students in the lowest 25%.	Administrators Mathematics Coach Mathematics Teachers Mathematics Assistants	10/10/2005	5/19/2006
Implement a peer tutoring after school program for all students.	Administrators Mathematics Coach Mathematics Teachers	10/3/2005	5/19/2006

Implement an intervention program during the school day for grades nine and ten Level 1 and Level 2 students using the Cognitive Tutor program in Intensive Math classes.	Administrators Mathematics Coach Intensive Math teachers	10/17/2005	5/19/2006
Utilize a variety of teaching strategies that will include CRISS, hands-on, and manipulative instruction.	Administrators Mathematics Coach Mathematics Teachers	9/12/2005	5/19/2006
Utilizing the extended school day and the extended school year to provide assistance for schoolwide literacy initiatives.	Administrators Mathematics Coach	8/1/2005	5/19/2006
Implement a pullout program during the school day for grades nine and ten students who are within 25 points of the next higher FCAT level.	Administrators Home Language Assistant Tutor Mathematics Coach	10/3/2005	5/19/2006

Research-Based Programs

Programs: Prentice Hall–Algebra I and Algebra II, McDougal Littell–Geometry textbook series, Cognitive Tutor, and Riverdeep

Assessments: Cognitive Tutor Assessment, Riverdeep Assessment, Prentice Hall Assessment, and McDougal-Littell Assessment

Interventions: Peterson' Online FCAT Preparation, Kaplan FCAT Series, Riverdeep and Cognitive Tutor

Professional Development

Using the School Improvement Zone organizational structure, professional development will be provided to teachers and appropriate staff. Trainings will include intervention programs and assessments used at the senior high school level as follows:

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), DART, the Continuous Improvement Model (CIM), Curriculum Maps, and the use of graphing calculators.

The School Improvement Zone curriculum support specialists and school-site mathematics coaches will provide on-going professional development to teachers in grades nine through twelve in the implementation of best practices in differentiated instruction. Training will occur during common planning time, after school and on weekends.

Evaluation

For students enrolled in intensive mathematics courses, FCAT performance levels were used for identification. The students will be assessed each month using benchmarks tests. Mini-assessments will be used for progress monitoring as well as the data obtained through the Cognitive Tutor. This data will be used to redirect classroom instruction and provide information for tutorials. Additional data will be collected through the extended day assessments. The final evaluation will be the results of the 2006 FCAT Mathematics Test.

GOAL 3: WRITING

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 3 STATEMENT:

Increase writing performance of all NCLB populations.

Needs Assessment

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 Senior High School; there was no performance growth in expository writing. The mean score remained at 3.3 for three consecutive years. However, there was steady growth in persuasive writing. The mean score increased two-tenths of a point for three consecutive years from a 3.2 in 2002-2003 to a 3.6 in 2004-2005. There was no change in overall mean score in writing.

NCLB SUBGROUP TARGET

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

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade ten will improve their writing skills as evidenced by 81 percent of the students achieving high standards of 4.0 or above on the 2006 administration of the FCAT Writing Plus Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Use random samples of student state scored writing papers from 2005 for classroom instruction and writing practice.	Administrators Writing Teachers	10/3/2005	5/19/2006
Provide writing workshops for students that will focus on peer scoring utilizing the holistic scoring method.	Administrators Reading Coaches Writing Teachers	10/3/2005	5/19/2006
Administer District writing prompts using Learning Express to monitor student progress and drive instruction.	Administrators Reading Coaches Writing Teachers	10/3/2005	5/19/2006
Utilize CRISS strategies to infuse writing across the curriculum.	Administrators All Teachers	10/19/2005	5/19/2006
Provide professional development for teachers that will enable them to implement holistic rubric scoring and effective writing strategies.	Administrators Reading Coaches Writing Teachers	9/6/2005	5/19/2006
Develop a school wide Instructional Focus Calendar with focus on the Writing SSS.	Administrators Reading Coaches Writing teachers	10/17/2005	5/19/2006
Utilize the extended school day and the extended school year to provide assistance for schoolwide literacy initiatives.	Administrators Reading Coaches	8/1/2005	5/19/2006

Research-Based Programs

Programs: CRISS

Professional Development

Using the School Improvement Zone organizational structure, professional development will be provided to writing teachers and appropriate staff. Trainings will include Learning Express, Holistic Scoring, Peer Editing, and Effective Writing Strategies. Additional professional development will include, Best Practices, FCAT Writing Strategies, Continuous Improvement Model, Reciprocal teaching and CRISS.

