VISION/MISSION/BELIEF STATEMENTS

Note: Required for Title I

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.

SCHOOL PROFILE DEMOGRAPHICS

School Facility

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. In January of 2008 Miami Jackson started classes in its newly built facility. The facility houses a new classroom complex that includes 2,500 new student stations, gymnasium, auditorium and cafeteria. Each classroom is equipped with student computers, a Promethean interactive board and a sound system. In addition, there are twelve fully equipped computer labs. Also, two existing buildings have been revamped. Future additions include a full service clinic, expanded parking lots and several new athletic fields. The new architectural design of the school, takes into consideration the "High School Reform" focus on Small Learning Communities.

School Community Description Including School Community Partners

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.

Miami Jackson Senior High has several 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 Holsen, Inc.

Student Population, 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 1,424 students and the ethnic/racial makeup of the student population is forty percent (40%) Black and sixty percent (60%) Hispanic. Population by grade level is 331-9th grade, 377-10th grade, 383-11th grade, and 333-12th grade. Student stability is low as evidenced by a mobility rate index of fifth-six percent (56%). The student population includes standard curriculum students seventy five percent (75%), Students with Disabilities fifteen percent (15%) and Limited English Proficient students ten percent (10%). Eighty-eight percent (88%) of ninth grade students and eighty-eight percent (88%) 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-five percent (65%) of ninth grade students and sixty-two (62%) 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: 107 teachers comprised of 69 females and 38 males; fifty three percent (53%) Black, twenty-eight percent (28%) Hispanic and twelve percent (12%) White and seven percent (7%) Other. There are three 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. Forty-five staff members have Master Degrees, five have Specialists, and five have Ph.D. degrees. Two teachers have National Board Certification. According to the school characteristics from the 2008-2009 school year, the average years teaching in Florida is 15 years and there are no beginning teachers.

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 2008 – 2009 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 2007-2008 school year, the Miami Jackson attendance rate was: 1st grading period, ninety two point seventeen percent (92.17%), 2nd grading period ninety point seventy-two percent (90.72%), and 3rd grading period ninety two point zero three percent (92.03%). 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. However, 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 and to ninety-one point
ninety point ninety two percent (90.92%) for the 2006 – 2007 academic year and to ninety-one point ninety-six percent (91.96% for the 2007-2008 school year. The attendance rate is below that of the District (94.88%).

Promotion and Retention Rates

The 2006 – 2007 school profile data indicates that: twelve point one percent (12.1%) of ninth grade students were not promoted/retained; eleven point one percent (11.1%) 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; ten point two percent (10.2%) of the school total were not promoted/retained while eighty-nine point eight percent (89.8%) were promoted. A further analysis indicates a Drop-Out Rate of six point eight percent (6.8%).

Graduation Rate

The graduation rate increased to 41% in 2007 and met the required increase for No Child Left Behind.

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 Schools. 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, the District will continue to implement a 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. Plans include increased articulation and communication with the feeder schools in order to align academy and program offerings with the middle school.

Special Programs

Miami Jackson Senior High School will commence its third 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 “CollegeEd” 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. Tenth, eleventh, and twelfth grade students will be assigned to a career pathway/academy.

The school offers several specialized programs such as an Special Education (SPED) program which includes a Gifted program. The SPED program services 235 students from various exceptionalities. The English Language Learners (ELL) program serves 138 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.

This year, Miami Jackson will begin its second National Academy Foundation Program, Information Technology.

The school has completed the fourth year of Small Learning Communities Education Grant. The focus is on six goals: understanding high school programs, test-taking strategies and skills, instruments for self-
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 entering ninth grade. These goals are infused in the Freshman Transition course that have career explorations which is designed to set the context for high school as a pathway to college and careers. Schoolwide academy teams will focus on one of the four initial academies which include: the Academy of Finance and Information Technology, the Academy of Fine Arts and Design, the Academy of Family and Consumer Sciences, and the Academy of Health and Public Services. The academies help to make-up the schools' current Secondary 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 English Language Learner students and Students with Disabilities, will be enrolled in one of the school's four academies. This academy model permits increased curricular relevancy and teacher communication. The model will also assist us to build relationships with business and community leaders. These connections will give students experiences in the workforce that will enable them to define future career goals and will give direction and meaning to their high school courses. It is the goal of all adults at Miami Jackson Senior to provide an environment wherein all students learn. The Miami Jackson Senior High School teachers will be able to collect and use specific academic and related data to make timely interventions to ensure the success of all learners.

