

SCHOOL IMPROVEMENT PLAN 2007 - 2008

Thomas Jefferson Middle School (6281)

Feeder Pattern - North Miami Senior

Regional Center II

District 13 - Miami-Dade

Principal - Maria Garcia

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

Thomas Jefferson Middle School is a school that prides itself on educational excellence. Situated in the North Miami area, our school was built in 1957, on nine acres of land, where a dynamic community with multiple nationalities come together to experience the excitement, challenge, and promise of those blending cultures in an educational setting. Thomas Jefferson Middle School is unique due to the fact that we are not a traditional middle school. We service students in grades six through twelve. These students have an opportunity to experience the middle school setting and have a taste of the high school atmosphere. We accommodate 740 students on a campus with 54 classrooms and 11 portables. We service a special education population for grades six through twelve. Our school continues to garner the support from school community partners by collaborating with said partners to further our students' social, emotional, and academic growth. Some of these partners include Barry University, Florida Memorial University, Publix, Mama Jennies Italian Restaurant, Abriendo Puertas, and Life Impact. However, our Community Involvement Specialist, PTSA, and Career Specialist are diligently working to incorporate additional Dade Partners for our school. Our media center is equipped with the latest technology to prepare our students for a global economy. Currently, several construction projects are in progress, such as, compliance with the American Disabilities Act (ADA), epoxy flooring on the stairwells, landscaping and beautification throughout the campus.

We take pride in our multicultural diversity, where 85% of our students are Black, Non-Hispanic, 13% are Hispanic, 1% is White, and 1% is Other. Of this population, 9% have been classified as English Language Learners (ELL), 20% are Special Education (SPED) Students, and 3% are Gifted. Approximately 72% of the students have been identified for free or reduced lunch. Additionally, the mobility index rate is approximately 19%.

Results from the 2007 Florida Comprehensive Assessment Test (FCAT) indicate that 24% of students in grades 6-9 met state requirements in Reading, 50% of students in grades 6-9 met state requirements in Mathematics, 78% of the students in grade 8 scored a 3.5 or higher on the FCAT Writing+, and 10% of students in grade 8 met state requirements in Science. Additionally, 21% of Black students are proficient in Reading and 44% are proficient in Mathematics. Twenty four percent of Economically Disadvantaged Students are proficient in Reading and 45% are proficient in Mathematics.

Our current school enrollment is comprised of 92 students in grade 6, 202 students in grade 7, 194 students in grade 8, and 227 students in grade 9. Our gifted student enrollment is 22. Our ELL student enrollment is 65, ESOL Levels 1-4. The number of Level 1 students in Mathematics in grades 6-9 is 197. Our number of Level 2 students in Mathematics in grades 6-9 is 180. The number of Level 1 students in Reading in grades 6-9 is 210. The number of Level 2 students in Reading in grades 6-9 is 188.

Thomas Jefferson Middle School has the following special programs at our facility to increase student achievement that enhance and contribute to the success of our school: Title 1, Secondary School Reform, Science Engineering Communications and Mathematics Education (SECME), Future Business Leaders of America (FBLA), Future Educators of America (FEA), National Junior Honor Society (NJHS), Community Service 7th period class, Advancement Via Individual Determination (AVID), Highway 2 Success (H2S), Mentoring and Induction for New Teachers (MINT), Project Rise, Science Engineering Mathematics Aerospace Academy (SEMAA), Gifted/Advanced Academics, electives and after school clubs and sports, SPED center school, before and after school tutorials, Saturday School Academy, Supplemental Education Services (SES), Community Involvement Specialist (CIS), Middle Schools Enrichment Program (All-Stars), and College Reach-Outreach Program (CROP).

The implementation of our bilingual tutoring program, Home Language Assistance Program (H-LAP), before and after school enrichment classes (All-Stars), a before and/or after school tutoring program in Reading, Mathematics, Writing and Science, Saturday Academy, extra-curricular activities, course recovery classes, and parental workshops to address our community's needs continue to provide guidance and assistance to our students, parents, and teachers in reaching the highest academic standards. In addition to our strong tutoring program for all students, we provide Supplemental Educational Services (SES), through our Title I program as a remediation tool for our students. Furthermore, many students participated in Future Business Leaders of America competitions and were awarded state and district recognition for their outstanding efforts. Since 1999, the school has been recognized for achieving the Notable School Performance Award. Additionally, in 2002 and 2003, the school also received the Gold Award of Excellence in School Performance, and in 2005-2006 received the Silver Award of Excellence in School Performance.

Many of the students and parents in our community are foreign born. Consequently, they are uninformed about the school system. Increasing Parental Involvement has been a challenge. Our goal is to increase the number of Parent Academy workshops, as well as, to continue to encourage parental involvement via telecommunications and print communications. In addition, our school offers the Bilingual Parent Outreach Program (BPOP) parenting workshops.

The leadership team at Thomas Jefferson Middle School consists of administration, department chairpersons, team leaders, support personnel, counselors, parents, and student advocates. All of our instructional staff is certified and we employ highly qualified teachers. Of the 59 teachers, 21 have Master's degrees, 1 teacher holds a Specialist degree, and 1 teacher holds a Doctorate degree. Of this population, 10 teachers are beginning teachers. The ethnic composition of our staff is as follows: 20% are White, 66% are Black, 13% are Hispanic, and 1% is Other. Thomas Jefferson Middle School has been privileged to be awarded several recognitions including one member of the leadership team attended a leadership institute at Harvard University. Through the utilization of the District and school web-site, recruitment of new teachers has been successful. Additionally, by attending District



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Teacher Recruitment Fairs and Meet the Principal Days, new teachers are hired. Due to the rise in real estate prices in South Florida, many teachers and staff members have relocated to more affordable areas. This results in a high turn-over for staff in our school.

Due to state mandates of class size reduction, Thomas Jefferson Middle School adheres to the following grade level requirements: grades 6-8 have 22 students per core class per period; grade 9 has 25 students per core class per period. Additionally, Special Education (SPED) Students are seated in classes with an average of 15 students.

For the 2006-2007 school year, Thomas Jefferson Middle School's average attendance rate was 97%. We ranked 10th in attendance among all of the middle schools in Miami Dade County Public Schools. The retention rate for students in grade 8 is 4%.

Due to the overcrowding situation at our feeder pattern high school, North Miami Senior High, Thomas Jefferson Middle School has a 9th grade class. This is the only middle school in Miami Dade County with this unique configuration. Upon completion of 9th grade, students usually attend North Miami Senior High School or North Miami Beach Senior High School. Many of our 8th grade students apply and are accepted to local Magnet, Vocational, and Technical Centers. For the 2007-2008 school year, Thomas Jefferson Middle School has added the 6th grade students from Biscayne Gardens Elementary School, due to overcrowding. Additionally, there are four elementary schools that feed into Thomas Jefferson Middle School. They are Oak Grove Elementary, Biscayne Gardens Elementary, Gragny Elementary, Linda Lentin K-8 Center, and Hubert O. Sibley Elementary. Thomas Jefferson Middle School and our neighbor school, North Miami Middle School, feed into North Miami Senior High School.

Representatives from the District and Regional Center II offices conduct on-going site visits and classroom walkthroughs to ensure optimal teaching and learning. Monthly meetings for administration are conducted by Regional Center II Directors and District Personnel. Through telecommunications and email, pertinent information is relayed to our school for our parents, students, and staff regarding data, school operations, curriculum, and instructional strategies. In addition, the Florida Literacy and Reading Excellence (FLaRE) utilizes coordinators to provide state assistance and professional development in literacy. Thomas Jefferson Middle School sponsors an annual Career Day. We invite members of the community to speak to our students regarding different career options.

Currently, Thomas Jefferson Middle School has written and received funding from the following grants: CitiBank mini-grants to promote quality education by providing funding for SPED students, CitiBank mini-grant for a Literacy Café, Project Rise to promote and recruit National Board Certified Teachers, and a Parent Resource Grant to enrich the quality of our school's Parent Resource room. Furthermore, we have applied for other grants and are awaiting responses.

Given instruction using the Sunshine State Standards (SSS), students in grades 6 through 9 will improve their reading skills as evidenced by 58% of the students scoring at Level 3 or above on the 2008 FCAT Reading Test.

Given instruction using the Sunshine State Standards (SSS), Black students in grades 6 through 9 will improve their reading skills as evidenced by 58% of the students scoring at Level 3 or above on the 2008 FCAT Reading Assessment.