Evaluation

For grade ten students enrolled in writing courses and grade nine students enrolled in English classes, students performance on the 2006 FCAT Writing Plus Test 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.

GOAL 4: SCIENCE

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 4 STATEMENT:

Increase science performance of all students tested.

Needs Assessment

Results from the March 2005 Florida Comprehensive Assessment Test for science indicate that on average Miami Jackson Senior High students were seven percentage points below the district’s mean score in each cluster. The District’s mean scale score was 275; however, Miami Jackson Senior High School’s mean score was 242. Results reveal that students are deficient in all four science clusters with the weakest areas being Physical/Chemical and Life/Environmental. Only 29 percent of the questions were answered correctly in both clusters. Trends indicate that FCAT Science scores for Earth/Space and Physical/Chemical areas were identical to the 2003-2004 results. Conversely, the scores for the Scientific Thinking and Life/ Environmental decreased by three percent and four percent respectively. This data indicates that emphasis needs to be placed on Physical/Chemical and Life/Environmental.

Measurable Objective

Given instruction based on Sunshine State Standards, students in grade 11 will improve their Science skills as evidenced by an increase in the mean scale score to meet or exceed the District's mean scale score.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Incorporate laboratory activities that will enhance student scientific thinking, critical thinking and reading comprehension.	Administrators Science Department Chair Science Teachers	10/3/2005	5/19/2006
Implement FCAT Science Dailies for 11th Grade students.	Administrators Science Department Chair Science teachers	10/9/2005	5/19/2006
Increase student participation in developing science fair projects.	Administrators Science Department Chair Science Teachers	9/6/2005	2/1/2006
Incorporate CRISS strategies daily to enhance the reading skills of students within the science content area.	Administrators Science Department Chair Science Teachers	9/6/2005	5/19/2006
Use departmental curriculum maps and instructional focus calendars to ensure that all Sunshine State Standards' tested benchmarks are implemented prior to February 2006.	Administrators Science Department Chair Science Teachers	10/3/2005	5/19/2006
Engage students in scientific investigations through science projects and exhibits.	Administrators Science Department Chair Science Teachers	10/17/2005	5/19/2006
Utilizing the extended school day and the extended school year to provide assistance for schoolwide literacy initiatives.	Administrators Science Department Chair	8/1/2005	5/19/2006

Research-Based Programs

Programs: Riverdeep and Sci-Tech

Interventions: FCAT Science Dailies, CRISS, SECME and SEMAA

Professional Development

Professional development will include workshops sponsored by the District and regional center as well as in school inservices that include: Sci-Tech, Curriculum Mapping, Riverdeep, CRISS, Continuous Improvement Model and DART. Professional Development will be provided during the school day, after school and on Saturdays.

Evaluation

The evaluation component will include the student performance on the 2006 FCAT Science Test as the final data of evaluation. Progress monitoring will be conducted through monthly assessments, teacher/department subject area-devised assessments, laboratory logs and science fair projects.

GOAL 5: PARENTAL INVOLVEMENT

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

Florida Education Priorities

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

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

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

GOAL 5 STATEMENT:

Increase parental involvement in regards to academic, attendance and overall school-wide activities.

Needs Assessment

An analysis of parental involvement data taken from the Title I Parent Surveys at Miami Jackson Senior High School indicate the need for information regarding their children's progress and requests for teacher conferences. The 2004-2005 School Climate Surveys show that parents believe there is a need for higher academic standards. In addition, with the implementation of the electronic gradebook, there is a need in instructing parents in the procedures to access their children's grades.

