



2007 – 2008

SCHOOL IMPROVEMENT PLAN

School Name: MIAMI JACKSON SENIOR HIGH SCHOOL

District Name: Dade

Principal: Deborah Love

SAC Chair: Gwendolyn Larry

Superintendent: Rudolph F. Crew, Ed.D

Date of School Board Approval: Pending School Board Approval

**Jeanine Blomberg,
Commissioner**
Florida Department of
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VISION/MISSION/BELIEF STATEMENTS

VISION

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

MISSION

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

PHILOSOPHY

Miami Jackson Senior High School believes in combining the best research and practice in teaching and learning to create a rigorous and engaging curriculum that prepares students to understand the world in which they live and their role as citizens. We are committed to personalized instruction, developing student self-esteem and confidence through academic merit, achievement, through participation in extra-curricular and athletic activities. The stakeholders of Miami Jackson Senior High School have developed a mission designed to advance teaching and learning in the areas of reading, mathematics, and science, to increase the number of participants in advanced academics, to develop the appropriate strategies for the infusion of character education into the existing curriculum, to target the use of technology as a tool to enhance teacher planning and instruction with the broader goal of promoting student technological literacy.

SCHOOL PROFILE DEMOGRAPHICS

Facility and School Community

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

Student Demographics and Performance Groups

Most of the families have low socio-economic status, and seventy percent (70%) of students are classified as economically disadvantaged according to free and reduced lunch applications. As a result, the school generates Title I funding. The current population is 1452 students and the ethnic/racial makeup of the student population is forty five point seven percent (45.7%) Black and fifty three point four percent (53.4%) Hispanic. Population by grade level is 426-9th grade, 417-10th grade, 332-11th grade, and 277-12th grade. Student stability is low as evidenced by a mobility rate index of forty five percent (45%). The student population includes standard curriculum students seventy three percent (73%), Students with Disabilities fifteen percent (15%) and Limited English Proficient students twelve percent (12%). Ninety six percent (96%) of ninth grade students and ninety two percent (92%) of tenth grade students scored at Level 1 or Level 2 on the Reading section of the Florida Comprehensive Assessment Test (FCAT). On the FCAT Mathematics test, sixty eight percent (68%) of ninth grade students and 74% of tenth grade students scored at Level 1 or Level 2 on the Mathematics section of the FCAT. None of the No Child Left Behind (NCLB) subgroups made adequate progress.

Teacher Demographics

All of the instructional staff are certified. The demographics of our current instructional staff are as follows: 125 teachers comprised of 53 females and 47 males; fifty one percent (51%) Black, thirty two percent (32%) Hispanic and seventeen percent (17%) White. There are four teacher aides with seventy five percent (75%) female and twenty five percent (25%) male; seven counselors with seventy one percent (71%) African American and twenty nine percent (29%) Hispanic. Fifty-eight staff members have Master Degrees, four have Specialists, and four have Ph.D. degrees. Two teachers have National Board Certification. According to the school characteristics from the 2005-2006 school year, the average years teaching in Florida is 10 years and the percent of new teachers was eighteen point seven percent (18.7%).

Class Size and Teacher Ratio

The teacher ratio is 1 to 17 and class size on the average is within the class size reduction efforts. Reading classes are also kept to an even lower class size to allow

for more personalization. Enrollment in Advanced Placement classes is limited. However, efforts have been made to increase student participation in honors classes to build the program as well as reviewing the AP potential reports to target students. Presently, there are 17 Advanced Placement classes scheduled for the 2007 – 2008 academic year.

Attendance Rate

Attendance and a high mobility rate continue to be challenges at Miami Jackson. According to the Miami-Dade County Public Schools Attendance Reports for the 2006-2007 school year, the Miami Jackson attendance rate was: 1st grading period, ninety one point sixty one percent (91.61%), 2nd grading period ninety point twenty nine percent (90.29%), and 3rd grading period ninety one point fifty six percent (91.56%). In comparison, Miami-Dade County Public Schools overall reported: 1st grading period, ninety five point ninety nine percent (95.99%), 2nd grading period, ninety four point fifty two percent (94.52%) and 3rd grading period ninety four point eight percent (94.08%). Miami Jackson had a lower attendance rate than the district's attendance rate each nine weeks. Trends in overall school data reveal that the yearly attendance rate has increased from eight nine percent (89%) in 2005-2006 to ninety point ninety two percent (90.92%) for the 2006 – 2007 academic year.

Promotion, Graduation and Retention Rates

The 2005 – 2006 School profile data indicates that: seven point two percent (7.2%) of ninth grade students were not promoted/retained; three point nine percent (3.9%) of tenth grade students were not promoted/retained; nine point seven percent (9.7%) of eleventh grade students were not promoted/retained; two point six percent (2.6%) of twelfth grade students were not promoted/retained; five point nine percent (5.9%) of school total were not promoted/retained while ninety four point one percent (94.1%) were promoted. A further analysis indicates a Drop-Out Rate of two point eight percent (2.8%).

Feeder Patterns

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

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

Miami Jackson Senior High School will commence its second year as a Cohort I

school which is aligned with the Secondary School Reform initiatives. A “Ninth Grade Transitional Academy” is in place for the freshman year of study. Students will utilize “Tools For Success” and “Classroom Inc.” as the ninth grade curricular component. Each ninth grade student is assigned a team which consists of core teachers (language arts, mathematics, science, and social studies) who will share common planning time for the purpose of creating a more rigorous, relevant curriculum and facilitate communication with parents. Additionally, a counselor has been specifically assigned to work with this grade level. Tenth, eleventh, and twelfth grade students will be assigned to a career pathway/ academy.

Special Programs

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

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

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

Miami Jackson Senior High School believes in combining the best research and practice in teaching and learning to create a rigorous and engaging curriculum that prepares students to understand the world in which they live and their role as citizens. We are committed to personalized instruction, developing student self-esteem and confidence through academic merit, achievement, through participation in extra-curricular and athletic activities. The stakeholders of Miami Jackson Senior High School have developed a mission designed to advance teaching and learning in the areas of reading, mathematics, and science, to increase the number of participants in advanced academics, to develop the appropriate strategies for the infusion of character education into the existing curriculum, to target the use of technology as a tool to enhance teacher planning and instruction with the broader goal of promoting student technological literacy. Our goal is to transition into an all-academy school with a heavy emphasis on performance – based instruction as well as enhancing work readiness. Each student, including Limited English Proficient students and Students with Disabilities, will be enrolled in one of the school's four academies. The four career academies established for the 2007 -2008 academic year are: The Business and Finance Academy, Visual/Performing Arts and Design Academy, Family and Consumer Services Academy and the Health and Public Services Academy. This academy model permits increased curricular relevancy and teacher communication. The model will also assist us to build relationships with business and community leaders. These connections will give students experiences in the workforce that will enable them to define future career goals and will give direction and meaning to their high school courses. It is the goal of all adults at Miami Jackson Senior to provide an environment wherein all students learn. The Miami Jackson Senior High School teachers will be able to collect and use specific academic and related data to make timely interventions to ensure the success of all learners.

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

Unique Aspects, Strengths and Areas of Concern

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

evening , although light in attendance, opened the door to parents to visit the school and become more involved with the teachers of their children.