Unique Aspects, Strengths and Areas of Concern

Although Miami Jackson's school grade remained the same, there was an increase of ten points in the overall score. Reculturing the school and sustaining changing instructional practices, will continue to be the focal points of the new school year. Professional development will continue to play a key part in these efforts for staff and parents. With a high mobility rate and attendance problems, the school has partnered with the City of Miami and Miami-Dade County Public School for a truancy intervention project. The continuation of this model will be essential in our efforts to increase attendance. As a result of these efforts, our Indoor Suspension Rate decreased by 101 days 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.

Grants Awarded to the School

The school is a recipient of a Small Learning Communities grant funded by the United States Department of Education for the second time. 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.

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 after school programs throughout the school year.

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Title I School Status

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 that is used schoolwide.

SCHOOL MATCH

Note: Required for all Assistance Plus Schools

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 an "A" for the past five 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 science 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 number of students scoring 3 or above on the 2009 FCAT Science.

QUALITY STAFF

Highly Qualified Administrators

Note: Required for Title I

Deborah Love, Principal

Ms. Love has thirty years of experience with Miami-Dade County Public Schools with eleven years administrative experience. 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 decrease on the number of students scoring at FCAT Level 1 in mathematics and an increase in the number of students scoring at achievement Level 3 or higher in mathematics as well as a decrease in outdoor suspensions. Furthermore, the number of students reading at achievement level 3 or above increased. Another reform implemented was the co-teaching inclusion model which resulted in an increase in the number of students in inclusion. As part of her professional development, Ms. Love recently attended the College Board Leadership Institute for Principals. In addition, she 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, CRSS, 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

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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.

Gregory Bethune, Vice Principal
Mr. Bethune completed his undergraduate studies at Florida A&M University with a Bachelor of Science 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 with three years of administrative experience. 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 their 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 2007-2008 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 that Miami Jackson improved their annual attendee rate by one percent. 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 2008 administration of the FCAT. Mr. Bethune participated in the Superintendent's Urban Principal's Initiative (SUP). 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 12 years experience in the field of education with Miami Dade County Public Schools with two years of administrative experience. Mr. Dawkins is a graduate of Clark Atlanta University with a Bachelor of Science 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
Eulalee Sleight, Assistant Principal

Ms. Eulalee Sleight has dedicated 12 years of service to students in Miami-Dade County Public Schools with three years of administrative experience. 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 assistant principal of curriculum, Ms. Sleight has played a pivotal role in moving the school’s grade in the 2007-2008 school year. She is proactive in dealing with issues of concerns to parents, students and staff.

Recruitment/Retention of Highly Qualified Teachers

Note: Required for Title I

Miami-Dade County Public Schools is committed to providing a highly qualified pool of teachers for all students. Instructional recruitment efforts include ongoing outreach to select Florida colleges and universities, in addition to higher education institutions across the nation. The District also utilizes alternative methods to prepare career changers and non-education majors for effective classroom instruction. The use of technology enables procedures to be streamlined, providing a more efficient method of processing applicants and improving communication. Efforts to retain instructional staff are supported through collaboration between Professional Development and Human Resources.
ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: Required for Title I

Student Achievement Enhancement Program provides funds for tutoring and supplies to supplement areas of need. These funds are primarily used for after school and Saturday tutorial sessions for identified students.

Florida Partnership with the College Board- Through this program teachers receive training in honors and Advanced Placement courses to help to increase the number of students participating in advanced courses. Each student receives a free SAT on-line access code to help them to prepare for college entrance assessments. In addition, professional development is provided for feeder patterns, counselors and administrators. Free SAT/ACT classes are offered to students through Kaplan; classroom teachers are observed on a quarterly basis, feedback is provided to individuals, and workshops are provided for Advanced Placement students that include test taking tips and preparation strategies.