Measurable Objective

Given the school wide emphasis on parental and community involvement, the school will demonstrate a five percent increase in parental and community interaction as evidenced by comparing the parent attendance rosters for the 2004-2005 and 2005-2006 school years.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Increase communications in three languages with parents in regards to school-related activities (i.e. open house, parent workshops, parental resource center, The Parent Academy, and student performances).	Administrators Activities Director Community Involvement Specialist (CIS) Social Worker	10/3/2005	5/19/2006
Provide workshops for parents on how to access the electronic gradebook.	Administrators Computer Specialist	1/18/2006	5/19/2006
Re-establish the Parent Teacher Student Association (PTSA) to encourage participation in decision making.	Administrators PTSA President Community Involvement Specialist (CIS)	10/3/2005	5/19/2006
Provide parents with information about The Parent Academy and other literacy initiatives that promote personal growth.	Administrators Activities Director Social Worker Community Involvement Specialist (CIS)	9/6/2005	5/19/2006
Initiate monthly a "Second Cup of Coffee" chats to promote the Miami Jackson Parent Resource Center.	Administrators Activities Director Community Involvement Specialist (CIS) Social Worker Reading/Mathematics Coaches	10/3/2005	5/19/2006
Utilize the CIS and social worker weekly to make telephone and home visits that establish communication between home and school to increase parent involvement and awareness.	Administrators Community Involvement Specialist (CIS) Teachers Social Worker	9/6/2005	5/19/2006
Distribute monthly parent newsletters to heighten parent awareness of student related issues.	Administrators Activities Director Media Specialists CIS Reading Coaches	10/3/2005	5/19/2006
Encourage and promote increased community involvement through collaboration with Dade	Administrators CIS	10/17/2005	5/19/2006

Partners and the School Volunteer Program and other local family-oriented initiatives.	Social Worker Activities Director	
--	--------------------------------------	--

Research-Based Programs

Programs: National Standards of Parental and Family Involvement Program, and Passport to Success

Professional Development

The Community Involvement Specialists and selected staff members will attend all District Advisory Council meetings, Truancy Intervention Program training, monthly CIS meetings, and Title I meetings and workshops.

Evaluation

Evaluations will be based upon the parent attendance rosters, PTSA Membership, parent attendance at school-related activities as evidenced by comparing the attendance rosters for the 2004-2005 and 2005-2006 school years.

GOAL 6: DISCIPLINE & SAFETY

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 6 STATEMENT:

Decrease the number of outdoor suspensions.

Needs Assessment

According to the District Wide Outdoor Suspension Statistics Report from the Department of Special Programs - Office of Alternative Education and Dropout Prevention Programs, Miami Jackson Senior High School has the highest outdoor suspension record of all Region IV high schools. In addition, the Florida Department of Education's Florida School Indicators Report indicates that the majority of incidents of crime and violence are due to fighting and harassment and make up 71 percent of school's total incidents.

Measurable Objective

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a ten percent decrease in the number of outdoor suspensions during the 2005–2006 school year as compared to the 2004–2005 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Conduct grade level orientations to review the Student Code of Conduct and school expectations.	Administrators Counselors	8/10/2005	2/6/2006
Implement the Alternative Intervention Program (AIP) and offer counseling to students that are habitually referred for corrective behavior.	Administrators TRUST Counselor Counselors	9/14/2005	5/19/2006
Initiate parent/student behavior contracts in lieu of outdoor suspensions.	Administrators SCSI Instructor	9/1/2005	5/19/2006
Develop a plan to decrease the number of written referrals and tardies.	Administrators	8/8/2005	5/19/2006
Increase the use of the peer mediation program to in the school wide discipline and safety plan.	Administrators TRUST Counselor	10/3/2005	5/19/2006
Provide professional develop for all staff members that include the Code of Student Conduct and the Alternative Intervention Program.	Administrators TRUST Counselor	10/24/2005	4/28/2006

Research-Based Programs

Programs: Safe Drug Free Schools and Project PROUD

Professional Development

Using the School Improvement Zone organizational structure, professional development will be provided to teachers and appropriate staff training will include, Classroom Management and Code of Student Conduct. The TRUST Counselor will provide training on the Alternative Intervention Program.