Given instruction using the Sunshine State Standards (SSS), Economically Disadvantaged students in grades 6 through 9 will improve their reading skills as evidenced by 58% of the students scoring at Level 3 or above on the 2008 FCAT Reading Assessment.

Given instruction using the Sunshine State Standards, students in grades 6 through 9 will improve their mathematics skills as evidenced by 62% of the students scoring at Level 3 or above on the 2008 FCAT Mathematics Assessment.

Given instruction using the Sunshine State Standards, Black students in grades 6 through 9 will improve their mathematics skills as evidenced by 62% students scoring at Level 3 or above on the 2008 FCAT Mathematics Assessment.

Given instruction using the Sunshine State Standards, Economically Disadvantaged students in grades 6 through 9 will improve their mathematics skills as evidenced by 62% of the students scoring at Level 3 or above on the 2008 FCAT Mathematics Assessment.

Given instruction using the Sunshine State Standards, students in grade 8 will improve their writing skills as evidenced by an increase of 1 percentage point in Writing in the number of students scoring at or above 3.5 on the administration of the 2008 FCAT Writing+.

Given instruction using the Sunshine State Standards, students in grade 8 will improve their science skills as evidenced by an increase of 25% whereby 35% of our students are scoring at or above Level 3 on the 2008 FCAT Science Assessment.

Given the need to establish a link with the home and community to support the efforts of improving the academic achievement of students, parental involvement will continue to be an integral part of our efforts for improvement by showing at least a 10% increase from 580 hours logged in 2006-2007 to 640 hours logged in 2007-2008.

Given instruction utilizing the Code of Student Conduct, school-wide discipline plan, and the district's Procedures for Promoting and Maintaining a Safe Learning Environment, Student Case Management Referral Forms will decrease by 20% from the 2006-2007 school year as evidenced by 165 students placed on outdoor suspensions to be reduced to less than 135 students.

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

Given instruction based on the M-DCPS mandated FITNESSGRAM Test, students in grades 6 through 9 will improve their overall health and fitness as evidenced by a five percent increase in the number of awards winners from 40% to 45% when comparing the 2006-2007 to the 2007-2008 FITNESSGRAM Test.

Given additional District-wide emphasis on the number of students participating in extra and co-curricular activities, enrollment will increase by 10% when compared to the 2007-2008 school year. These data reflect that 250 students were enrolled and participating in these activities in 2006-2007 and will increase to 275 students participating in electives and special areas. Additionally, a 10% increase in the amount of students participating in extra-curricular opportunities from the 2006-2007 to the 2007-2008 school year will occur.

Thomas Jefferson Middle School will improve its ranking on the State of Florida Return On Investment Index publication as evidenced by 1% increase when compared to the 2004-2005 Return of Investment of 19% for the 2007-2008 school year.

Thomas Jefferson Middle School strives to promote a sense of customer satisfaction among all of our stakeholders. Results from the Spring 2007 Organizational Performance Improvement Snapshot, indicates that the school's staff rated the school with the highest rankings in the categories of Customer and Market Focus, Measurement Analysis and Knowledge Management both with an average score of 4.2 out of a possible 5.0. Additionally, these results indicate that the two areas that need improvement are Strategic Planning and Process Management with scores of 3.8 and 3.7 respectively. The results indicate that stakeholders at Thomas Jefferson Middle School would like to have a better understanding of how well the school is doing financially, and the staff would like more opportunities to collect data about the quality of their work.

In order to improve these two areas for all stakeholders, all meetings are open to participation by all staff members, the school budget is available for perusal to any stakeholder, and an increase of informal observations/classroom walkthroughs and feedback will be available in a timely manner. Through the use of the Student Performance Indicators (SPI), earlier release of FCAT results, and District Interim Assessments scored through EduSoft, teachers will be able to drill down and target student needs in their current classes and collect data about the quality of their work.



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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.

6281 - THOMAS JEFFERSON MIDDLE SCHOOL

VISION

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

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

MISSION

Thomas Jefferson Middle School provides a safe and caring learning environment that meets the needs of all students. Through the cooperative effort of staff, parents and the community, students are empowered to become successful life-long learners and productive citizens.

CORE VALUES

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

School Demographics

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School Foundation

Leadership:

Results from the Spring 2007 Organizational Performance Self-Assessment Snapshot indicate that the Leadership category was highly ranked with a score of 4.1 out of a 5 point scale. Knowing the school's mission and creating a positive working environment posted results of 4.3 and 4.1 out of 5.0, respectively. Opportunities for Improvement in leadership suggested that we gather more input from teachers and provide additional opportunities for career advancement.

District Strategic Planning Alignment:

Results from the Spring 2007 Organizational Performance Self-Assessment Snapshot indicate that District Strategic Planning scored a 3.7 out of 5.0 possible points. An average score of 3.9 was obtained on the question where the staff knows the parts of the school' plans that will affect them and their work. Opportunities for improvement in District Strategic Planning Alignment include more discussion and opportunities to express staff's ideas when planning for the future for the school.

Stakeholder Engagement:

Results from the Spring 2007 Organizational Performance Self-Assessment Snapshot indicate that in the area of Stakeholder Engagement/Customer Market Focus an overall rating of 4.2 out of 5.0 possible points. High scores in the areas of knowing who the important customers are and keeping in touch with our customers scored 4.6 and 4.5 out of 5.0, respectively. By maintaining contact with our stakeholders through parent conferences and the electronic gradebook, the ability to daily view student accomplishments is possible. Opportunities for Improvement in the area of Stakeholder Engagement included asking our customers if they are satisfied with their work and our customers tell us what they need and want, which scored a 3.9 and 3.8 out of 5.0, respectively. Thomas Jefferson Middle School actively pursues opportunities for garnering thoughts and ideas from all stakeholders. The staff feels that they are a part of the decision making process to provide accessible customer service and are satisfied with the overall relationships between school and the community.

Faculty & Staff:

Results from the Spring 2007 Organizational Performance Self-Assessment Snapshot indicate that in the area of Human Resource Focus & Faculty and Staff, an overall score of 4.0 out of 5.0 possible points was achieved. The staff is confident about measuring and analyzing the quality of their work. They know what the school's mission and vision are and feel confident in striving towards these goals. The implementation of teacher mentoring and opportunities for sharing of best practices is evident at Thomas Jefferson Middle School. Regular department and team meetings are conducted twice a week. Literacy Leadership Team meetings and Leadership teams are conducted regularly to garner collaboration between teachers, parents, and administrators for the highest level of student achievement to be obtained. Opportunities for Improvement in the area of Human Resource/Faculty and Staff suggest more emphasis is provided for individual career advancement.

Data/Information/Knowledge Management:

Results from the Spring 2007 Organizational Performance Self-Assessment Snapshot indicate that in the areas of Data Management & Measurement, Analysis, and Knowledge Management an overall score of 4.2 out of 5.0 possible points was obtained. A high average score of 4.4 in the areas of the staff knowing how to measure the quality of their work, knowing how to analyze the quality of their work to see if changes are needed, and that they can use these analyses for making decisions about their work was obtained. Opportunities for improvement can be addressed in the area of receiving all of the information that they need to do their job. Frequent staff meetings are held to disseminate information to the faculty. Data sharing sessions are also held in department meetings to analyze information and align curriculum. The utilization of the district email is implemented so that information is given to staff in a timely manner for proper implementation.

Education Design:

Results from the Spring 2007 Organizational Performance Self-Assessment Snapshot indicate that in the areas of Process Management & Education Design received an overall score of 3.8 out of 5.0 possible points was achieved. The staff is confident about measuring and analyzing the quality of their work. Opportunities for Improvement in the area of receiving all the resources the staff needs to complete their jobs scored 3.6. By utilizing all available resources, PTSA, EESAC funding, Title I, and appropriated textbook and supplemental funding, the school assist in providing teachers with the additional resources needed.



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Performance Results:

Results from the Spring 2007 Organizational Performance Self-Assessment Snapshot indicate that Business/Performance Results scored 4.4, 4.3, and 4.2 out of 5.0, respectively in the areas where work products meet all requirements for high quality and excellence, satisfaction with their job, work location obeying laws and regulations, and customers are satisfied with their work. Opportunities for Improvement in Performance Results include removing things that get in the way of progress and knowing how well the location is doing financially with 4.1 and 4.2 out of 5.0, respectively. As evidenced on the 2008 FCAT Assessment, a continued rise on student achievement in the areas of reading, mathematics, writing, and science will take place. Additionally high expectations on improved classroom management, and increase our promotional rate will occur. In regards to the number of outdoor suspension, a 20% decrease is expected when compared to the 2006-2007 school year. We will continue to reinforce our successful school-wide attendance policies to maintain a high level of student attendance.