College Summit is a program that works with twelfth grade students to prepare them for college. Several students receive training during the summer before their senior year and then act as class coordinators during the school year. Teachers receive professional development and follow curriculum that guides student through the college entrance process as well as preparing them for college level courses.

National Academy Foundation– Academy of International Business and Finance- 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.

Secondary School Reform is funded by the Miami-Dade County Public Schools. This program affords the school the opportunity to have an eight period day, thus offering additional courses for students in the choice of career academies.

School Wide Improvement Model

Note: Required for Title I

School Wide Improvement Model

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

1. Data disaggregation and analysis- Administrators, test chairperson, reading, and mathematics coaches will look at prior years' FCAT data and diagnostic test data to identify instructional subgroups and weak and strong objective areas. Teachers will be trained in data analysis, the CIM model to help develop instructional focus calendars in reading/writing, math and science.

2. Time Line Development -- Administrators, reading coaches, mathematics coaches and teachers create instructional focus calendars to address those areas where the greatest number of students show need.

3. Instructional Focus -- Administrators, reading and mathematics coaches and teachers will direct and/or guide instruction focusing on the targeted State Benchmarks within the developed timeline.
4. Assessment-- Mini assessments and interim assessments will be analyzed by teachers, department chairs and coaches to determine reteaching, remediation and enrichment needs. Students will be informed of their progress. Test talks will begin and continue throughout the school year.

5. Tutorials--Administrators, reading and mathematics coaches and teachers will be involved in the Saturday academy and after school tutorials. Assessment results will determine the placement of students.

6. Enrichment -- Through the Miami Jackson Adult Program, SES providers and other grant funded supplemental instruction will continue to be provided with enrichment after 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.

NCLB Public School Choice

Note: Required for Title I

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

Additionally, in compliance with the NCLB Act and in order to ensure that all students are offered public school choice opportunities, MDCPS has developed a structured and sequential plan for notifying parents of their options relative to their enrollment in selected higher performing schools within the District. The parents/guardians of every student at Miami Jackson Senior High School received 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.
MENTORING AND EXTENDED LEARNING OPPORTUNITIES

Teacher Mentoring

Note: Required for Title I

Miami Jackson Senior High School's Teacher Mentoring Program ascribes to the policies and procedures set forth in the District's PACES manual and IPEGS pilot program. 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. 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, Gregory Bethune 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. All teachers will participate in "Data Chats" individually, within their academies or teams and with their department to review the status of their results and to plan for classroom instruction. Those teachers with continued low performance results will be provided with assistance by coaches and administrators.

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).

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:

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.
Currently, we do not have any new/beginning teachers.

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.

No Attached Teacher Mentoring List

Extended Learning Opportunities

Note: Required for Title I

Extended Learning Opportunities
Research-Based Learning Strategies

1) 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.

2) Establish roster of students in the lowest quartile and encourage them to participate in the afterschool program.

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and Saturday tutorial sessions.

3) Students will be initially diagnosed and placed by using grade level appropriate FCAT assessments, and utilizing research-based programs.

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

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

6) To encourage reading and allow students access to informal test preparation programs and other materials, the library is open before and after school.

Expected Results

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

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

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

4) Increase communications between tutor and team members.

5) 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

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

List of Programs

1) After school and Saturday programs will be offered from August 2008 - March 2009. After school sessions will be from 2:30 p.m. to 3:30 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.

2) The Media Center is also available to students before school, 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.

3) 21st Century - Community After School Tutoring Program

4) Saturday Writing Camps and Practice Sessions will commence in January 2009.

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
http://www.flbsi.org/0809_sip_templ...
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.