Evaluation

Evaluation will be based upon comparing the outdoor suspension rate of the 2005-2006 school year with the 2004-2005 school year.

GOAL 7: TECHNOLOGY

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

Florida Education Priorities

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

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 7 STATEMENT:

Increase the use of technology and computer based programs to enhance student achievement.

Needs Assessment

Results of the STaR School Profile indicate although students have access to technology and use technology, there needs to be more effective use of technology focused on student achievement and test preparation. The data shows that Technology Planning and 21st Century Classroom are in the entry stage, Teacher Access to Technology and 21st Century Learning Tools are in the intermediate stage and all others areas are in the advanced or target stage.

Measurable Objective

Given an emphasis on the use of technology in education, students and teachers will increase their usage of the technology programs and edusoft reports, as evidence by a five percent increase as compared to the 2004-2005 school year STaR report.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide professional development for READ 180 for new teachers and on going follow-up training for veteran teachers.	Administrators Scholastic Personnel Reading Coaches	8/1/2005	5/19/2006
Provide professional development on the use and implementation of the following programs: Reading Plus, Learning Express, Classroom Inc., Cognitive Tutor, SmartBoard and portable lab.	Administrators Reading Coaches Math Coach	8/1/2005	5/19/2006
Familiarize teachers and students with software to assist in remediation and acceleration of student achievement.	Administrators Reading Coaches Math Coach Test Chairperson Technologist	8/1/2005	5/19/2006
Provide ongoing school-wide training using the Electronic Gradebook, Student Performance Indicators, and Edusoft.	Administrators Test Chairperson Math Coach Reading Coaches	9/6/2005	5/19/2006
Provide professional development for the FCAT Explorer and school-wide analysis of data for classroom instruction.	Administrators Test Chair Math Coach Reading Coaches	10/17/2005	5/19/2006

Research-Based Programs

Scholastic READ 180, Learning Express, Reading Plus, Cognitive Tutor, Classroom Inc.

Professional Development

Using the School Improvement Zone organizational structure, professional development will be provided to appropriate staff that includes: FCAT Explorer, Electronic Gradebook, Student Performance Indicators (SPI), EduSoft, READ 180, Reading Plus, Learning Express, SmartBoard, Cognitive Tutor, Classroom Inc. and the mobile lab.

Evaluation

Evaluation will be based on comparing the STaR School Profile report for 2005-2006 to the 2004-2005 school years. Additional data will be collected on student use of computer based programs.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 8 STATEMENT:

To provide students with the opportunity to attain optimal levels of fitness.

Needs Assessment

An assessment of data from the FITNESSGRAM revealed that 76 percent of students enrolled in Physical Education classes did not score high enough to receive awards for physical fitness. Based on the 2004-2005 Physical Fitness results, nine percent of the students performed at the level required to receive the gold award for physical fitness. Additionally, of the 516 students tested only 73 scored high enough to receive the silver award for physical fitness. The overall percentage of students who performed at either the gold and silver levels needs to increase on the fitness test.

Measurable Objective

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, students in grades 9-12 will increase the amount of overall awards by three percent based on the 2005-2006 administration of the FITNESSGRAM test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Utilizing the FITNESSGRAM, administer the Pre-test to determine baseline measures in order to create an effective program.	Administrators Physical Education Teachers	8/1/2005	5/19/2006
Instruct students on strategic exercises to increase their stamina for the Post FITNESSGRAM Test.	Administrators Physical Education Teachers	8/1/2005	5/19/2006
Increase student awareness on the values of how physical activities relate to fitness and health.	Administrators Physical Education Teachers	8/1/2005	5/19/2006
Physical Education teachers will develop an action plan to meet the goals and objectives of fitness and health.	Administrators Physical Education Department Chair Physical Education Teachers	10/17/2005	5/1/2006

Research-Based Programs

Programs: FITNESSGRAM test

Professional Development

Using the School Improvement Zone organizational structure, professional development will be provided to physical education teachers. Teacher will access the physical education website(www.AAHERD.org) to learn new trends and techniques to enhance fitness development.