Schools Graded 'C' or Below

Professional Development:

Thomas Jefferson Middle School has implemented the following professional development activities for faculty and staff provided by administration, professional development liaison, Reading Coaches, Mathematics Coach, and regional, district, and state support personnel. A new program called Mentoring and Induction New Teacher Program (MINT) has been designed for established teachers to mentor new teachers. Co-teaching workshops are provided to assist general education and special education teachers in providing learning strategies for all students across the curriculum. Project Rise workshops will be held to increase the number of National Board Certified Teachers (NBCT) in the school. Creating Independence through Student-Owned Strategies (CRISS), reciprocal teaching, best practices, and other new and innovative teaching strategies designed for teaching across the curriculum in-services will be held at the school site. Continuous Improvement Model (CIM) and Plan Do Study Act Model professional development will be held to help disaggregate data and guide targeted goals for data driven instruction. Various technology in-services that enhance student learning will be held to introduce staff to innovative techniques and web-based programs designed for differentiated instruction. Along with the assistance of Reading and Mathematics Coaches, professional development will be held weekly through department meetings, will be held monthly through faculty meetings, and daily through various district and state workshops for teachers and staff. Small learning communities will facilitate cohesive curricular alignment and share-outs of new teaching methods.

Disaggregated Data :

The leadership team comprised of administration, Reading and Mathematics Coaches, counselors, department chairpersons, team leaders, media specialist, test chairperson, and other support personnel disaggregates student assessment data to determine students' strengths and areas in need of improvement. Bi-weekly benchmark testing and District Interim Assessment data will be disaggregated by the leadership team and individual teachers to drill down and determine appropriate differentiated instructional strategies. Students performing at or above grade level are encouraged to enroll in advanced academic and/or gifted courses to prepare them for post secondary education. Students performing below grade level are scheduled into remedial reading and mathematics courses for additional instruction in their areas of academic weakness. Students who require additional instruction for remediation will participate in pull-out tutoring for reading, mathematics, and science tested benchmarks. Before, after, and Saturday tutoring services will be provided for all students who seek additional assistance in all academic classes.

Informal and Formal Assessments:

Thomas Jefferson Middle School will utilize teacher-generated tests and quizzes, student portfolios, bi-weekly assessments, District Interim Assessments, pretests, mid-year progress monitoring tests, and posttests to assess student mastery of course material, grade level expectations, and targeted tested benchmarks. This will ensure based line data and progress monitoring data to target areas of weakness and increase student achievement.

Alternative Instructional Delivery Methods :

Thomas Jefferson Middle School utilizes various instructional delivery methods to ensure academic achievement for all students. These methods include guest speakers, cooperative learning, and educational field trips, project based learning, motivational assemblies, career presentations, multi-media presentations, research based software programs, web-based instructional programs, and Community Based Instruction (CBI). Through district funding, additional multi-media equipment i.e., SmartBoards have been purchased to be used in classrooms and in the Media Center. Additionally the use of the facility such as the media center and computer labs will be utilized to enhance learning. Whole group and small group learning, differentiated instruction, and hands-on inquiry based instruction will be used to support traditional teaching model.

Schools Offering Primarily Grades 6 through 12

Secondary School Redesign (new State requirement, Sec. 1003.413, F.S.) :

<input checked="" type="checkbox"/>	Different Innovative Approaches to Instruction
<input checked="" type="checkbox"/>	Responsibility of Teaching Reading for Every Teacher
<input checked="" type="checkbox"/>	Quality Professional Development for Teachers and Leaders
<input checked="" type="checkbox"/>	Small Learning Communities (SLC)
<input checked="" type="checkbox"/>	Intensive Intervention in Reading and Mathematics
<input checked="" type="checkbox"/>	Course Choice Based on Student Goals / Interests / Talent
<input checked="" type="checkbox"/>	Master Schedules Based on Student Needs
<input checked="" type="checkbox"/>	Parental Access and Support
<input type="checkbox"/>	Applied and Integrated Courses
<input checked="" type="checkbox"/>	Academic and Career Planning



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Different Innovative Approaches to Instruction:

Students at Thomas Jefferson Middle School struggle with reading comprehension, vocabulary, and fluency. Curriculum is aligned to target these areas. Pull-out tutoring programs focus on the lowest quartile of students to provide remediation in reading and mathematics. Additionally, all students are afforded the opportunity to attend various tutoring services provided by the school.

Responsibility of Teaching Reading for Every Teacher:

Daily instruction and reading strategies are incorporated across the curriculum. Through the utilization of CRISS strategies, reciprocal teaching techniques, word walls, classroom libraries, utilization of the Media Center, and other techniques, teachers in all subject areas have embraced the necessity to incorporate reading in their classrooms. Literacy is the driving force at Thomas Jefferson Middle School.

Quality Professional Development for Teachers and Leaders:

District and Region Professional development is on-going throughout the school year. School-wide in-services are held bi-weekly through department meetings, bi-weekly through interdisciplinary teams, and bi-monthly through faculty meetings. Teachers' Professional Development Plans (PDP) establishes professional development goals throughout the year.

Small Learning Communities:

Weekly team meetings and department meetings address the individual student's academic and social needs for our school. Additional small learning communities are established to promote shared learning opportunities, data analysis, and the sharing of best practices and instructional strategies.

Intensive Intervention in Reading and Mathematics:

All students scoring Levels 1 and 2 on the FCAT Reading and Mathematics Tests are enrolled in remedial courses. These courses provide opportunities for students to review and master basic skills in reading and mathematics. Pull-out tutorial programs and before and after school tutoring sessions provide all students the opportunity to master proficiency in reading and mathematics. Formal and informal assessments provide an opportunity for the leadership team and literacy team to disaggregate data and establish school-wide goals and initiatives.

Course Choice Based on Student Goals/Interests/Talent

Through the articulation process, students are able to choose courses based on their career paths. FCAT scores enable students scoring at or above grade level to enroll in advanced/honors courses. Gifted students are encouraged to take high school credit classes. Counselors and Career Specialists work diligently with students to provide knowledge of career choices and opportunities. Students are encouraged to select electives and participate in after school clubs and sports based on interest and talent.

Master Schedule Based on Student Needs:

Thomas Jefferson Middle School offers core subject courses in Language Arts, Mathematics, Social Studies, and Science, as well as, classes for advanced academics/honors, and gifted students. Electives such as Foreign Language, Art, Physical Education, Business Technology, African American/Multi-cultural Studies, TV Production/Leadership, and Peer Counseling are also offered.

Parental Access and Support:

Parents are encouraged to visit the school and meet with teachers to monitor their child's progress. Additionally, the District's Parent Portal is available for parents to communicate with teachers. The utilization of the electronic grade book allows for parent to access their child's grade through the Internet. Written letters and telephone communication via ConnectEd allows for school officials to disseminate upcoming activities and events.

Applied and Integrated Courses:

Not Applicable

Academic and Career Planning

Counselors and Career Specialists provide Magnet and Career Fairs to expose students to a variety of career options. Students are afforded opportunities to visit local colleges and universities for career exploration.

Reading Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Reading Statement

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

Needs Assessment

Results from the 2007 FCAT data indicate that 24% of students in grades 6-9 meet high standards in Reading. This is a 3% points decrease from the 2005-2006 FCAT results. All subgroups did not meet AYP targets. Further results indicate that 21% of Black students met high standards in Reading, and 24% of Economically Disadvantaged students met high standards in Reading. Additionally, 66% of students in the lowest 25 percentile made learning gains in Reading, and 51% of all students made learning gains in Reading, and demonstrated a year's worth of growth. A continued emphasis in literacy will take place focusing on two major components of the Big Five, Fluency and Reading Comprehension. Because a large percentage of our students remain at FCAT Levels 1 and 2, a continued effort to provide differentiated instruction across content areas and improve the daily instructional program for all students will take place. Item specifications from the content clusters of main idea and author's purpose will continue to be a focus that drives daily instruction.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<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"/>

Measurable Objective

Given instruction using the Sunshine State Standards (SSS), students in grades 6 through 9 will improve their reading skills as evidenced by 58% of the students scoring at Level 3 or above on the 2008 FCAT Reading Test.