School Community Partners

Miami Jackson Senior High has a myriad of school community partners that range in services from Academic, Counseling and Dade Partners. The academic institutions include Barry University, Florida Memorial College, Florida International University, University of Miami, Miami-Dade College, Live and Let Live Drug Store, Valsan of Miami, and College Board-Florida Partnership. Our counseling partners include Stay in School, Jewish Community Services, The Children's Psychiatric Center, New Horizons Community Mental Health Center, Inc., and D-FY-IT. We also have a partnership in the vision area with Heiken Children's Vision. Our Dade partners include CWC and Associates, H. Johnson Consultant, and Holson, Inc.

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

Grants Awarded to the School

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

The school recently was granted acceptance into the National Academy Foundation (NAF) Network. The NAF network takes a substantial investment of time in the academy proposal process to ensure schools and their partners are well positioned to launch a successful academy. The school continues to actively write and submit grants that will support the initial steps of the academies and overall school success. In addition, the school is supported by a 21st Century Grant through the Miami Jackson Community School's Adult Program. Students participate in tutoring programs as well as opportunities to participate in various afterschool programs throughout the school year.

SCHOOL MATCH

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

*MAST is located nearby and has the same predominant NCLB subgroup as Miami Jackson.

*MAST has well developed career academies.

*MAST has earned a grade of "A" for the past four years.

*MAST's eighty eight percent (88%) of the students met high standards in reading, Ninety seven percent (97%) met high standards in math, ninety nine percent (99%) met high standards in writing, seventy nine percent (79%) met high standards in science and eighty percent (80%) made reading gains.

*Miami Jackson will collaborate with MAST on writing strategies primarily.

*Miami Jackson will collaborate with MAST to develop interdisciplinary units of study for the career academies.

*By the end of the year, ninth and tenth grade teams will be able to develop interdisciplinary units of study that incorporate reading and writing.

*Miami Jackson will improve the mean scale score on the 2008 FCAT Writing+.

QUALITY STAFF

Highly Qualified Administrators

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Highly Qualified Administrators

Deborah Love, Principal

Ms. Love has thirty years of experience with Miami-Dade County Public Schools. She has worked at Miami Jackson Senior High where the school grade changed from a "F" to a "D" during the 2004-2005 and the 2006 – 2007 school year. Ms. Love also worked at Booker T. Washington Senior High School where the grade changed from a "F" to a "D" during the 2003-2004 school year. Some of her reform efforts include the ninth grade students participation in a structured ninth grade transition year which helped to contribute to a fifteen percent (15%) decrease on the number of students scoring at FCAT Level 1 in mathematics and a five percent (5%) increase in the number of students scoring at achievement Level 3 or higher in mathematics as well as a thirty eight percent (38%) decrease in outdoor suspensions. Furthermore, the number of students reading at achievement level 3 or above increased by four percent (4%) and the percentage of the Lowest twenty five percent (25%) making learning gains increased by one percent (1%). Another reform implemented this year was the co-teaching inclusion model which resulted in a eight point eight percent (8.8%) increase in the number of students in inclusion. As part of her professional development, Ms. Love recently attended the Harvard Graduate Principal's Institute where she attended sessions on the Role of a Leader in the Change Process, Cultural Diversity, Inclusion, Classroom Observation Techniques, Efficacy and Writing. In addition, she also participated in the Florida Leadership Academy. She has participated in numerous professional development activities that include: Superintendent's Urban Principals Initiative, Classroom Walkthroughs, CRISS, Small Learning Communities, Action Research, Continuous Improvement Model, Data Desegregation, Snapshot and Edusoft. She obtained a bachelor of Fine Arts degree from Carlow College and a Master of Science degree in mathematics from the University of Miami and holds certification in secondary administration.

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

Evelyn Torres-McHale, Vice Principal

Ms. Torres-McHale, Vice Principal at Miami Jackson Senior High School, has over thirty years of educational experience working for Miami-Dade County Public Schools. She received her Bachelor of Science from Florida State University and Master of Science in Administration and Supervision from Florida International University. Nineteen years were spent in the classroom teaching at both primary and secondary levels. She was instrumental in the development of a Fine Arts Magnet Program for Miami-Dade County Schools for the talented. Secondly, she has worked as the Assistant Principal for curriculum, articulation, scheduling, testing, professional development, parent academy, SPED and ESOL populations, to mention a few. Additionally, as an Assistant Principal she has worked at all levels

(elementary, middle, and senior), as a Region II Art Coordinator, and District Art Supervisor responsible for the writing and development of the Competency Based Curriculum (K-12) as well as staff development. During her tenure as an administrator she has successfully initiated and implemented two action research projects (“Seminario Bilingue” : Affects of Increasing Parent Involvement on student achievement at Highland Oaks Middle School and “Ninth Grade Transition”: A Year In Review at Miami Jackson Senior High School.). Lessons learned from the parental involvement action research project were implemented at Miami Jackson to increase participation. Both action research projects demonstrated increased parental involvement and student achievement. Ms. Torres-McHale has worked at three school sites as an administrator in which the school grade changed from “C” to “B” and from “F” to “D”. Throughout her tenure she has been the recipient, and participant of many special reform and recognition initiatives: twice selected in the Superintendent’s Urban Principal Initiative (SUPI) which included a week of study at the Principals Institute at Harvard University ; ACE Scholar/ Scholarship Recipient; Award of Excellence For Superbly Advancing the Cause of Magnet Education; District Team member in “Project Excellence” and “Project Rise”; Teacher of the Year, Arcola Lake Elementary 1986; Teacher of the Year, Rainbow Park Elementary 1977; Steering Committee member for Region II Assistant Principals; adjunct Professor at Barry University; State of Florida and Dade County Textbook Review Committee Member; Professional Development at the national level for the Kennedy Foundation, state and local art education offices; Past grant Review Committee Member for the Cultural Affairs Office for the City of Miami and writer for CurriculArt-Elementary Art Curriculum.

Gregory Bethune, Vice Principal

Mr. Bethune completed his undergraduate studies at Florida A&M University with a B.S. in Elementary Education. Mr. Bethune continued his post-graduate studies at Nova Southeastern University where he received a degree in Elementary Education and certification in Educational Leadership. Mr. Bethune has served Miami-Dade County and its students for the past twelve years. Mr. Bethune began his career as a fourth grade alternative education teacher instructing students who were identified as at-risk potential drop-outs. These students, whose poor attendance and low academic performance earned them the label “at-risk”, exceeded all expectations by improving their individual attendance and test scores as evidenced in their 1997 “Florida Writes” results. Mr. Bethune made a transition from elementary to middle school. During his time on the middle school level, Mr. Bethune was the math department chairperson where he assisted struggling teachers with their professional development and facilitated the development of the scope and sequence. Mr. Bethune also served as discipline committee chairperson and Student -At- Risk Program team leader. Mr. Bethune was designated an administrative assistant at Charles R. Drew Middle Community School where he received his first administrative experience. Mr. Bethune’s professional experience includes working at four schools that have improved its level of student achievement Van E. Blanton Elementary (1997), Westview Elementary (2003) “D” to “C”, Charles Drew Middle (2004) “F” to “D”, Miami Jackson Senior High (2007) “F” to “D”.

The 2006-2007 school year proved to be Mr. Bethune’s most productive year as an administrator. Through initiatives facilitated by Mr. Bethune Miami Jackson’s daily student attendance percentage increase was so great that Miami Jackson won the district’s Most Improved Attendance Award for the third and fourth nine weeks. Mr.