Evaluation

For students enrolled in Physical Education courses, performance levels and mastery of objectives will be measured by the percent of students who perform high enough to receive gold or silver recognition.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 9 STATEMENT:

Increase the number of students taking and successfully completing advanced academic courses and courses in other special interest areas.

Needs Assessment

According to the College Board Advanced Placement 2005 report 58 percent of the students taking an Advanced Placement examination did not earn college credit. In addition, the report also shows that the majority of students taking the test are seniors.

Measurable Objective

Given emphasis on the benefits of participating in Advanced Academic programs, the number of students enrolled in honors and Advanced Placement courses will increase by five percent during the 2005-2006 school year as compared to the 2004-2005 school year of five percent schoolwide.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Utilize the Testing and Education-Info Trac to assist students with college, graduate specialty and career and test preparation.	Administrators Media Specialist Counselors	10/3/2005	5/19/2006
Facilitate the awareness of opportunities for students to enroll in advanced academic programs as they matriculate from ninth to twelfth grade.	Administrators Counselors	8/1/2005	5/19/2006
Provide parents with timely knowledge of their children's academic program and knowledge of their progress through AP Night, conferences and other means of communication with all information being provided in the home language.	Administrators Counselors AP teachers	10/3/2005	5/19/2006
Conduct advanced academic scholar motivational assemblies to distribute information about the advanced coursework and opportunities.	Administrators Counselors Activities Director	10/3/2005	5/19/2006
Conduct one-on-one consultative session with students and their parents to encourage their participation in advanced academic programs.	Administrators Counselors	8/8/2005	5/19/2006
Utilize the extended day to offer advanced and special interest courses.	Administrators Counselors	8/1/2005	5/19/2006
Provide funds to pay for the PSAT for all students to encourage career planning.	Administrators	10/3/2005	10/14/2005

Research-Based Programs

N/A

Professional Development

Using the School Improvement Zone organizational structure, professional development will be provided to counselors and staff members that will support school wide efforts towards increasing enrollment in advanced courses. Trainings will include: Analysis of PSAT data, Advanced Placement training and Post Secondary Planning.

Evaluation

The evaluation will be based on comparing the number of students scoring 3 or above on Advanced Placement exams for the 2005-2006 school year as compared to the 2004-2005 school year.

The evaluation will be based on comparing the number of students enrolled in honors courses for the 2005-2006 school year as compared to the 2004-2005 school year.

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 10 STATEMENT:

Miami Jackson Senior High will rank at or above the 90th percentile statewide in the Return on Investment (ROI) index of value and cost effectiveness of its program.

Needs Assessment

Indicated in the most recent data supplied from the Florida Department of Education, Miami Jackson ranked at the 12th percentile on the State of Florida Return on Investment Index.

Measurable Objective

Miami Jackson Senior High School will improve its ranking on the State of Florida Return on Investment (ROI) index publication from the 12th percentile in 2003 to the 14th percentile on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Collaborate with the district on resource allocation.	Administrators Business Manager	8/1/2005	5/19/2006
Familiarize staff members with funding sources and financial expenditures.	Administrators Activities Director Business Manager	8/1/2005	5/19/2006
Reconfigure the use of existing resources by taking advantage of a broader resource base that include outside agencies.	Administrators Business Manager	8/1/2005	5/19/2006
Become more informed about the use of the financial resources in relation to school programs.	Administrators Business Manager	8/1/2005	5/19/2006

Research-Based Programs

N/A

Professional Development

The principal and business manager will attend all Money Matters and Title I workshops.