Given instruction using the Sunshine State Standards (SSS), Black students in grades 6 through 9 will improve their reading skills as evidenced by 58% of the students scoring at Level 3 or above on the 2008 FCAT Reading Assessment.

Given instruction using the Sunshine State Standards (SSS), Economically Disadvantaged students in grades 6 through 9 will improve their reading skills as evidenced by 58% of the students scoring at Level 3 or above on the 2008 FCAT Reading Assessment.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Meet monthly with the school-based Literacy Leadership Team to help drive instruction in all subject areas.	Principal and Assistant Principals	08/20/07	06/05/08	District-wide Literacy Plan	0
Promote the acquisition of the Reading Endorsement Certification for all teachers.	Principal, Assistant Principal, Reading Coaches	08/20/07	06/04/08	District-wide Literacy Plan	0
Develop and implement curriculum maps and instructional focus calendars utilizing Sunshine State Standards tested benchmarks in Reading and Language Arts.	Reading Coaches, Assistant Principal, Principal	08/20/07	06/05/08	Seamless PreK-12 Curriculum	0
Conduct weekly leadership team meetings to analyze data, assess and evaluate students' progress, adjust curriculum maps, and share best practices.	Reading Coaches, Assistant Principal, Department Chairs	08/20/07	06/05/08	District-wide Literacy Plan	0
Utilize EduSoft data from District Interim and bi-weekly assessments to align and modify Reading/Language Arts curriculum.	Assistant Principals, Reading Coaches, Reading Teachers, Language Arts Teachers	08/20/07	06/05/08	District-wide Literacy Plan	0
Utilize best practices and effective teaching strategies in all classes to reflect Reciprocal Teaching, QAR's, Selective Underlining/Marginal Notes, Graphic Organizers, Vocabulary Skills, and CRISS Strategies.	Reading Teachers, Reading Coaches, Assistant Principal, Reading and Language Arts Teachers	08/20/07	06/05/08	District-wide Literacy Plan	0
Provide 30 minutes of daily vocabulary and reading comprehension skill building in homeroom classes to promote school-wide literacy development.	Principal, Assistant Principals, All Teachers, Reading Coaches	8/20/07	06/05/08	District-wide Literacy Plan	7000
Develop a daily tutorial program that targets students not meeting adequate progress on bi-weekly benchmark testing and provide remediation in small groups.	Reading Coaches, Assistant Principal, Hourly Tutors	08/20/07	06/05/08	Academic Enrichment Opportunities	8000
Identify students who scored at FCAT Levels 1 and 2 in grades 6 through 9 and schedule them in Intensive Reading or Intensive Reading Plus classes and provide remediation through weekly pull-out programs focusing on students' specific needs.	Reading Coaches, Assistant Principal, Department Chairs, Counselors, Hourly Tutors	08/20/07	06/05/08	District-wide Literacy Plan	6000
Encourage all ELL students to attend weekly pull-out and after school tutorial sessions to increase literacy rate, reading comprehension, vocabulary, and oral and written communication skills by utilizing school's H-LAP.	ESOL Department Chairperson, Reading Coaches, Assistant Principal, Bi-Lingual Paraprofessional	08/20/07	06/05/08	Dual Language	3000
Utilize all IEP accommodations and provide training for SWD teachers and general education teachers to incorporate additional reading strategies for SWD that target AYP goals in the inclusion model.	Reading Coaches, SPED Program Specialist, Assistant Principals, Teachers	08/20/07	06/05/08	Inclusion of SWD	0
Involve teachers in data-driven decision-making sessions by providing them with all available data to enable them to analyze the on-going progress of their students to include evaluation tools that assess student progress on a quarterly basis and provide feedback for cohesive curriculum alignment.	Reading Coaches, Teachers, Assistant Principal, Principal, Department Chairs, Literacy Leadership Team, Coaches	08/20/07	06/05/08	Continuous Improvement Model	0

Incorporate weekly computer lab sessions in Reading, Language Arts, and Social Studies classes to promote school-wide literacy that incorporates web-based instructional programs that focus on fluency and reading comprehension.	Principal, Reading Coaches, Department Chairs, Reading Teachers, Language Arts Teachers, Social Studies Teachers, Assistant Principal	08/20/07	06/05/08	Academic Enrichment Opportunities	2000
Utilize Media Center to provide enrichment activities and ongoing assessments through STAR Reading and Accelerated Reading (AR) quizzes to provide reading comprehension data for teachers.	Media Specialist, Reading Coaches, Literacy Team, Assistant Principal, Teachers	08/20/07	06/05/08	Academic Enrichment Opportunities	3000
Provide before school, after school and Saturday Academy tutoring through Supplemental Educational Services (SES) to provide remedial reading skills.	Principal, Assistant Principals, Reading Coaches, SES Providers	09/2/07	06/05/08	District-wide Literacy Plan	0
Utilize web-based computer instruction programs in Reading and Language Arts classes to provide differentiated instruction.	Principal, Assistant Principal, Reading Coaches, Teachers	08/20/07	06/05/08	District-wide Literacy Plan	3000
Implement daily opportunities for students to read in school cafeteria as the "Cool Kids READ Anytime" Program and in the Media Center for "Lunch Bunch" book club.	Reading Coaches, Hourly Tutors, Media Specialist	08/20/07	06/05/08	Academic Enrichment Opportunities	1000
Incorporate and utilize all research-based text and supplemental materials in Reading and Language Arts classes.	Principal, Assistant Principal, Reading Coaches, Reading and Language Arts Teachers	08/20/07	06/05/08	District-wide Literacy Plan	5000
Provide professional development for all reading and language arts teachers.	Principal, Assistant Principal, Reading Coaches, District, Regional Center, and State personnel	08/20/07	06/05/08	District-wide Literacy Plan	1000
Administer Florida Oral Reading Fluency Test and Diagnostic Assessment in Reading (DAR) testing for remedial reading students.	Reading Coaches, Reading Teachers, Hourly Tutors	08/20/07	06/05/08	District-wide Literacy Plan	0
Conduct quarterly FCAT Chats with all students in Reading and Language Arts classes to review students' individual data and provide suggestions and assistance.	Principal, Assistant Principal, Reading Coaches, Teachers, Hourly Tutors	08/20/07	06/05/08	Continuous Improvement Model	0

Research-Based Programs

1. Read XL
2. Bridges to Literature
3. Project CRISS
4. Scholastic's Read 180
5. Compass Learning
6. Pearson's SuccessMaker
7. FCAT Explorer
8. Weaver
9. Soar to Success
10. Accelerated Reader
11. Reciprocal Teaching

Professional Development



School Improvement Plan 2007-2008



1. Data Analysis
2. Student Performance Indicators (SPI)
3. 8-Step Continuous Improvement Model
4. Curriculum Mapping, Focus Calendars & pacing Guides
5. EduSoft
6. Read XL
7. Read 180
8. Compass Learning
9. Pearson's SuccessMaker
10. Reciprocal teaching, note taking/note making,
11. Systematic Instruction in Phoneme Awareness, Phonics, and Sight Words Program (SIPPS)
12. Blueford and Jamestown Series,
13. Creating Independence through Student-owned Strategies (CRISS)
14. FCAT Item Specifications
15. Wild About Words, Independent Reading, and Accelerated Reader

Evaluation

1. 2008 FCAT Reading Assessment
2. District Interim Assessments
3. Bi-weekly benchmark assessments generated via Edusoft
4. Florida Oral Reading Fluency assessment
5. Site-authored pretest, progress monitoring, and posttest
6. Read 180

Mathematics Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Mathematics Statement

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

Needs Assessment

Results of the 2007 Mathematics FCAT indicate that 50% of students in grades 6-9 scored at or above grade level. All subgroups did not meet AYP. Additional data indicates that 44% of Black students are meeting high standards, and 45% of Economically Disadvantaged students are meeting high standards. Further results indicate that 83% of the lowest 25% of students made learning gains and 77% of all students made a year's worth of progress in mathematics. These results show a 7 percentage point increase for students scoring at or above grade level.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<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"/>

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades 6 through 9 will improve their mathematics skills as evidenced by 62% of the students scoring at Level 3 or above on the 2008 FCAT Mathematics Assessment.

Given instruction using the Sunshine State Standards, Black students in grades 6 through 9 will improve their mathematics skills as evidenced by 62% students scoring at Level 3 or above on the 2008 FCAT Mathematics Assessment.