SCHOOLS GRADED C OR BELOW

Professional Development

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. Additionally, teachers participate in a variety of professional development which specifically targets areas of school need (CRISS, Advantage Learning, Electronic Gradebook, Jamestown Navigator, Hampton Edge, Differentiated Instruction, Hands-on-Science and Digging Into Data). Through the FLaRe coordinator, teachers will receive professional development in Differentiated Instruction and through the Promethean teachers will learn how to access benchmarked lessons and their textbooks through the interactive boards in each classroom. Schoolwide strategies in reading will be the focus of professional development throughout the school year and science teachers will receive training in equipment including CBLs and GIZMOS and additional training will be offered to science teachers using hands-on labs.

Disaggregated Data

Miami Jackson Senior High School uses the Florida Continuous Improvement Model (FCIM) throughout the curriculum. All teachers receive professional development on the school wide FCAT data, historical school data trends, areas of concentration and need. Teachers will receive 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 and Math 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. Data will be reviewed after each bi-weekly or monthly assessment. Data will be reviewed individually and in groups.

Informal and Formal Assessments

- 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
- 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, 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

- 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

Different Innovative Approaches to Instruction

Can be found in the SIP under each goal area’s “strategies.”

Responsibility of Teaching Reading for Every Teacher

Can be found in the SIP under reading goal “strategies.”

Quality Professional Development for Teachers and Leaders

See Professional Development Section

Small Learning Communities (SLC)

Can be found in the SIP under the Parent Involvement Section.

Intensive Intervention in Reading and Mathematics

See Strategies in Reading and Mathematics sections

Parental Access and Support

See Communication with Parents

Applied and Integrated Courses

Teaming of academies is based on thematic units that allow students to see relationships between subjects and relevance to everyday life and their chosen course of career study.

Course Choice Based on Student Goals / Interests / Talent

Evidenced by students selecting to attend on-site magnets and career academy programs through school choice opportunities.

Master Schedules Based on Student Needs

Is developed based on the analysis of 2008 FCAT data results that determine student academic needs and career based academies.

Academic and Career Planning

http://www.flbsi.org/0809_sipTEMPL...
GOALS

Goal: Reading

*Note: Required for Title I

Scroll down for school data

*Needs Assessment: Based on the 2008 FCAT reading results an assessment of data reveals that fifteen percent (15%) of students are meeting high standards which is a two percent (2%) increase over the previous year. The data also shows that forty one percent (41%) of students made learning gains and fifty-six percent (56%) of the students who are in the lowest twenty five percent made adequate progress. In the previous school year, seventy percent (70%) of students made adequate progress. The percentage of students on track to be proficient in reading was twenty percent (20%). 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 2008 FCAT results, students in grade nine are most successful with Words and Phrases. Their greatest area of reading need, however, is in the Main Idea cluster. Trends indicate that the number of students in FCAT Level 1 Reading in grade nine have increased by two percent (2%) and students in FCAT Level 3 and above increased by two percent (2%) in the last year. In grade ten the number of students in FCAT Level 1 Reading decreased by eleven percent (11%) and students in FCAT Level 3 and above increased by five percent (5%). The students in grade ten decreased their scores in the Reference and Research and Words and Phrases clusters. 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 English Language Learner students and no Students with Disabilities scored at or above Level 3 in reading.

*Objective:

1) 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 sixty-five percent (65%) of students scoring at or above Achievement Level 3 on the 2009 administration of the FCAT Reading Test.

2) Given instruction based on the Sunshine State Standards, Black students in grades nine and ten will increase their reading skills as evidenced by a minimum of sixty-five percent (65%) of students scoring at or above Achievement Level 3 on the 2009 administration of the FCAT Reading Test.

3) 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 sixty-five percent (65%) of students scoring at or above Achievement Level 3 on the 2009 administration of the FCAT Reading Test.

4) 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 sixty-five percent (65%) of students scoring at or above Achievement Level 3 on the 2009 administration of the FCAT Reading Test.

5) 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 sixty-five percent (65%) of students scoring at or above Achievement Level 3 on the 2009 administration of the FCAT Reading Test.

6) Given instruction based on the Sunshine State Standards, English Language
Learner students in grades nine and ten will increase their reading skills as evidenced by a minimum of sixty-five percent (65%) of students scoring at or above Achievement Level 3 on the 2009 administration of the FCAT Reading Test.