Evaluation

On the next State of Florida ROI index publication, Miami Jackson Senior High School will show progress toward reaching the 14th percentile.

GOAL 11: GRADUATION (HIGH SCHOOLS ONLY)

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

Miami-Dade County Public Schools

District Strategic Plan

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

GOAL 11 STATEMENT:

Increase the number of students graduating from high school.

Needs Assessment

According to the No Child Left Behind (NCLB) School Public Accountability Report for 2004-2005, the data show the following graduation rates for Miami Jackson: Black-47 percent, Hispanic-37 percent, students receiving free or reduced lunch-44 percent, Limited English Proficient-20 percent and Students with Disabilities-31 percent. This data indicates an increase in all groups when comparing the last two years except Limited English Proficient students which showed a one percent decrease. Miami Jackson is 16 percent below the District overall average.

Measurable Objective

Given emphasis on the importance and benefits of graduating from high school, the graduation rate will increase one percent during the 2005-2006 school year as compared to the 2004-2005 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Facilitate the use of FCATS.ORG for students in grades 9 through 12 to assist students in tracking their graduation requirements.	Administrators Counselors	10/17/2005	5/19/2006
Facilitate the use of the Graduation Checklist to assist students in tracking their academic progress.	Administrators Counselors	10/17/2005	5/19/2006
Monitor nine-week grading reports to provide assistance to students who need additional academic counseling and intervention programs.	Administrators Counselors	10/17/2005	5/19/2006
Conduct one-on-one consultative sessions to advise students of their overall individual progress towards meeting graduation requirements.	Administrators Counselors	8/15/2005	5/19/2006
Complete the SSR Readiness Profile and review for baseline data.	Administrators	10/24/2005	11/30/2005
Review the matrix of courses for the selection of authorized courses for the selected career academy theme.	Administrators Counselors	10/3/2005	1/31/2006
Develop a master schedule to accommodate the required courses for the small learning communities.	Administrators Counselors	2/1/2006	5/12/2006
Implement differentiated professional development for teachers and administrators to integrate career theme into content areas.	Administrators	1/2/2006	5/12/2006

Research-Based Programs

N/A

Professional Development

Using the School Improvement Zone organizational structure, professional development will be provided to counselors and appropriate staff. Trainings will include: Updated technological resources aimed at increasing student potential, Determining Student Intervention Needs, Appropriate Progress Monitoring Methods, Functional Assessment Behavior, Individual Student Success Plans, and TRUST.

Evaluation

Increase in the graduation rate will be monitored through student histories, nine-week grade reports and counselor logs. The final graduation rate in June of 2006 will be compared to the final graduation rate of June 2005.

EESAC Compliance

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

Budget:

The EESAC actively participates in the budget process. The EESAC consistently allocated EESAC funds to promote student achievement by means of incentives for demonstrating excellence in academics as measured by the Sunshine State Standards.

Training:

The ESSAC strongly endorses professional development of teachers and staff related to improving student performance as measured by the Sunshine State Standards. The ESSAC recommends that all teachers be CRISS trained to support the School Improvement Plan (SIP).

Instructional Materials:

The EESAC recommended acquisition of instructional materials for the academic objectives of the SIP.

Technology:

The EESAC recommended that educational software and hardware be maintained and upgraded where appropriate to the SIP. The ESSAC has been informed on technology issues at Miami Jackson and recommends an increase in the use of technology as a means of promoting parent involvement and student achievement.

Staffing:

The EESAC has been informed about staff issues and procedures for maintaining staff.

Student Support Services:

The EESAC recommended increased parental involvement to meet the objective of the SIP, which require sustained commitment of the Student Services staff.

Other Matters of Resource Allocation:

The EESAC has allocated funds to be utilized to cover student incentives. In addition, the EESAC is receptive to requests for funding for activities that will have a direct impact on student achievement.

Benchmarking:

Members of the EESAC will be provided timely copies of school budget reports.

School Safety & Discipline:

The EESAC recommended the administration to continue efforts to maintain a safe learning environment.

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