Given instruction using the Sunshine State Standards, Economically Disadvantaged students in grades 6 through 9 will improve their mathematics skills as evidenced by 62% of the students scoring at Level 3 or above on the 2008 FCAT Mathematics Assessment.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide staff with pacing guides in Mathematics including course specific benchmarks to include a focus calendar that aligns with both Mathematics and Science curriculum to be reviewed at weekly department meetings.	Mathematics Coach, Assistant Principal, Science Department Chairperson, all Mathematics Teachers	8/20/07	06/05/08	Continuous Improvement Model	0
Conduct Family Mathematics Night to provide strategies for parents to use at home to support the use of reading, mathematics, and technology in solving real life problems to target all students and to occur before the FCAT.	Mathematics Coach, Assistant Principal, Department Chairperson, Leadership Team	8/20/07	06/05/08	Academic Enrichment Opportunities	0
Provide accommodations as instructed on IEP for all SWD incorporated in inclusion model using alternate strategies in mathematics.	Mathematics Coach, ESE Program Specialist, Assistant Principal	08/20/07	06/05/08	Inclusion of SWD	0
Utilize student services department and teachers to identify students eligible for advanced and honors level courses who have scored at or above Level 3 in mathematics.	Principal, Mathematics Coach, Counselors, Assistant Principal, Gifted Chairperson	08/20/07	06/05/08	Advanced Academics	0
Utilize technology based instruction such as Compass Learning, RiverDeep, FCAT Explorer, Gizmos Mathematics and other district approved programs to conduct progress monitoring assessments.	Mathematics Coach, Math Teachers, Assistant Principal	08/20/07	06/05/08	Education Innovation	0
Analyze results of mathematics bi-weekly assessments to provide additional remediation as needed and to be reviewed in department meetings and to align with curriculum.	Mathematics Coach, Mathematics Teachers, Assistant Principal	08/20/07	06/05/08	Continuous Improvement Model	0
Develop pull-out tutorial programs for students not meeting adequate progress on bi-weekly assessments and schedule for tutorials on a weekly basis for all students.	Mathematics Coach, Mathematics Teachers, Assistant Principal	08/20/07	06/05/08	Academic Enrichment Opportunities	6000
Provide students with hands-on activities incorporating the use of manipulatives, problem-solving skills, critical thinking skills, and technology to incorporate in classroom lessons.	Mathematics Teachers, Mathematics Coach, Assistant Principal	08/20/07	06/05/08	Continuous Improvement Model	0
Conduct weekly department meetings to review data, develop cohesive lesson plans, and evaluate student performance pertaining to the Sunshine State Standards.	Mathematics Coach, Mathematics Teachers, Assistant Principal	08/20/07	06/05/08	Continuous Improvement Model	0
Administer and evaluate bi-weekly benchmark tests utilizing EduSoft, to monitor students' mastery of the benchmarks assessed on the FCAT.	Mathematics Coach, Mathematics Teachers, Assistant Principal	08/20/07	06/05/08	Continuous Improvement Model	0
Enroll students scoring Level 1 and 2 on the 2007 FCAT Mathematics into an intensive Mathematics course to provide remediation and learning gains.	Principal, Mathematics Coach, Counselors, Assistant Principal	08/20/07	06/05/08	Seamless PreK-12 Curriculum	0

Identify students in all subgroups scoring at Achievement Levels 1 and 2 on the 2007 FCAT Mathematics, as delineated in adequate yearly progress disaggregated data, and provide after school tutorial programs that address mathematics deficiencies using a diagnostic, prescriptive approach for all students including SWD and ELL students.	Principal, Mathematics Coach, Mathematics Teachers, Assistant Principal, Hourly Tutors	08/20/07	06/05/08	Academic Enrichment Opportunities	6000
Provide pull-out tutoring for all ELL students who require additional assistance in home language in Mathematics to occur weekly through the utilization of school's H-LAP.	Mathematics Coach, ESOL Department Chairperson, Counselors, Assistant Principal, Bilingual Paraprofessional	08/20/07	06/05/08	Dual Language	0
Conduct quarterly FCAT Chats with all students in Mathematics classes to review students' individual data and provide suggestions and assistance.	Principal, Mathematics Coach, Mathematics Teachers, Hourly Tutors, Assistant Principals, Counselors	08/20/07	06/05/08	Continuous Improvement Model	0
Incorporate Data Driven Decision Making and differentiated instruction in all Mathematics classes to individualize instruction.	Principal, Mathematics Coach, Assistant Principal, Mathematics Teachers	08/20/07	06/05/08	Continuous Improvement Model	0

Research-Based Programs

1. State adopted textbooks
2. McDougal Littell (Geometry & Algebra I)
3. Glencoe's Pre-Algebra
4. RiverDeep Mathematics for remediation and intervention
5. Compass Learning/Odyssey
6. Gizmos Mathematics
7. FCAT Explorer

Professional Development

1. Attend District, Regional Center, and in-house professional development trainings
2. Mathematics teachers will be provided with ongoing support and training that target benchmarks in mathematics for grades 6-9
3. The school's Mathematics Coach will monitor, assess, and model lessons for effective classroom instruction and provide assistance and training
4. Disaggregation of data training
5. Data driven instruction training
6. Weekly departmental meetings to review and collaborate on teaching strategies that focus on classroom instruction and remediation.

Evaluation

1. 2008 Mathematics FCAT Assessment
2. District Interim Assessments
3. Bi-weekly Benchmark Assessments
4. Pretest, progress monitoring, and posttest diagnostic assessments
5. Teacher generated classroom assessments
6. Computer based benchmark assessments

Writing Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Writing 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 2007 administration of the FCAT Writing+ indicated that students in grade 8 obtained a combined score of 3.7. Additionally, 78% of the eighth grade students tested, scored the state required 3.5 or higher. This demonstrates an improved performance in writing by 2 percentage points. Upon reviewing data in writing, students will continue to enhance their writing skills both in expository and persuasive writing, as well as, increase their grammar skills.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<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"/>



School Improvement Plan 2007-2008



Measurable Objective

Given instruction using the Sunshine State Standards, students in grade 8 will improve their writing skills as evidenced by an increase of 1 percentage point in Writing in the number of students scoring at or above 3.5 on the administration of the 2008 FCAT Writing+.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Encourage student participation in school, district, state and national writing contests on an on-going basis.	Principal, Language Arts Teachers, Reading Coach, Assistant Principal	08/20/07	06/05/08	Academic Enrichment Opportunities	0
Practice writing expository and persuasive prompts as whole group instruction to teach writing mechanics.	Language Arts Teachers, Curriculum Support Specialist, Assistant Principal, Reading Coach	08/20/07	06/05/08	Continuous Improvement Model	0
Continue to implement writing across the curriculum strategies throughout all departments to be assessed on a monthly basis for improved writing skills for all students.	Principal, All Teachers, Reading Coach, Curriculum Support Staff, Assistant Principal	08/20/07	06/05/08	District-wide Literacy Plan	0
Model and teach sentence expansion and supporting details to all students in the Language Arts classes.	Language Arts Teachers, Curriculum Support Specialist, Assistant Principal, Reading Coach	08/20/07	06/05/08	District-wide Literacy Plan	0
Offer a weekly after school writing lab and Saturday Academy to all students who need assistance in writing .	Language Arts Coach, Language Arts Teachers, Assistant Principal	08/20/07	06/05/08	Academic Enrichment Opportunities	2000
Provide professional development to faculty and staff on the writing rubric during weekly department meetings and early release days to align with curriculum mapping.	Language Arts Coach, Language Arts Teachers, Curriculum Support Specialist, Assistant Principal	08/20/07	06/05/08	Continuous Improvement Model	0
Ensure that all IEP accommodations are being utilized and provide additional strategies in writing for SWD students to assist with the visualization of writing.	Reading Coach, Program Specialist, ESOL Department Chair, Language Arts Coach, Assistant Principal, Curriculum Support Specialist	08/20/07	06/05/08	Inclusion of SWD	0
Identify students not meeting state writing requirements and offer remediation and services through pull-out tutorials or after school tutorials as needed to enhance writing skills.	Language Arts Coach, Language Arts Teachers, Assistant Principal	08/20/07	06/05/08	Academic Enrichment Opportunities	4000
Continue to practice writing extended responses to content based questions and practice writing skills encompassed in the elements of focus, organization, support, and conventions.	Language Arts Department Chairperson, All Content Teachers, Assistant Principal	08/20/07	06/05/08	Continuous Improvement Model	0
Provide additional strategies for ELL students to assist in writing skills for all classes as needed through school H-LAP.	ESOL Department Chairperson, ESOL Teachers, Language Arts Teachers, Bilingual Paraprofessional	08/20/07	06/05/08	Dual Language	0
Analyze results of the district's pretest and post test to determine strengths and weaknesses of students' writing skills on a monthly basis and create curriculum designed to target all students needs.	Language Arts Coach, Teachers, Assistant Principal	08/20/07	06/05/08	Continuous Improvement Model	0
Implement in all classrooms the graphic organizer with Facts, Reasons, Incidents, Examples, Statistics (FRIES) to enhance writing skills.	Language Arts Teachers, Reading Coach, Principal, Assistant Principal	08/20/07	06/05/08	District-wide Literacy Plan	0
Conduct quarterly FCAT Chats with all students in Reading/Language Arts classes to review students' individual data in writing and provide suggestions and assistance.	Principal, Assistant Principal, Reading Coach, Teachers, Hourly tutors	08/20/07	06/05/08	Continuous Improvement Model	0