7) 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 sixty-five percent (65%) of students scoring at or above Achievement Level 3 on the 2009 administration of the FCAT Reading Test.

8) 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 sixty-five percent (65%) of students scoring at or above Achievement Level 3 on the 2009 administration of the FCAT Reading Test.

**Strategies:**

1) Utilize the Florida Continuous Improvement Model (FCIM), 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. As a result, fifty percent (50%) of ninth and tenth grade students will make learning gains.

2) Utilize Hampton-Edge, the research-based program for students having decoding problems. Since fluency involves both the speed and accuracy with which a student reads, Hampton-Edge starts by assessing these elements. This program uses assessments, to accurately measure rate and comprehension. This program will be used by English Language Learner students, Students with Disabilities and students with deficiencies in decoding.

3) 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.

4) 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, Jamestown Navigator and Hampton-Edge. The reading coach 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.

5) Schedule all Level 1 and Level 2 students and 11th and 12th grade retakers into Intensive Reading classes. These classes will utilize the Jamestown Navigator or Hampton-Edge program as the means of delivery. These programs address the five essential elements: phonemic awareness, phonics, fluency, vocabulary and text comprehension. This includes all Students with Disabilities and selected English Language Learner students. This class will be scheduled every other day for 90 minutes. Each day students will follow a small-group differentiated instruction rotational model that consists of: whole group direct instruction, small group direct instruction, Jamestown Navigator software and modeled and independent reading. Class and individual student reports will be reviewed by the teachers, reading coaches and administration bi-weekly.

6) Utilize the coaching model (plan with teachers, model strategies, review best practices, and provide feedback) to support the core literacy program. The coach 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.

7) 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.

8) Schedule all English Language Learners 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 coach will also model English Language Learner strategies in these classes to address all learning styles.

**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 Jamestown Navigator. This data will be used to redirect classroom instruction and provide information for tutorials. The final evaluation will be the results of the 2009 administration of the FCAT reading test.

**Evidence-based Program(s):**
1) Jamestown Navigator, Hampton-Edge, and McDougal-Littell Language of Literature
2) The school will utilize one of the following Comprehensive Research Based Reading Plan programs in their Intensive Reading classes: Jamestown Navigator – materials serve as the instructional platform for students needing support to improve word study, vocabulary and comprehension skills. Each Jamestown Navigator 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. 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 Comprehensive Research Based Hampton Edge – 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: a) research-based comprehension instructional techniques, b) repetition of and multiple exposures to vocabulary and immediate corrective feedback, and c) scaffolding is consistently provided throughout the program. This 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.

3) 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:**
August – Data Analysis, A Year in Review and Reading Across the Curriculum
September – Teaching Reading at the High School Level and Essentials of Reading
October – Vocabulary Development and Differentiated Instruction
November – Strategies for ELL/SPED Student
December – Monitoring Student Progress
January - Performance Task Items
February - Performance Task Items
March - PSAT Summary of Answers and Skills and correlation to FCAT Reading
April - Reading Across the Curriculum
May - Review of CRISS Strategies
June - Data Analysis by the Benchmark

Subject area teachers will complete Reading Across the Curriculum.

Reading teachers will need to complete the following professional development: Jamestown Navigator and Hampton-Edge,

All administrators will complete the following professional development: "Digging in the Data” and Differentiated Instruction.

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 Florida Continuous Improvement Model (FCIM).

FORF assessment and progress monitoring and data analysis.

Instructional strategies to support inclusion classes.
Deliver a set of core professional learning experiences on-site to all faculty and administrators:

* Data Analysis and Student Progress Monitoring
* CRISS Strategies
* Differentiated Instruction
* Continuous Improvement Model
* Strategies for SPED/ELL Students
* Instructional Strategies to Support Inclusion Classrooms

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

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);
- providing the coaches with the opportunity to share information from the conference with the faculty.

Impact on student achievement will be determined by teacher feedback and students’ FCAT results on the mini-assessments and 2009 FCAT.