Bethune also designed and facilitated a Mathematics Intervention Program that serviced the students who scored in the lowest quartile in math. This program saw the fruits of its labor when nearly 80% of those students showed learning gains on the 2007 administration of the FCAT. Included in an already busy year, Mr. Bethune participated in the Superintendent's Urban Principal's Initiative (SUPI). This program designed to develop Urban School Leaders, affords each participant the opportunity to take part in a series of professional development activities, a nine week internship in the role of principal and week long Principals Institute at Harvard University.

LeNere J. Dawkins, Assistant Principal

Mr. Dawkins has 11 years experience in the field of education with Miami Dade County Public Schools. Mr. Dawkins is a graduate of Clark Atlanta University with a B.S. in Business Administration with a concentration in Finance. Mr. Dawkins continued his post-graduate studies at Nova Southeastern University where he received a Masters degree in Educational Leadership. Mr. Dawkins is currently pursuing his doctoral degree at Nova Southeastern University. Mr. Dawkins began his career as a mathematics teacher at Shenandoah Middle School in the Student at Risk Program. This program was designed to provide individualized instruction to at-risk potential dropouts. These students were selected based on their poor attendance, academic and behavioral issues. Mr. Dawkins was designated as team leader of the Student at Risk Program and served in that position for 5 years. Additionally, Mr. Dawkins served as a member of the Regional IV Vertical Teaming committee, Curriculum Mapping committee and the Grant Writing committee. Mr. Dawkins also served as an administrative assistant where he gained first hand administrative experience. His peers voted him as Teacher of the Year in 2001. The National Association of Negro Business and Professional Women's Club, Inc., has also recognized him in Recognition of Exemplary Performance in the Field of Education in 2005. Mr. Dawkins has also been recognized by Who's Who among Teachers in 2001 and 2002. His professional experience includes working at Shenandoah Middle School, which improved its level of student achievement from a "C" to a "B" in 2006 and Miami Jackson Senior High School where the level improved from an "F" to a "D" in 2007.

Eulalee Sleight, Assistant Principal

Ms. Eulalee Sleight has dedicated 11 years of service to students in Miami-Dade County Public Schools. She obtained her undergraduate degree in Biological Sciences from Florida Atlantic University and her masters degree in Educational Leadership from Nova Southeastern University. She is currently pursuing her doctoral degree in Higher Education Administration at Barry University.

Ms. Sleight served as a temporary assistant principal at Miami Palmetto Adult and Community Education Center where she initiated, reviewed, and recommended the implementation of the Career Scope program. This proven career assessment and reporting system measures both aptitude and interest through valid and reliable assessment tasks and is instrumental in helping students begin their career or educational planning process.

Ms. Sleight served as a science teacher at Miami Carol City Senior High School for nine years. For four of those years, she expanded her role as teacher and became the department chairperson. She was involved with using student performance data to

drive the instructional program. Additionally, Ms. Sleight spearheaded the construction of the Miami Carol City Senior High School's first science curriculum map and assisted with the construction of the interdisciplinary units for the mathematics and reading curriculum maps. Through the curriculum map implementation, Miami Carol City saw a definite increase in student achievement.

Ms. Sleight has worked with Miami-Dade College, College Board and Miami Carol City Senior High in ensuring that the College Placement Tutoring program was implemented in the school. Additionally, Ms. Sleight has served as Facilitator of the School Improvement Team, clinical supervisor for interns, advisor for Florida Future Educators of America and an active member of the Educational Excellence School Advisory Committee. Ms. Sleight has been the lead presenter in various school site workshops including Equity Among Students, Incorporating Technology in Science, Integrating Mathematics and Science FCAT: What You Need to Know, and Alternative Forms of Assessments. She has also received the National Collegiate Award, All American Scholar Award and the Minority Leadership Award. She was recognized as Science Teacher of the Year, 2002-2003, was nominated by the staff to serve as part of the management selection team and was selected for Who's Who Among America's Teachers for five consecutive years. Because of her involvement in the local community and her assistance with underprepared students, Ms. Sleight was a three time recipient of the Individuals Making Personal and Academic Contributions (IMPAC) award.

As an assistant principal at Miami Jackson Senior High School, Ms. Sleight works meticulously to advance the mission and vision of the school. She has collaborated with the administrative team to monitor instruction of the schoolwide curriculum initiatives. Ms. Sleight has been an intricate part of increasing student participation in the tutorial services offered by the school. She has teamed with the other administrators to increase the number of Advanced Placement courses that are offered at the school. As the assistance principal of curriculum, Ms. Sleight has played a pivotal role in moving the school's grade from its F status in the 2006-2007 school year. She is proactive in dealing with issues of concerns to parents, students and staff.

Keisha Johnson-Cabrera, Business Manager

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

Recruitment/Retention of Highly Qualified Teachers

Recruitment/Retention of Highly Qualified Teachers

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

CRP# 7. Describe the District and school effort to recruit and retain highly qualified reading

Miami-Dade County Public Schools is committed to ensuring a highly qualified pool of reading teachers.

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

[Show attached staff list](#)

ADDITIONAL REQUIREMENTS

School Wide Improvement Model

School Wide Improvement Model

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

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

Communication with Parents

Communication with Parents

Miami Jackson Senior High School communicates with parents in a variety of methods they include:

- A Student/Parents-School Agreement has been developed whose purpose is to communicate a common understanding of home and school responsibilities to assure that every student attains high standards and quality education.
- Parents of ninth grade students will be asked to sign a "Student/Parent School Agreement" that includes: academic, personal, social, career and community awareness agreements along with parental and student responsibilities.
- Parent Portal on "Generals" web site.
- As part of the Title 1 program, the parent/guardian and school will sign an agreement (School-Parent Compact) that outlines the responsibilities of the both the parent and the school.
- Take home and mail flyers and letters in all three languages (English, Spanish and Haitian Creole)
- PTA Outreach
- Bi-lingual Outreach
- Outreach to parents through the Title 1 District Advisory Council
- Informational conferences involving parents and teachers at the beginning of the school year
- Annual open house
- Parent conference with counselors
- Phone calls and home visits from community involvement specialists
- Phone calls from teachers and administrator as needed
- Phone calls and home visits from social worker
- Parent, teacher, counselor conferences
- College Assistant Program Advisor conferences
- Connect-Ed notification
- Science and Math Fair
- Career Fair
- The Parent Academy

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

[Show attached Public School Notice to parents](#)

[Show attached notification of SINI status](#)

Pre-School Transition

Teacher Mentoring

Teacher Mentoring Beginning Teachers and Teachers in Need of Improvement

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

Persons Responsible for Administering the Program

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

Low Performing Teachers

Miami Jackson Senior High School adheres to and expands upon the District's Professional Assessment and Comprehensive Evaluation System (PACES) policies and procedures. Administrators review all beginning teacher's progress at the weekly staff meetings. Assistance is identified to help these teachers, professional development is planned and/or recommended, release time is provided to allow for peer observations for both the mentor and mentee. Administrators also identify teachers in need of assistance through the classroom walk-through.