Research-Based Programs

1. District and State approved Prentice Hall Writing and Grammar textbooks
2. 2000 Write Source Textbooks and Skill workbooks
3. District and State approved materials.
4. FCAT Practice Writing Books

Professional Development

1. Early Release in-service and training will be held to assist teachers in developing skills to teach writing across the curriculum
2. Collaborative planning meetings for departments to review the writing process
3. Receive training in holistic scoring and rubric use
4. CRISS Training
5. Participate in District and Regional Center trainings
6. Reading Coaches, Language Arts Department Chairperson, and Regional Center Curriculum Support Specialists will model lessons designed to enhance students writing abilities and skills to provide a cohesive writing curriculum.

Evaluation

1. 2008 FCAT Writing+ Scores
2. District and school generated formative writing assessments
3. Pretest, practice tests, and posttest writing assessments
4. Monthly formative assessments will be used to monitor progress of students in writing

Science Goal

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

Florida Education Priorities

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"/>

Science Statement

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

Needs Assessment

Results of the 2007 Science FCAT indicate that 10% of eighth grade students scored at or above Level 3. This is a 6 percentage point increase in student achievement. Added emphasis will be placed on all annually assessed science benchmarks and students will engage in inquiry based and hands-on activities on a bi-weekly basis.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade 8 will improve their science skills as evidenced by an increase of 25% whereby 35% of our students are scoring at or above Level 3 on the 2008 FCAT Science Assessment.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Increase the number of labs and hands-on activities for all science students on a weekly basis.	Assistant Principal, Department Chairperson, Science Teachers	08/20/07	06/05/08	Academic Enrichment Opportunities	0
Provide additional strategies and accommodations for SWD students in science classes according to the student's IEP.	Program Specialist, V.E. Teachers, Science Teachers, Assistant Principal	08/20/07	06/05/08	Inclusion of SWD	0
Monitor district pacing guides and school focus calendars on a weekly basis to ensure annually assessed benchmarks are covered.	Principal, Assistant Principal, Department Chairperson, Science Teachers	08/20/07	06/05/08	Continuous Improvement Model	0
Utilize CRISS, Reciprocal Teaching, and other strategies to assist students struggling in science on a weekly basis.	Assistant Principal, Department Chairperson, Reading Coaches, Science Teachers	08/20/07	06/05/08	Continuous Improvement Model	0
Participate in school-wide and district Science Fair competition for all students in science classes.	Assistant Principal, Department Chairperson, Science Teachers	08/20/07	06/05/08	Academic Enrichment Opportunities	0
Provide Inquiry Based Science Strategies to all students in science classes utilizing problem solving skills and hands-on experiments.	Assistant Principal, Science Department Chairperson, Science Teachers	08/20/07	06/05/08	Education Innovation	0
Incorporate differentiated instruction on a weekly basis using brain-based research to target students in science classes.	Assistant Principal, Science Department Chairperson, Reading Coaches	08/20/07	06/05/08	District-wide Literacy Plan	0
Participate in extra-curricular clubs that focus on science related skills (SECME) to promote science inquiry based strategies.	Science Teachers, Science Department Chairperson, Assistant Principal	08/20/07	06/05/08	Academic Enrichment Opportunities	0
Analyze data to target all subgroups who are in need of remediation through after school science tutorials on a weekly basis.	Assistant Principal, Science Department, Chairperson, Science Teachers	08/20/07	06/05/08	Continuous Improvement Model	3000
Incorporate ESOL strategies for ELL students in science classes to provide additional support on a weekly basis through school's H-LAP.	ESOL Chairperson and teachers, Science teachers, Science Chairperson, Assistant Principal, Bi-Lingual Paraprofessional	08/20/07	06/05/08	Dual Language	0
Participate in FCAT science field trips and assemblies for all students to expose them to real world science applications.	Science Chairperson, Science Teachers, Principal, Assistant Principals	08/20/07	06/05/08	Education Innovation	0
Identify and increase the number of students enrolled in advance academic science classes and provide additional support to maintain high expectations in science for these students.	Principal, Assistant Principal, Counselors, Science Chair, Science Teachers	08/20/07	06/05/08	Advanced Academics	0
Plan with mathematics department monthly to develop a cohesive focus calendar to align targeted benchmarks and best practices in both science and math classes.	Science Department Chairperson, Science Teachers, Mathematics Coach, Math Teachers, Assistant Principal	08/20/07	06/05/08	Continuous Improvement Model	0

Implement a FCAT Lab rotation wheel for 8th grade students to provide hands-on learning opportunities.	Science Department Chairperson, Science Teachers	08/20/07	06/05/08	Academic Enrichment Opportunities	0
Utilize Gizmos Science activities that incorporate web-based instruction to all students.	Principal, Assistant Principals, Science Department Chairperson, Science Teachers	08/20/07	06/05/08	Academic Enrichment Opportunities	0
Create Science Academy for 9th grade students to incorporate Aerospace program (SEMAA).	Principal, Assistant Principal, Counselors, Science Department Chairperson, Science Teachers, SEMAA Team	08/20/07	06/05/08	Advanced Academics	0
Add additional science elective for SEMAA class for 9th grade students to engage in various hands-on projects/missions.	Principal, Assistant Principal, Counselors, Science Department Chairperson, Science Teachers, SEMAA Team	08/20/07	06/05/08	Advanced Academics	0
Participate in various Fairchild Tropical Botanic Garden challenges in all science classes.	Department Chairperson, Principal, Assistant Principal, Science Teachers	08/20/07	06/05/08	Academic Enrichment Opportunities	0
Participate in local, District, State, and National competitions in science related activities.	Principal, Assistant Principal, Department Chairperson, Science Teachers	08/20/07	06/05/08	Improve Public Perception	0
Conduct quarterly FCAT Chats with all students in Science classes to review students' individual data and provide suggestions and assistance.	Principal, Assistant Principal, Science Department Chairperson, Science Teachers	08/20/07	06/05/08	Continuous Improvement Model	0

Research-Based Programs

1. Glencoe Science Textbooks
2. Prentice Hall Textbooks
3. Holt Textbooks
4. Gizmos Science
5. SEMAA (Science Engineering Mathematics Aerospace Academy) for 9th grade students
6. District Science Fair
7. Fair Child Challenge

Professional Development

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

Evaluation



School Improvement Plan 2007-2008



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

Parental Involvement Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Parental Involvement 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 2006-2007 Annual Survey of Title I Parental Involvement indicates that there is a continued need to increase parental involvement. Many parents from the Thomas Jefferson Middle School community are recent arrivals to the United States of America. They are unfamiliar with the school system and the State's examination, promotion, and graduation requirements. Furthermore, they may be employed in more than one job, supporting large families, with limited spare time to attend their children's academic and social activities. The level of involvement of parents will need to be highly focused and well planned to maximize the efforts to generate increased participation and support. There is a need to incorporate additional workshops and seminars to assist parents with the education of their child. The data from the school year 2006-2007 reflects 580 parental hours logged at meetings and workshops. There is a continued need to ask for additional parental involvement.