### Budget:

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<th>Description of Resources</th>
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**Final Total:** $19,500.00

*Non-Highly Qualified Instructors:* The professional development plan for Miami Jackson Senior High School includes a core set of professional learning experiences and customized professional development opportunities.
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.

All instructors are Highly Qualified.

Goal: Mathematics

*Note: Required for Title I
Scroll down for school data

*Needs Assessment: Based on the 2008 FCAT mathematics results an assessment of data reveals that forty-five percent (45%) of students are meeting high standards which is a nine percent (9%) increase over the previous year. The data also shows that seventy-five percent (75%) of students made learning gains and eighty percent (80%) of the students who are in the lowest twenty five percent made adequate progress. In the previous school year, seventy-six percent (76%) of students made adequate progress. The percentage of students on track to be proficient in mathematics was sixty-five percent (65%). Specifically, the majority of Level 1 students in grades nine and ten are performing two or more grade levels below their current grade level and require additional intensive instruction in mathematics. Based on the 2008 FCAT results, students in grade nine are most successful with Number Sense. Their greatest area of mathematics need, however, is Measurement and Geometry. Trends indicate that the number of students in FCAT Level 1 mathematics in grade nine have increased by eight percent (8%) and students in FCAT Level 3 and above increased by three percent (3%) in the last year. In grade ten the number of students in FCAT Level 1 Reading decreased by sixteen percent (16%) and students in FCAT Level 3 and above increased by eleven percent (11%). The students in grade ten increased their scores in Number Sense, Measurement, Geometry and Data Analysis. None of the subgroups made adequate yearly progress. Further analysis shows that 36 percent (36%) of Black students, forty-one percent (41%) of Hispanic students, thirty-seven percent (37%) of economically disadvantaged students, thirty percent (30%) of English Language Learner students and fifteen percent (15%) of Students with Disabilities scored at or above Level 3 in mathematics.

*Objective: 1)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-eight percent (68%) of students scoring at or above Achievement Level 3 on the 2009 administration of the FCAT Mathematics Test.

2)Given instruction based on the Sunshine State Standards, Black students in grades nine and ten will increase their math skills as evidenced by a minimum of sixty-eight percent (68%) of students scoring at or above Achievement Level 3 on the 2009 administration of the FCAT Mathematics Test.

3)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-eight percent (68%) of students scoring at or above Achievement Level 3 on the 2009 administration of the FCAT Mathematics Test.

4)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-eight percent (68%) of students scoring at or above Achievement Level 3 on the 2009 administration of the FCAT Mathematics Test.
5) Given instruction based on the Sunshine State Standards, English Language Learner students in grades nine and ten will increase their math skills as evidenced by a minimum of sixty-eight percent (68%) of students scoring at or above Achievement Level 3 on the 2009 administration of the FCAT Mathematics Test.

6) 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-eight percent (68%) of students scoring at or above Achievement Level 3 on the 2009 administration of the FCAT Mathematics Test.

7) 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-eight percent (68%) of students scoring at or above Achievement Level 3 on the 2009 administration of the FCAT Mathematics Test.

8) 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-eight percent (68%) of students scoring at or above Achievement Level 3 on the 2009 administration of the FCAT Mathematics Test.

*Strategies:

1) Utilize the Florida Continuous Improvement Model (FCIM), 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.

2) 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.

3) 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.

4) 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 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.

5) Utilize the coaching model (plan with teachers, model strategies, review best practices, and provide feedback) to support the core literacy program. The coach 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.

6) 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.

7) Schedule all 11th and 12th grade English Language Learner 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 student’s progress and passing rates will be monitored.
8) 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.

*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 2009 administration of the FCAT mathematics test.

*Evidence-based Program(s):
Prentice Hall-Algebra I and Algebra II, MacDougal Littell-Geometry, and Cognitive Tutor

*Professional Development:
August - Data Analyis - A Year in Review
September - Promethean Benchmark Lessons and Reading Across the Curriculum
October - Math Projects
November - Differentiated Instruction and Strategies for ELL and SPED students
December - Monitoring Students Progress
January - Performance Task Items
February - Performance Task Items
March - PSAT Summary of Answers and Skills and Correlation to FCAT Math
April - FCAT Math Projects
May - Review of CRISS Strategies
June - Data Analysis by the Benchmark

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:
Differentiated Instruction and CRISS Strategies for Administrators.