Mentor - Mentee Selection

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

Mentors - Mentees

MENTEES MENTORS

Natalie Bonifezio- (Social Studies)

N. Elaine Baxter- (Freshman Transition)
 Nesiha Richie- (English)
 Celeste Eneas – (SPED)
 Pascal Romeus - (Math)
 Dina Page – (ESE)
 Waleska M. Velasquez –(ESE)

Mentoring Activities

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

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

August – November – two hours per week

- December – February – 1 hour a week

- March – May - two hours a month

- New/Early Educator Support Team (NEST) sessions will be held at the school twice a month:

- Sessions will cover topics introduced at New Teacher Orientation held on August 9 - 15, 2007, in addition to issues of concern to the new teachers

- Core Professional Learning courses will be offered to new teachers twice a month on Saturdays

- School site sessions will include: parent conferences, gradebook, classroom management, reading across the curriculum, school polices, school initiatives and ethics.

Expected Results

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

Professional Development Section: CRP# 3

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

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

The Reading Coach will be used for all functions necessary for implementing and maintaining the school's comprehensive core reading program, supplemental reading programs, and scientifically based reading research in reading instruction. These will include modeling effective strategies for teachers, designing and delivering

professional development, monitoring progress and analyzing student data. Reading Coaches and mentor teachers will be instrumental in providing professional development that aligns diagnostic and assessment data with curriculum and instruction, thereby ensuring that the resulting professional development addresses aligned instructional strategies and practices.

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

The mentor level teachers will be utilized in each area of the professional development plan that helps and supports teachers to strengthen their teaching skills in reading, build school site capacity, and provide for the follow-up activities that extend the application of new knowledge to impact student achievement. Mentor level teachers will be utilized within their classrooms to network and model exemplary teaching strategies and techniques for staff as needed. In order to maximize professional development activities at the school site, school administrators, Reading Coaches, and mentor level teachers will articulate and coordinate the plan for professional growth showing differentiation, as needed, within the staff.

Extended Learning Opportunities

Extended Learning Opportunities Research-Based Learning Strategies

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

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

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

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

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

Expected Results

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

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

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

Increase communications between tutor and team members.

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

Descriptions of Formative and Summative Evaluations

Formative -Cluster mini-assessments will be used to determine mastery of the skill
Summative - FCAT practice tests will review all skills taught and provide data for improved instruction and re-teaching

List of Programs

After school and Saturday programs will be offered from August 2007 - March 2008. After school sessions will be from 3:30 p.m. to 4:40 p.m. Saturday classes and workshops will be from 8:00 a.m. - 12:00 p.m. A schedule will be published of all events. Incentives will also be offered for participation.

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

of skills.

21st Century-Community After School Tutoring Program

Saturday Writing Camps and Practice Sessions

CRP# 8

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

a. Tutoring programs

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

b. Mentoring programs

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

c. Summer camps for low performing readers

Summer Camps for low performing students in grade 9-12 will include instruction in the five essential elements of reading (phonemic awareness, phonics, fluency, vocabulary and comprehension). The curriculum will include informational text from the newspaper, and internet. A novel will be used at each grade level and curriculum guidelines for instruction will be written by the District. Reciprocal Teaching will be utilized along with several graphic organizers to enhance vocabulary and comprehension. (i.e., concept maps, anticipation guides, story maps, timelines, two-column notes, etc.). Cooperative learning activities, vocabulary enrichment, Readers Theater, and a variety of reading styles will be included in daily lesson planning. Differentiated instruction is included in the structured day, incorporating the use of a teacher-led intervention and independent student centers that support whole group learning. Centers include; technology, independent reading, writing, and intervention.

SCHOOLS GRADED C OR BELOW

Professional Development

Describe the professional development that supports enhanced and differentiated instructional strategies.

Professional Development

Describe the professional development that supports enhanced and differentiated instructional

strategies.

Miami Jackson Senior High School provides a variety of professional development opportunities for teachers and staff on an on-going basis. Additionally everyone (Administration, teachers, support staff) is encouraged to expand their area of interest and participate in professional development in areas of personal interest. All teachers are mandated through the School Improvement Zone to complete 56 hours of professional development. The teachers complete these hours after school or on Saturdays. Additionally, teachers participate in a variety of professional development which specifically targets areas of school need (CRISS, Snapshot, Electronic Gradebook, Read 180, Differentiated Instruction, Digging Into Data).

Disaggregated Data

Describe the use of student achievement data to determine the effectiveness of instructional strategies.

Disaggregated Data

Describe the use of student achievement data to determine the effectiveness of instructional strategies.

Miami Jackson Senior High School uses the Continuous Improvement Model (CIM) throughout the curriculum. All teachers receive professional development on the school wide FCAT data, historical school data trends, areas of concentration and need. Teachers receiving training on how to use the data, Snapshot, and Student Performance Indicators (SPI) to access information and stay current on individual student needs. Additionally, the assessment team consisting of the Testing Chair, Reading Coaches, Math Coaches, and Writing Coaches assist teachers with personal training, mentoring, and disaggregating data. The Assessment Center operated by the Testing Chair was developed to personalize the training whenever teachers are in need of individual assistance

Informal and Formal Assessments

Describe the type of ongoing formal and informal assessments to be used during the school year to measure student progress

Informal and Formal Assessments

Describe the type of ongoing formal and informal assessments to be used during the school year to measure student progress

- Teacher designed assessments
- In house assessments in all content areas: reading, mathematics, writing, science
- Instructional Focus Calendars, Curriculum Maps, Pacing Guides all support the educational delivery of curriculum and related assessment.
- Interim Assessments reading, mathematics, science
- District Practice Examinations in reading, mathematics, writing and science administered in August, October, January, and May
- Florida Oral Reading Fluency Assessment, FCAT Retake – Reading and Mathematics, College Board Preliminary SAT Test, Florida Oral Reading Fluency Assessment,
- FCAT assessment Writing+ (February)
- FCAT -SSS, FCAT Retake, FCAT NRT (March)
- Stanford Achievement Test, Reading and Mathematics, SAT-10 (March)
- Comprehensive English Language Learners Assessment, CELLA (Spring)
- District Writing Post Test
- Advanced Placement Examinations
- Florida Competency Examination on Personal Fitness
- Metropolitan Achievement Test, MAT for ESOL students
- Oral Language Proficiency Scale Placement and/or decisions for ESOL Program
- Stanford Achievement Test, Placement and/or decisions for Gifted Program

Alternative Instructional Delivery Methods

Describe the alternative instructional delivery methods that allow you to reach all student subgroups and help to improve their academic achievement.

Small Group Instruction

CRISS Strategies

Peer Tutoring

Peer Mentors

Tutorial Programs (pull-out, after school, Saturday and Supplemental Educational Services)

Individual Lab and project based instruction

One on one individual teacher, reading, math, writing coach instruction

SCHOOLS OFFERING PRIMARILY GRADES 6 THROUGH 12

Describe your school's plan for addressing the ten guiding principles of Secondary School Redesign in the box below. If the principles are addressed throughout your School Improvement Plan, identify precisely (under which heading) where each principle is addressed in the text box below.

In the checkbox below, please indicate which of the ten guiding principles is addressed below.

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

Different Innovative Approaches to Instruction

See Instructional Delivery Methods and Strategies (Reading) Sections

Responsibility of Teaching Reading for Every Teacher

See Professional Development - Reading Section

Quality Professional Development for Teachers and Leaders

See Grants awarded to the Schools Section

See Professional Development CRP #3 Section

Small Learning Communities (SLC)

See Facility and School Community and Grants Awarded to the School Section

Intensive Intervention in Reading and Mathematics

See School Match, Strategies (Mathematics) and Strategies (Reading) Sections.