Measurable Objective

Given the need to establish a link with the home and community to support the efforts of improving the academic achievement of students, parental involvement will continue to be an integral part of our efforts for improvement by showing at least a 10% increase from 580 hours logged in 2006-2007 to 640 hours logged in 2007-2008.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Plan and implement workshops that assist parents with the skills needed to provide students with their home learning activities.	Principal, Assistant Principal, Community Involvement Specialist, Leadership Team, Literacy Team, Department Chair	08/20/07	06/05/08	Improve Public Perception	1000
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, ConnectEd phone communication and home visits as needed.	Principal, Assistant Principal, Community Involvement Specialist, Gradebook Manager, Teachers.	08/20/07	06/05/08	Improve Public Perception	0
Provide written communication(s) from Thomas Jefferson Middle School to parents in three languages: English, Creole, and Spanish.	Principal, Assistant Principal, Community Involvement Specialist	08/20/07	06/05/08	Exchange Meaningful Information	0
Conduct monthly EESAC meetings to provide school wide updates to parent representatives about our school improvement efforts.	Principal, Assistant Principal, EESAC Chair, Community Involvement Specialist	08/20/07	06/05/08	Improve Public Perception	0
Utilize the Community Involvement Specialist, Regional Support Specialist, Career Specialist to visit homes, mail communications, and coordinate parent workshops with the Leadership Team and Administration as needed.	Assistant Principal, Community Involvement Specialist, Leadership Team	08/20/07	06/05/08	Improve Public Perception	0
Provide informational workshops that focus on parenting skills, healthcare, educational growth and the use of technology through the bilingual outreach program as needed.	Principal, Assistant Principal, Community Involvement Specialist, Community Agencies	08/20/07	06/05/08	Improve Public Perception	0
Plan and implement special monthly parental programs such as Family Nights, Open House, and Title I Orientation.	Principal, Assistant Principal, Community Involvement Specialist, Department Chair	08/20/07	06/05/08	Continuous Improvement Model	0
Provide and promote opportunities that attract local, state, and national corporations to host workshops at school site annually.	Principal, Assistant Principal, Community Involvement Specialist	08/20/07	06/05/08	Improve Public Perception	0
Provide local businesses and Dade Partners opportunities to meet with parents at monthly PTSA meetings and Parenting workshops.	Principal, Assistant Principal, Community Involvement Specialist	08/20/07	06/05/08	Parental Choice Options	0
Continue to monitor and maintain school's website to promote upcoming activities and events.	Principal, Assistant Principal, Web Manager	08/20/07	06/05/08	Improve Public Perception	0

Research-Based Programs

1. The National PTSA Standards for Parent Family Involvement Program

Professional Development

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

Evaluation

1. Attendance lists from sign-in logs at Parent Workshops, Parent/Student Meetings, and other parent centered activities from the 2007-2008 school year will be reviewed and monitored to achieve goal.
2. Title I Meeting Attendance Logs
3. Parent/Teacher Evenings & Open House Attendance Logs
4. Parent Conference Attendance Logs
5. Parent Volunteer Attendance Logs
6. PTSA and EESAC Meeting Attendance Logs

Discipline & Safety Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Discipline & Safety Statement

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

Needs Assessment

Results of the 2006-2007 Student Case Management System and the COGNOS reporting system indicate that 165 students were placed on outdoor suspension. Quarterly reports will be generated to monitor and provide feedback for the number of outdoor suspensions and indoor suspensions. Based on the District Strategic Plan, there is a direct correlation between student attendance and suspensions which emphatically impacts student achievement. Therefore, there is a need to decrease the number of students missing instructional time through alternative disciplinary actions.

Measurable Objective

Given instruction utilizing the Code of Student Conduct, school-wide discipline plan, and the district's Procedures for Promoting and Maintaining a Safe Learning Environment, Student Case Management Referral Forms will decrease by 20% from the 2006-2007 school year as evidenced by 165 students placed on outdoor suspensions to be reduced to less than 135 students.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Analyze the data from the COGNOS reporting system on a weekly basis.	Principal, Assistant Principals, Counselors	08/20/07	06/05/08	Safe and High-quality Facilities	0
Conduct Family Nights to provide strategies for parents and students that will promote improved behavior and academic progress once a semester.	Principal, Community Involvement Specialist, Assistant Principal, Instructional and Support Staff	08/20/07	06/05/08	Truancy Prevention	0
Provide students with incentives for positive behavior on a quarterly basis through team meetings and grade level assemblies.	Principal, Assistant Principal, Instructional and Support Staff	08/20/07	06/05/08	Academic Enrichment Opportunities	1200
Provide opportunities for students to participate in anger management counseling for the purpose of addressing and evaluating strategies to reduce the number of suspensions as needed on an ongoing basis.	Counselors, Trust Counselor, Assistant Principal	08/20/07	06/05/08	Truancy Prevention	0
Identify students who were placed on outdoor suspensions and indoor suspensions and provide further counseling sessions upon return to class.	Assistant Principal, Counselors, Teachers	08/20/07	06/05/08	Truancy Prevention	0
Provide staff with on-going training on effective classroom management as needed.	Assistant Principal, Instructional Staff, Leadership Team	08/20/07	06/05/08	Continuous Improvement Model	0
Conduct discipline assemblies to address students' behavior each marking period to affirm positive behaviors and review school-wide expectations.	Principal, Assistant Principal, Team Leaders, Counselors	08/20/07	06/05/08	Exchange Meaningful Information	0
Conduct monthly team and leadership meetings to review suspensions and identify additional effective intervention strategies to be implemented in the classrooms.	Principal, Assistant Principals, Counselors, Team Leaders, Discipline Committee	08/20/07	06/05/08	Continuous Improvement Model	0
Conduct monthly discipline and safety meetings to monitor and modify discipline plan as needed.	Principal, Assistant Principal, Discipline and Safety Committee	08/20/07	06/05/08	Safe and High-quality Facilities	0
Continue to implement a school-wide Anti-Bullying Program with the assistance of Counselors and School Resource Officer.	Principal, Assistant Principals, Counselors, Teachers, School Resource Officer	08/20/07	06/05/08	Safe and High-quality Facilities	0

Research-Based Programs

Professional Development

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

Evaluation

1. Data received and compared from the 2006-2007 to the 2007-2008 COGNOS reporting system regarding the number of indoor and outdoor suspensions and critical incident reports will be evaluated and disaggregated.
2. Daily Classroom Visitations

Technology Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

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

Technology Statement

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

Needs Assessment

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

Measurable Objective

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

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide students with computer-generated interim progress reports during the fifth week of every nine weeks of school.	All Instructional Staff, Administration, Gradebook Manager	08/20/07	06/05/08	Exchange Meaningful Information	0
Provide teachers with access to computers in the classroom, media center, and computer labs to complete daily attendance, grades, and incorporate technology in classroom instruction.	Principal, Assistant Principal, Technology Specialist	8/20/07	06/05/08	Education Innovation	0
Create a technology committee to assist with school-site development and meet on a quarterly basis.	Principal, Assistant Principal, Teachers, Technology Specialist	08/20/07	06/05/08	Education Innovation	0
Provide on-going training throughout the school year to include advanced functions in technology for students and teachers.	Computer Specialist, Department Chairperson	08/20/07	06/05/08	Education Innovation	0
Designate gradebook manager to assist and train teachers as needed on the Excelsior Electronic Gradebook.	Principal, Assistant Principals	08/20/07	06/05/08	Exchange Meaningful Information	0
Provide a quick reference guide for teachers on Excelsior gradebook program.	Assistant Principal, Gradebook Manager, Technology Specialist	08/20/07	06/05/08	Exchange Meaningful Information	0
Add additional computers in individual classrooms to enhance student's learning environment.	Principal, Assistant Principal, Technology Specialist	08/20/07	06/05/08	Education Innovation	0
Create and utilize computer labs with multiple stations for all classes, with an emphasis on Reading, Language Arts, Social Studies, Mathematics, and Science classes.	Assistant Principals, Department Chairpersons, Reading Coaches, Mathematics Coach, Teachers	08/20/07	06/05/08	Education Innovation	0
Attend District, Regional Center, and school site trainings and professional development to enhance technology in the classrooms.	Principal, Assistant Principal, Department Chairpersons, Technology Specialist	08/20/07	06/05/08	Exchange Meaningful Information	0
Utilize district appropriated funding (Q-ZAB) to purchase and install new hardware, software, and wiring throughout the school.	Principal, Assistant Principal, Technology Specialist	08/20/07	06/05/08	Education Innovation	0

Research-Based Programs

1. Software programs: Read 180, RiverDeep, Gizmos, Accelerated Reader

Professional Development

1. Gradebook Trainings
2. Accelerated Reading
3. Read 180
4. RiverDeep
5. Utilization of Software (Read 180, Accelerated Reading, Gizmos, RiverDeep)
6. Gizmos
7. SmartBoards

Evaluation



School Improvement Plan 2007-2008



1. Classroom walk-trough checklists
2. Logs from the Media Center and Computer Labs
3. Crystal Reports from the Electronic Gradebook

Health & Physical Fitness Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

District Strategic Plan

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

Health & Physical Fitness Statement

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

Needs Assessment

Data from the 2006 FITNESSGRAM Test indicate that 40 percent of the students were award winners. The results from this test indicated that of 152 awards issued, 59 awards were Gold and 98 awards were Silver. However, 60% of students need to improve their overall health and wellness. An increase in the number of awards will indicate increased knowledge in nutrition and physical skills in the FITNESSGRAM Test.