Deliver a set of core professional learning experiences on-site to all faculty and administrators:
*Data Analysis and Student Progress Monitoring
*CRISS Strategies
*Differentiated Instruction
*Florida Continuous Improvement Model
*Strategies for ELL/SPED Students
*Instructional Strategies to Support Inclusion Classrooms
*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 Florida Continuous Improvement Model (FCIM).

Follow-up on professional development will be discussed in departmental meetings and administrative walk-throughs.

Impact on student achievement will be determined by teacher feedback and students’ FCAT results on mini-assessments and the 2009 FCAT.

Budget:

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<tr>
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http://www.flbsi.org/0809_sip_templ...
**Non-Highly Qualified Instructors:**

The professional development plan for Miami Jackson Senior High 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.

All instructors are Highly Qualified.

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**Goal: Writing**

*Note: Required for Title I

Scroll down for school data

**Needs Assessment:**

Based on the 2008 FCAT Writing+ performance data, eighty-four percent (84%) of tenth grade students scored 3.5 or above on the essay. This is compared to seventy-five (75%) for the 2007 administration. This indicates a nine percent (9%) increase over the previous year.

In FCAT Writing + data also shows that the average mean score increased from 3.5 in 2007 to 3.7 in 2008. In addition, the number of students scoring 4.0, 4.5, 5.0 and 5.5 all increased while the number of students scoring 2.0 and 3.0 decreased.

The focus will be to have students writing at 3.0 to increase their score to 4.0 and those writing at 3.5 and above to increase by one percentage point using their scores from 2007-2008 Learning Express prompts as the starting point for instruction.

**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 2009 administration of the FCAT Writing+ Test.

*Strategies:

1) 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.

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

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

4) Schedule all tenth grade students into a Social Studies course to increase writing. This includes all English Language Learners and Students with Disabilities.

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

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

7) 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.

8) 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 2009 administration of the FCAT Writing+ test.

*Evidence-based Program(s):

- CRISS
- Vantage Learning

*Professional Development:

- August- Vantage Learning and Data Analysis A Year in Review
- September - Analyzing the FCAT Rubric and Holistic Scoring
- October- Writing in the Content Area
- November- Use of Conventions in Writing
- December- CRISS Strategies
- January- How to "Elaborate Your Response"
- February- Grammar and the Essay
- March- Writing Performance Items
- April- Peer Editing
- May- Report Writing
- June- Analyzing 2009 FCAT data and Planning for Next Year

1) 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.

2) Deliver a set of core professional learning experiences on-site to all faculty and administrators:
- Essentials of High School Writing Holistic Scoring
- Data Analysis and Student Progress Monitoring
- CRISS Strategies
- Differentiated Instruction
- Florida Continuous Improvement Model
- Strategies for ELL/SPED Students
- Instructional Strategies to Support Inclusion Classrooms
- Instructional Writing Strategies (across the curriculum)

Impact on student achievement will be determined by teacher feedback and students’ FCAT results on the mini-assessments and 2009 FCAT.
### Goal: Science

*Note: Required for Title I  
Scroll down for school data

#### Needs Assessment:
An analysis of the results from the March 2008 Florida Comprehensive Assessment Test for science indicates that the number of students scoring 3.0 or above decreased from 13% in 2007 to 11% in 2008. Results reveal that students are deficient in all four science clusters with the weakest areas being Life/Environmental. Trends indicate that FCAT Science scores for Physical/Chemical have increased 5%, and Scientific Thinking increased 5% from the previous year. Conversely, the scores for the Earth/Space Science decreased by nine percent (9%) while the scores for Life/Environmental decreased by four percent (4%). 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 50% of students scoring at or above Achievement Level 3 on the 2009 administration of the FCAT Science Test.

#### Strategies:
1) Enroll all eleventh grade students in Integrated Science.
2) Align science to the District policies and the new District Cross Functional Science Plan.
3) Utilize the Florida Continuous Improvement Model (FCIM), 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.
4) 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 teams, department, leadership team and EESAC meetings.