Course Choice Based on Student Goals / Interests / Talent

See Special Programs Section

Master Schedules Based on Student Needs

See Special Programs Section

Parental Access and Support

See Communication With Parents Section

Applied and Integrated Courses

See Special Programs Section

Academic and Career Planning

See School Community Partners Section

GOALS

Goal:	Reading
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Needs Assessment An assessment of data reveals that thirteen percent (13%) of students are meeting standards. The data also shows that forty four percent (44%) of students are making learning gains. Seventy percent (70%) of the students who are in the lowest twenty five percentile (25%) made learning gains. In the previous school year, only forty four percent (44%) of students made learning gains. The data reveals that the percentage of students below grade level was reduced from ninety one (91%) to eight eight (88%). The percentage of students on track to be proficient in reading was thirty two percent (32%). Further analysis shows that twelve percent (12%) of students are scoring at or above grade level in Reading. Specifically, the majority of Level 1 students in grades nine and ten are reading two or more grade levels below their current grade level and require additional intensive instruction in fluency, comprehension, and context clues. Based on the 2007 FCAT results, students in grade nine are most successful with reference and research, which increased twelve percent (12%) in the last year. Conversely, they need additional help with main idea and comparisons. Their greatest area of reading need, however, is in the words and phrases cluster. Trends indicate that the number of students in FCAT Level 1 Reading in grade nine have decreased by eleven percent (11%) and students in FCAT Level 3 and above increased by five percent (5%) in the last year. The students in grade ten decreased their scores in the comparison cluster. their performance in words and phrases reveal the need for additional help in this area. On the average, students performed at thirty three percent (33%) mastery in this area. The data also reveals that forty four percent (44%) of the students made learning gains in reading, fifty eight percent (58%) of students in the lowest twenty five percentile (25%) made learning gains but none of the subgroups made adequate yearly progress. Further analysis shows that less than ten percent (10%) of Black students, ten percent (10%) of Hispanic students, ten percent (10%) of economically disadvantaged students, no Limited English Proficient students and no Students with Disabilities scored at or above level 3 in reading.

Objective

Objective Given instruction based on the Sunshine State Standards, students in grades nine and ten will increase their reading skills as evidenced by a minimum of fifty eight-percent (58%) of students scoring at or above Achievement Level 3 on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, African American students in grades nine and ten will increase their reading skills as evidenced by a minimum of fifty-eight percent (58%) of students scoring at or above Achievement Level 3 on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Hispanic students in grades nine and ten will increase their reading skills as evidenced by a minimum of fifty-eight percent (58%) of students scoring at or above

Achievement Level 3 on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Students with Disabilities in grades nine and ten will increase their reading skills as evidenced by a minimum of fifty-eight percent (58%) of students scoring at or above Achievement Level 3 on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students in grade nine and ten will increase their reading skills as evidenced by a minimum of fifty-eight percent (58%) of students scoring at or above Achievement Level 3 on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Limited English Proficient students in grades nine and ten will increase their reading skills as evidenced by a minimum of fifty-eight percent (58%) of students scoring at or above Achievement Level 3 on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, students in grades nine and ten scoring in the lowest twenty-five percent (25%) will increase their reading skills as evidenced by a minimum of fifty-eight percent (58%) of students scoring at or above Achievement Level 3 on the 2008 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, students in grades nine and ten scoring Level 1 will increase their reading skills as evidenced by a minimum of fifty-eight percent (58%) of students scoring at or above Achievement Level 3 on the 2008 administration of the FCAT Reading Test.

Strategies

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

Infuse technology into the instructional delivery using the research-based program Reading Plus for students having decoding problems. Since fluency involves both the speed and accuracy with which a student reads, Reading Plus starts by assessing these elements. Using a computer-based assessment, Reading Plus is able to accurately measure rate and comprehension. The visa graph will measure each student's eye movement while the placement assessment, called the RPA (Reading Placement Appraisal) will help determine appropriate programs and most effective starting levels for each student. This program will be used by Limited English Proficient students, Students with Disabilities and grade nine students in World History.

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

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

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

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

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

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

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

and additional support.

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

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

Provide a specific reading intervention targeted at students specific needs as determined by diagnostic assessment data. Resources include tutorial programs for reading that include: in school pull-out sessions, after school sessions, Saturday school, Limited English Proficient sessions and programs provided by the Adult Education 21st Century Grant.

Implement the use of one schoolwide CRISS strategy, Selective Underlining, to enhance and improve literacy across the curriculum.

Partner with the College Board to promote the "Rise to Rigor" initiative to strengthen the instruction to students who have diverse learning styles and to promote opportunities for students to take on more challenging work.

Evaluation

Evaluation For students enrolled in intensive reading courses, FCAT performance levels were used for identification. District and schoolwide assessments will be used for progress monitoring as well as the data obtained through READ 180. This data will be used to redirect classroom instruction and provide information for tutorials. Additional data will be collected through the Reading Plus Program. The final evaluation will be the results of the 2008 administration of the FCAT reading test.

Research-based Programs

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

Schools will utilize one of the following CIRP in their Intensive Reading classes: Read XL (only in a few select schools in the ZONE) – materials serve as the instructional platform for students needing support to improve word study, vocabulary and comprehension skills. Each Read XL lesson includes sections on creating interest, building a mental model, unlocking text structure, vocabulary and word study, establishing a purpose, and guiding comprehension aligned to benchmark instruction. Reading and Writing Sourcebook– is an interactive text with a high interest authentic literature

combined with focused reading and writing instruction activities. Explicit reading and writing instruction assists students in developing higher order thinking skills. The text supports instruction in vocabulary, comprehension, and writing. Schools will utilize one of the following for CIRP for Intensive Reading Plus classes: Read 180 – is a comprehensive reading intervention program for struggling readers in grades 4 – 12. The goals of the program are to increase students’ decoding, fluency, vocabulary, and comprehension skills. Strengths of this program include: 1) research-based comprehension instructional techniques are used, 2) repetition of and multiple exposures to vocabulary and immediate corrective feedback are provided, and 3) scaffolding is consistently provided throughout the program. Language! – is a comprehensive reading program that provides instruction in phonemic awareness, phonics, fluency, vocabulary, comprehension, and writing. The goal of the program is to significantly increase students’ reading levels. Reading Advantage – is a comprehensive reading program designed to help struggling middle and high school readers who are performing significantly below grade level to improve their reading and writing skills. The program focuses on critical areas where students need the most support: comprehension, word study and phonics, vocabulary, and fluency building.

Schools will use one or more of the following SIRP in the Intensive Reading and Intensive Reading Plus classes: Read On! – is a computer based program that focuses on the key elements of reading. The placement test determines each students reading level and assessments are embedded throughout each instructional sequence of lesson. Jamestown Timed Readers- is a series of texts with reading passages that are designed to build fluency. Increased reading rate, fluency with 400-word nonfiction passages, and comprehension questions help students increase their rate while maintaining their comprehension. Ten different book levels allow for accurate placement anywhere in the program.

Schools will use one or more of the following Educational Technology in the Intensive Reading and Intensive Reading Plus classes FCAT Explorer is a practice program developed to help students master the tested benchmarks.

Professional Development

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

Subject area teachers will complete Reading Across the Curriculum.