Measurable Objective

Given instruction based on the M-DCPS mandated FITNESSGRAM Test, students in grades 6 through 9 will improve their overall health and fitness as evidenced by a five percent increase in the number of awards winners from 40% to 45% when comparing the 2006-2007 to the 2007-2008 FITNESSGRAM Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Continue to promote after-school athletic programs on a weekly basis.	P.E. Teacher, Sports Sponsors, Counselors, Team Leaders, Assistant Principal	08/20/07	06/05/08	Student Wellness	0
Continue to promote and provide before and after-school opportunities for students to exercise on school campus on a daily basis through intermural sports and activities.	Principal, Coaches, Security Personnel, Assistant Principal	08/20/07	06/05/08	Student Wellness	0
Emphasize activities that will improve cardiovascular, flexibility, and muscular strength and endurance in the PE classes and afterschool sports activities.	P.E. Teacher, Coaches, Assistant Principal	08/20/07	06/05/08	Student Wellness	0
Promote school-wide fitness and nutrition on a daily basis for all students.	Principal, P.E. Teacher, Assistant Principal, Team Leaders, Cafeteria Manager, Cafeteria Personnel, All Teachers	08/20/07	06/05/08	Student Wellness	0
Encourage parents to become more involved in the health and physical fitness of their children via parent workshops to occur once a semester.	P.E. Teacher, Community Involvement Specialist, Assistant Principal	08/20/07	06/05/08	Student Wellness	0
Administer pretest, progress monitoring, and posttest to determine baseline measures and individual progress for students in Physical Education Classes.	P.E. Teacher, Department Chair, Assistant Principal	08/20/07	06/05/08	Student Wellness	0
Provide opportunities for students to participate in extra curricular activities within the local community to promote physical wellness and fitness.	Principal, Assistant Principals, P.E. Teacher, Counselors, Community Involvement Specialist	08/20/07	06/05/08	Student Wellness	0
Participate in school-wide activities such as field day, spirit week, and field trips that encourage physical activities, proper nutrition, and exercise.	Principal, Assistant Principals, P.E. Teacher, Counselors, Community Involvement Specialist	08/20/07	06/05/08	Student Wellness	3000

Research-Based Programs

1. FITNESSGRAM Test
2. Presidential Physical Fitness Challenge
3. MDCPS Food and Nutrition Services
4. Health Textbook

Professional Development

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

Evaluation

1. The Health and Physical Fitness Objective will be evaluated by the results of the 2008 FITNESSGRAM Test.
2. Teacher generated informal and formal assessments

Electives & Special Areas Goal

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

Florida Education Priorities

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

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

Electives & Special Areas Statement

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

Needs Assessment

A review of the current curricular trend indicates that there is a need to improve the elective program enrollment. State mandates require remedial reading and mathematics for all students scoring FCAT Levels 1 and 2. These developmental reading and/or mathematics classes are taken as an elective. Data from the 2006-2007 school year reflect that 250 students participated in extra and co-curricular activities. It is necessary to increase enrollment in the elective classes. Thomas Jefferson Middle School has planned to incorporate new electives in the student's daily schedule and will be offering information about extra-curricular clubs and sports for the 2007-2008 school year.

Measurable Objective

Given additional District-wide emphasis on the number of students participating in extra and co-curricular activities, enrollment will increase by 10% when compared to the 2007-2008 school year. These data reflect that 250 students were enrolled and participating in these activities in 2006-2007 and will increase to 275 students participating in electives and special areas. Additionally, a 10% increase in the amount of students participating in extra-curricular opportunities from the 2006-2007 to the 2007-2008 school year will occur.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Participate in local, district, and state competitions in electives and special areas.	Principal, Club Sponsors, Assistant Principals, Department Chairs	08/20/07	06/05/08	Academic Enrichment Opportunities	0
Analyze current student participation in electives and extra-curricular activities and encourage additional membership.	Assistant Principal, Counselors, Sponsors	08/20/07	06/05/08	Academic Enrichment Opportunities	0
Conduct a fair at the school to promote clubs, sports, and electives to all students.	Club Sponsors, Counselors, Department Chairs, Team Leaders	08/20/07	06/05/08	Improve Public Perception	0
Expand the opportunities for all students to participate in after school activities, clubs, and sports on a weekly basis.	Counselors, Department Chairs, Assistant Principal, Club Sponsors, and Coaches	08/20/07	06/05/08	Academic Enrichment Opportunities	0
Advertise during articulation, and market clubs, sports, and electives to prospective students.	Assistant Principal, Club Sponsors, Elective Sponsors, Department Chairs	08/20/07	06/05/08	Improve Public Perception	0
Expand the number of field trip opportunities in electives and after school clubs to occur once a semester.	Assistant Principal, Department Chairs, Club Sponsors	08/20/07	06/05/08	Academic Enrichment Opportunities	0
Collaborate with local businesses and community liaisons to provide workshops for students in leadership classes to promote global awareness, citizenship, and enhance leadership potential on a monthly basis.	Principal, Assistant Principal, Elective Teachers, Department Chairs, Career Specialist, Community Involvement Specialist	08/20/07	06/05/08	Academic Enrichment Opportunities	0
Provide enrichment opportunities in electives and special areas for students who score at or above FCAT Level 3 in Reading and/or Mathematics.	Principal, Assistant Principal, Counselors, Department Chairs, Teachers	08/20/07	06/05/08	Academic Enrichment Opportunities	0

Research-Based Programs

Professional Development

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

Evaluation

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

Return On Investment Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

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

Return On Investment Statement

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

Needs Assessment

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

Measurable Objective

Thomas Jefferson Middle School will improve its ranking on the State of Florida Return On Investment Index publication as evidenced by 1% increase when compared to the 2004-2005 Return of Investment of 19% for the 2007-2008 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Become more informed as a faculty and staff about the use of financial resources in relation to school programs as needed.	Principal, Assistant Principals, All Faculty and Staff	08/20/07	06/05/07	Exchange Meaningful Information	0
Collaborate with the District and Regional Center on resource allocation as needed.	Principal, Assistant Principals	08/20/07	06/05/07	Succession Management	0
Utilize FCAT data to analyze overall cost per student average benefit.	Principal, Assistant Principals, All Faculty and Staff	08/20/07	06/05/07	Improve Public Perception	0
Conduct an analysis of school-based expenditures on a monthly basis.	Principal, Assistant Principal	08/20/07	06/05/07	Other/ Not Applicable	0
Consider shared use of facilities, such as partnering with community agencies to increase community involvement and participation as needed.	Principal, Assistant Principal	08/20/07	06/05/07	Improve Public Perception	0

Research-Based Programs

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

Professional Development

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

Evaluation

State of Florida Return On Investment Index Publication

EESAC Compliance

YES	NO	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<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>

Budget:

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

Training:

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

Instructional Materials:

EESAC recommends instructional materials be provided through Media Center matching funds and subsidizing SPED programs.

Technology:

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

Staffing:

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

Student Support Services:

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

Other Matters of Resource Allocation:

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

Benchmarking:

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

School Safety & Discipline:

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

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	39000
Mathematics	12000
Writing	6000
Science	3000
Parental Involvement	1000
Discipline & Safety	1200
Technology	0
Health & Physical Fitness	3000
Electives & Special Areas	0
Return On Investment	0
Total	65200



School Improvement Plan 2007-2008



Date of Review: _____

This School Improvement Plan has been reviewed cooperatively by administrators, teachers, parents, students, and business/community representatives. As a result of this review, modifications to the SIP will be made in the following areas

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