Reading teachers will need to complete the following professional development:

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

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

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

Provide professional development on reading in the content area and reading across the curriculum.

Instructional strategies to support inclusion classes.

Professional Learning Communities

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

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

All teachers who teach reading are endorsed or will take endorsement classes.

CRP #1 Professional Development

The principal will strongly recommend that all reading coaches attend the Just Read, Florida! Leadership Conference. and other professional development opportunities by: • including attendance at the Just read, Florida! Leadership Conference in the reading coaches Individualized Professional Development Plan (IPDP); • using Reading First funds for all Reading First reading coaches; • offering the coach teacher education credits for attendance; • conferencing with the coach and determining which sessions the reading coaches should attend during the conference week; and • providing the coach the opportunity to share information from the conference with the faculty.

Highly Qualified Instructors

The professional development plan for (school) includes a core set of professional learning experiences and customized professional development aligned to student achievement data and the professional development needs of

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

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

ASTRID I. ATILES 250140
TANICIA P. ANDERSON 284727
MONICA A. BRANTON 239843
SHERYL D. THOMAS 162685
KENNY X. CASTILLO 210457
ROSE G. DAVIDSON 184848
MARIE A. ROBINSON 202243

Budget			
Categories of Expenditure	Describe Resources	Specific Funding Source by Title	Total Amount Available
Research-based Program(s)/Material (s)	McDougal Littell The Language of Literature, READ 180, Accelerated Reader Scholastic Read XL, CRISS	School Improvement Zone, Title I	16000
Technology	READ 180, FCAT Explorer, Reading Plus, Gale Info Track Test Prep	School Improvement Zone, Title I	50000
Professional Development	CRISS, Teaching Reading at the High School Level, Essentials of Reading, Reading Across the Curriculum, READ 180, Read XL, Reading Plus	School Improvement Zone, Title I	10000
Other	Classroom Libraries, Media Center, Amsco Series		15000
Total:			\$91,000.00

Goal:	Mathematics
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Needs Assessment An assessment of data reveals that nearly sixty eight percent (68%) of students in grades nine did not perform proficiently in math as evidenced by the results of the 2007 administration of the FCAT. The data also revealed the greatest deficiency was in geometry where the 9th grade students correctly answered only twenty seven percent (27%) of the questions in that area. Tenth grade student data revealed that seventy four percent (74%) of the students tested did not meet state standards. The area with greatest deficiency for tenth graders was also was geometry. Students answered only fourteen percent (14%) of the geometry questions correctly. The needs assessment reveals that while students require intense remediation in all the tested benchmarks, students remained the same or improve in all content clusters.

The percentage of students meeting high standards increased by eight percent (8%). In addition, seventy percent (70%) of all students made learning gains including seventy six percent (76%) of those students who scored in the lowest quartile in the 2006 FCAT administration.

Analysis of the data shows that none of the subgroups made adequate yearly progress which indicates a need to increase the performance of the students in all subgroups.

Objective

Given instruction based on the Sunshine State Standards, students in grades nine and ten will increase their math skills as evidenced by a minimum of sixty-two percent (62%) of students scoring at or above Achievement Level 3 on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, African American students in grades nine and ten will increase their math skills as evidenced by a minimum of sixty-two percent (62%) of students scoring at or above Achievement Level 3 on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Hispanic students in grades nine and ten will increase their math skills as evidenced by a minimum of sixty-two percent (62%) of students scoring at or above Achievement Level 3 on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, economically disadvantaged students in grades nine and ten will increase their math skills as evidenced by a minimum of sixty-two percent (62%) of students scoring at or above Achievement Level 3 on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Limited English Proficient students in grades nine and ten will increase their math skills as evidenced by a minimum of sixty-two percent (62%) of students scoring at or above Achievement Level 3 on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Students with Disabilities in grades nine and ten will increase their math skills as evidenced by a minimum of sixty-two percent (62%) of students scoring at or above Achievement Level 3 on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, students in grades nine and ten scoring in the lowest twenty five percent (25%) will increase their math skills as evidenced by a minimum of sixty-two percent (62%) of students scoring at or above Achievement Level 3 on the 2008 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, students in grades nine and ten scoring Level 1 will increase their math skills as evidenced by a minimum of sixty-two percent (62%) of students scoring at or above Achievement Level 3 on the 2008 administration of the FCAT Mathematics Test.

Strategies

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

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

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

Utilize data to differentiate instruction based on information from the results of various formative and summative assessments such as mini bi-weekly benchmark assessments and district interim assessments and Cognitive Tutor.

Math coaches will use the data to provide additional assistance for teachers by modeling lessons, observing content delivery, writing lesson plans and monitoring teacher and student progress.

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

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

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

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

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

Provide a specific mathematic intervention targeted at students specific needs as determined by diagnostic assessment data. Resources include tutorial programs for reading that include: in school pull-out sessions, after school sessions, Saturday school, Limited English Proficient sessions and programs provided by the Adult Education 21st Century Grant.

Implement the use of one schoolwide CRISS strategy, Selective Underlining, to enhance and improve literacy across the curriculum.

Partner with the College Board to promote the "Rise to Rigor" initiative to strengthen the instruction to students who have diverse learning styles and to promote opportunities for students to take on more challenging work.

Evaluation

For students enrolled in intensive mathematics courses, FCAT performance levels were used for identification. District and schoolwide assessments will be used for progress monitoring as well as the data obtained through Cognitive Tutor. This data will be used to redirect classroom instruction and

provide information for tutorials. The final evaluation will be the results of the 2008 administration of the FCAT mathematics test.

Research-based Programs

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

Professional Development

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

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

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

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

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

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

Highly Qualified Instructors

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

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

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Budget			
Categories of Expenditure	Describe Resources	Specific Funding Source by Title	Total Amount Available
Research-based Program(s)/Material (s)	Prentice Hall Algebra, MacDougal Littell Geometry, Cognitive Tutor, CRISS	School Improvement Zone, Title I	15000
Technology	Cognitive Tutor, Riverdeep, FCAT Explorer, Graphing Calculators, Gale Info Track Test Prep	School Improvement Zone, Title I	20000
Professional Development	FCAT Explorer, CRISS, Using Manipulatives Cognitive Tutor Gale Info Track Test Prep	School Improvement Zone, Title I	20000
Other	Edusoft Web-based Assessment Program	School Improvement Zone, Title I	10000
Total:			\$65,000.00

Goal:	Writing
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Needs Assessment Based on the 2007 FCAT Writing+ performance data, sixty five percent (65%) of tenth grade students scored 3.5 or above on the essay. This is compared to fifty seven (57%) for the 2006 administration.

An analysis of student writing performance data reveals the following trends among grade ten students at Miami Jackson; there was a zero point two percent (0.2 %) performance growth in expository writing and persuasive writing. The combined mean score was increased by zero point two percent (0.2%) from last year.

In FCAT Writing + clusters, tenth grade students achieved forty four percent (44%) on Focus, thirty seven percent (37%) on Organization, thirty three percent (33%) on Support and forty four percent (44%) on Conventions.

Objective Given instruction based on the Sunshine State Standards, students in grade ten will increase their writing skills as evidenced by a 1% point increase of students achieving high standards on the 2008 administration of the FCAT Writing+ Test.

Strategies

Provide writing workshops for all students that will focus on peer editing utilizing the holistic scoring method.

Provide staff development on writing in the content area and across the curriculum.

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

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

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

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

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

Utilize CRISS strategies to infuse writing across the curriculum.

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

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

Implement the use of one schoolwide CRISS strategy, Selective Underlining, to enhance and improve literacy across the curriculum.

Evaluation For grade ten students enrolled in writing courses and grade nine students enrolled in English classes, FCAT performance will be used as the final evaluation. Monthly writing prompts throughout the school year will be used to monitor student progress and to drive instruction. School wide data will be collected to monitor overall progress. The final evaluation will be the results of the 2008 administration of the FCAT Writing+ test.

Research-based Programs CRISS
Learning Express

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

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

- *High Schools That Work
 - *Essentials of High School Writing Holistic Scoring
 - *Data Analysis and Student Progress Monitoring
 - *CRISS Strategies
 - *Differentiated Instruction
 - *Continuous Improvement Model
 - *Strategies for ESOL/ESE Students
 - *Instructional Strategies to Support Inclusion Classrooms
 - *Instructional Writing Strategies (across the curriculum)
 - *Learning Express
 - *Classroom Inc.
-

Budget			
Categories of Expenditure	Describe Resources	Specific Funding Source by Title	Total Amount Available
Research-based Program(s)/Material (s)	Learning Express, CRISS	School Improvement Zone, Title I	8000
Technology	Learning Express	School Improvement Zone, Title I	6000
Professional Development	Learning Express, Essentials of High School Writing Holistic Scoring High Schools That Work	School Improvement Zone, Title I Small Learning Communitites Grant	5000
Other			0
Total:			\$19,000.00

Goal:	Science
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Needs Assessment An analysis of the results from the March 2006-2007 Florida Comprehensive Assessment Test for science indicates that the mean scale score of 11th grade students at Miami Jackson Senior High School is 265, a twenty two point increase, as compared to the previous year. However, this was twenty one points below the District's mean scale score of 286. Miami Jackson Senior High students were one point below the district's mean score in each cluster. Results reveal that students are deficient in all four science clusters with the weakest areas being Physical/Chemical and Life/Environmental. Trends indicate that FCAT Science scores for Physical/Chemical and Life/Environmental areas were identical to the 2005-2006 results. Conversely, the scores for the Earth/Space Science increased by six percent (6%) while the scores for Scientific Thinking decreased by two percent (2%). The data indicates that emphasis needs to be placed on all areas.

Objective Given instruction based on the Sunshine State Standards, students in grade eleven will increase their science skills as evidenced by a minimum of 25% of students scoring at or above Achievement Level 3 on the 2008 administration of the FCAT Science Test.

Strategies

Enroll all eleventh grade students in Integrated Science.
Align science to the district policies and the new District Cross Functional Science Plan.
Utilize the Continuous Improvement Model (CIM), apply the data collected to assist classroom teachers in providing for differentiated instruction and monitoring of student progress. Teachers will utilize the Instructional Focus Calendars to address schoolwide deficiencies. Skills will be assessed bi-weekly using Edusoft to score and disaggregate data. Data will be reviewed by the department chair and administrators and feedback provided to align instruction with student needs.

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

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

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

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

Utilize FCAT Science Dailies for eleventh grade students.

Increase student participation in developing science fair projects.

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

Use science Instructional Focus Calendars to ensure that all tested benchmarks are covered prior to March 2008.

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

Provide a specific intervention targeted at students specific needs as determined by diagnostic assessment data. Resources include tutorial programs for reading that include: in school pull-out sessions, after school sessions, Saturday school, Advanced Placement labs, Limited English Proficient sessions and programs provided by the Adult Education 21st Century Grant

Evaluation The evaluation component will include the FCAT Science as the final data of evaluation. Progress monitoring will be conducted through bi-weekly assessments, teacher/department subject area-devised assessments, laboratory logs and science fair projects. The final evaluation will be the results of the 2008 administration of the FCAT science test.

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

Professional Development Deliver a set of core professional learning experiences on-site to all faculty and administrators:
 *High Schools That Work
 *Data Analysis and Student Progress Monitoring
 *CRISS Strategies
 *Differentiated Instruction
 *Continuous Improvement Model
 *Strategies for ESOL/ESE Students

- *Instructional Strategies to Support Inclusion Classrooms
- *Learning Express
- *Classroom Inc.
- *Cognitive Tutor
- *Science for Secondary Level Science Teachers

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

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

Highly Qualified Instructors

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

RICHARD LIZCANO 170875

Budget			
Categories of Expenditure	Describe Resources	Specific Funding Source by Title	Total Amount Available
Research-based Program(s)/Material (s)	3 Textbooks, Riverdeep's Logal Science Program Science Dailies	Miami-Dade County Public Schools- School Improvement Zone Title I	15000
Technology	Sci-Tech TCR Connections Computer Based Laboratory (CBL)	Miami-Dade County Public Schools- School Improvement Zone Title I	15000
Professional Development	Computer Based Laboratory (CBL) TCR Connections Sci-Tech Riverdeep	Miami-Dade County Public Schools- School Improvement Zone Title I	10000
Other			0
Total:			\$40,000.00

Goal:	Parental Involvement
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Needs Assessment An analysis of the School Climate Survey Parental Form for the 2006-2007 academic year , indicates that thirty-eight percent (38%) of parents agreed or strongly agreed that the school maintains high academic standards, thirty-six percent (36%) were undecided and twenty-seven percent (27%) disagreed or strongly disagreed. Miami Jackson Senior High School is constantly attempting to increase parent involvement. Parent involvement in schools is much more than parent conferences and awards assemblies. Asking parents to volunteer and be involved is essential to student success. If we are to reach our goal of producing successful students, we must partner with our students parents. Communication is an essential ingredient in parent involvement. If we are going to help students improve, parents are one of the major, key ingredients to energizing this success. Not only do parents need to be involved, but also they need to feel they can contribute to this equation of dynamic learning in the 21st Century. To assist with increasing and further informing our parents, Miami Jackson Senior High School will continue to work collaboratively with The Parent Academy of Miami-Dade County Public Schools. The Parent Academy of Miami-Dade County Public Schools is a year-round initiative designed to help parents become full partners in their children's education. Having access to classes and courses being offered in facilities all over this large countywide school system, parents have the opportunity to enroll in classes that interest them most. Miami Jackson Senior High School has a well established Parent Academy; however, increasing parent involvement remains an essential ingredient to continued educational success.

Objective Given schoolwide focus on parental and community involvement, the school will demonstrate a 5% increase in parental and community interaction as evidenced by comparing the attendance logs for the 2006-2007 and 2007-2008 school year.

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

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

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

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

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

Collaborating with Community-Provide parents with information in three languages or using about the "Parent Academy" day and night classes and Bilingual parent outreach programs.

Parents will have access to tools that will assist them in monitoring their child's academic progress and will be provided information, strategies and training to assist their child in being successful.

Evaluation	Evaluations will be based on the 2008 School Climate Survey as well as workshop attendance rosters, Community Involvement Specialist's records, Title I District Assistance Plus Reports, PTSA Membership Rosters, Parent attendance on school-related activities and parent surveys.
Research-based Programs	National PTSA Standards for Parental Involvement National Parent Teacher Student Association Title I
Professional Development	Bilingual Outreach Program Monthly Meetings Parent Academy Monthly Title I Community Involvement Workshops District Advisory meetings Truancy Intervention Program trainings Monthly CIS meetings PTSA meetings EESAC trainings

Budget			
Categories of Expenditure	Describe Resources	Specific Funding Source by Title	Total Amount Available
Research-based Program(s)/Material (s)			0
Technology	Computers	Title I	3000
Professional Development	Title I CIS meetings Bi-lingual Outreach Parent/Student Orientation	Title I	5000
Other	2 Community Involvement Specialists (CIS)	Title I	59826
Total:			\$67,826.00

Goal:	Graduation Rate
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Needs Assessment The most recent data from the Florida Department of Education indicates that in 2005 – 2006 NCLB Miami Jackson’s Senior High Schools had a forty point three (40.3) percent graduation rate. Our current graduation rate will need to increase by one percent.

The graduation rate by ethnicity:

White - Thirty Three point three percent (33.3%)

Black - Forty four point six percent (44.6%)

Hispanic- Thirty six percent (36.0)

American Indian- One hundred percent (100.0)

Objective Miami Jackson Senior High School will increase the graduation rate by one (1) percent for the 2007-2008 academic year.

Strategies Counselors will include graduation requirements in orientation presentations to all grade level students, parents, and teachers.
 Conduct individual conferences with parents and students to address individual academic needs for graduation.
 Continue to provide tutorial opportunities for students at risk who need remediation, FCAT preparation strategies and/or enrichment.
 Continue credit recovery course opportunities for students with the Miami Jackson Senior High School Adult Program.
 Identify retained students in all grade levels. Provide current status information, a plan for students and options available to them (e.g. Adult Education, Virtual School).
 Team Leaders, Academy Leaders and Department Chairpersons will participate in professional development which addresses student achievement and team building.
 Continue to provide parents with graduation information through Parent Academy, orientation, open house, sessions with counselors, parent outreach opportunities and parent portal.
 Provide professional development to staff on the Student Progression Plan

Evaluation Miami Jackson Senior High School will increase its graduation rate by one percent when comparing the 2006-2007 academic year to the 2007-2008 year.

Research-based Programs Read 180, Read XL, Reading Plus, Cognitive Tutor

Professional Development Continuous Improvement Model
 Data Analysis and Student Progress Monitoring
 High Schools That Work
 Secondary School Reform
 Student Progression Plan



Budget			
Categories of Expenditure	Describe Resources	Specific Funding Source by Title	Total Amount Available
Total:			\$0.00

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

Objective Miami Jackson Senior High School will improve its ranking on the state ROI data publication from the 44th percentile in 2007 -2008 by 1%.

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

Collaborate with the District on resource allocation.

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

Identify lowest quartile students early and provide additional assistance.

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

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

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

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

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

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

SCHOOL ADVISORY COUNCIL

Yes No

The majority of the SAC members are not employed by the school. The SAC is composed of the principal, and an appropriately balanced number of teachers, education support employees, students (for middle, junior high and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.

SAC Involvement

The Educational Excellence School Advisory Council (EESAC) at Miami Jackson Senior High fosters an environment of professional collaboration among all stakeholders to help create a learning environment that supports the school's vision and mission. The Council accomplishes this by collaborating with site leadership and council members through the forum of monthly meetings the third Wednesday of each month where the progress of SIP goals are analyzed; available resources (human and fiscal) are discussed which will facilitate achievement of our goals; and recommendations are made in keeping with the Plan-Do-Study-Act cycle of the Continuous Improvement Model.

FINAL BUDGET			
Categories of Expenditure	Describe Resources	Specific Funding Source by Title	Total Amount Available
Research-based Program (s)/Material(s)	<p>Reading: McDougal Littell The Language of Literature, READ 180, Accelerated Reader Scholastic Read XL, CRISS</p> <p>Mathematics: Prentice Hall Algebra, MacDougal Littell Geometry, Cognitive Tutor, CRISS</p> <p>Writing: Learning Express, CRISS</p> <p>Science: 3 Textbooks, Riverdeep's Logal Science Program Science Dailies</p> <p>Parental Involvement:</p>	<p>Reading: School Improvement Zone, Title I Available: \$16,000.00</p> <p>Mathematics: School Improvement Zone, Title I Available: \$15,000.00</p> <p>Writing: School Improvement Zone, Title I Available: \$8,000.00</p> <p>Science: Miami-Dade County Public Schools- School Improvement Zone Title I Available: \$15,000.00</p> <p>Parental Involvement: Available: \$0.00</p>	\$54,000.00
Technology	<p>Reading: READ 180, FCAT Explorer, Reading Plus, Gale Info Track Test Prep</p> <p>Mathematics: Cognitive Tutor, Riverdeep, FCAT Explorer, Graphing Calculators, Gale Info Track Test Prep</p> <p>Writing: Learning Express</p> <p>Science: Sci-Tech TCR Connections</p> <p>Computer Based Laboratory (CBL)</p> <p>Parental Involvement: Computers</p>	<p>Reading: School Improvement Zone, Title I Available: \$50,000.00</p> <p>Mathematics: School Improvement Zone, Title I Available: \$20,000.00</p> <p>Writing: School Improvement Zone, Title I Available: \$6,000.00</p> <p>Science: Miami-Dade County Public Schools- School Improvement Zone Title I Available: \$15,000.00</p> <p>Parental Involvement: Title I Available: \$3,000.00</p>	\$94,000.00
Professional Development			\$50,000.00

	<p>Reading: CRISS, Teaching Reading at the High School Level, Essentials of Reading, Reading Across the Curriculum, READ 180, Read XL, Reading Plus Mathematics: FCAT Explorer, CRISS, Using Manipulatives Cognitive Tutor Gale Info Track Test Prep Writing: Learning Express, Essentials of High School Writing Holistic Scoring High Schools That Work</p> <p>Science: Computer Based Laboratory (CBL) TCR Connections Sci-Tech Riverdeep Parental Involvement: Title I CIS meetings Bi-lingual Outreach Parent/Student Orientation</p>	<p>Reading: School Improvement Zone, Title I Available: \$10,000.00 Mathematics: School Improvement Zone, Title I Available: \$20,000.00 Writing: School Improvement Zone, Title I Small Learning Communities Grant Available: \$5,000.00 Science: Miami-Dade County Public Schools- School Improvement Zone Title I Available: \$10,000.00 Parental Involvement: Title I Available: \$5,000.00</p>	
Other	<p>Reading: Classroom Libraries, Media Center, Amsco Series Mathematics: Edusoft Web-based Assessment Program Writing: Science: Parental Involvement: 2 Community Involvement Specialists (CIS)</p>	<p>Reading: Available: \$15,000.00 Mathematics: School Improvement Zone, Title I Available: \$10,000.00 Writing: Available: \$0.00 Science: Available: \$0.00 Parental Involvement: Title I Available: \$59,826.00</p>	\$84,826.00
		Total:	\$282,826.00

IMPLEMENTATION EVALUATION

Miami Jackson Senior High School will conduct three formative assessments through Miami-Dade County Public Schools pending arrival of the 2008 FCAT scores and AYP information. District staff, leadership team, the administrative team and reading and mathematics coaches will be involved in the evaluation. Teams will be assigned to reading, mathematics, writing, science and parental involvement sections of the plan; all members will look at the implementation of the plan, maintain records and meet monthly to review progress. Results of the monthly review will be shared with all staff, parents and community members. Results from the summative evaluation will form the basis of the Needs Assessment for the coming year.