5) 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.

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

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

8) Use science Instructional Focus Calendars to ensure that all tested benchmarks are covered prior to March 2009.

* 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 and laboratory logs. The final evaluation will be the results of the 2009 administration of the FCAT science test.

* Evidence-based Program(s):
  - Textbooks - Physical Science with Earth Science, Chemistry Matter and Change and Chemistry Central Science

* Professional Development:
  - August – Data Analysis, A Year in Review and Reading Across the Curriculum
  - September – Using the Pacing Guide and Instructional Focus Calendars
  - October – Science for Secondary Level Science Teachers
  - November – Differentiated Instruction
  - December – CRISS for Science Teachers - A Review
  - January – FCAT Science Vocabulary
  - February – FCAT Performance Items
  - March – Science Fair Projects
  - April - Cross Curricular Projects/Academy Projects
  - May - Hands-On Laboratory Lessons
  - June – Analyzing FCAT Data and Planning for Next Year

Deliver a set of core professional learning experiences on-site to all faculty and administrators:
  - *Data Analysis and Student Progress Monitoring
  - *Florida Continuous Improvement Model
  - *Strategies for ELL/SPED Students
  - *Instructional Strategies to Support Inclusion Classrooms

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 Florida Continuous Improvement Model (FCIM).

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, and CRISS. Professional development will be provided during the school day, after school and on Saturdays.

Impact on student achievement will be determined by teacher feedback and students’ FCAT results on mini-assessments and the 2009 FCAT.

Budget:

<table>
<thead>
<tr>
<th>Evidence-based Program(s)/Material(s)</th>
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</thead>
<tbody>
<tr>
<td>Description of Resources</td>
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</tbody>
</table>

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Non-Highly Qualified Instructors:
The professional development plan for Miami Jackson Senior High 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.

All instructors are Highly Qualified.

Goal: Parental Involvement
*Note: Required for Title I

Needs Assessment:
An analysis of the School Climate Survey Parental Form for the 2007-2008 academic year, indicates that forty-seven percent (47%) of parents agreed or strongly agreed that the overall climate or atmosphere at my child’s school is positive and helps my child to learn, thirty-one percent (31%) were undecided and twenty-two percent (22%) disagreed or strongly disagreed.

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 parents who feel the overall climate or atmosphere at the school is positive and helps children to learn by comparing the responses on the School Climate Survey for the 2007-2008 and 2008-2009 school years.

**Strategies:**
1) Communication -
   a) Weekly Connect-Ed Messages
   b) Grade Level Orientations
   c) Quarterly Newsletters
   d) Parent Bulletin Board
   e) Open House and Parent Conferences
   f) Community Involvement Specialists Meetings and Home Visits

2) 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.

3) 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.

4) Invite parents to participate in awards ceremony honoring the achievements of students in grades 9 through 12.

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

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

7) Collaborating with Community - Provide parents with information in three languages about the monthly "Parent Academy" day and night classes and Bilingual Parent Outreach programs.

8) 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 at school-related activities and parent surveys.

**Evidence-based Program(s):**
- National PTSA Standards for Parental Involvement
- National Parent Teacher Student Association
- Title I

**Professional Development:**
1) Bilingual Outreach Program Monthly Meetings
2) Parent Academy Monthly Title I Community Involvement Workshops
3) District Advisory meetings
4) Truancy Intervention Program trainings
5) Monthly CIS meetings
6) PTSA meetings
7) EESAC trainings

**Budget:**

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Total: $1,000.00

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<td>Materials for Parent Resource Center</td>
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Total: $72,000.00

Final Total: $76,000.00

End of Parental Involvement Goal

Goal: Return on Investment

**Needs Assessment:** The most recent data supplied from the FLDOE indicate that in 2006-2007, Miami Jackson ranked in the 32nd percentile on the ROI index.

**Objective:** Miami Jackson Senior High School will improve its ranking on the State ROI data publication from the 32nd percentile in 2007-2008 by 1%.

**Strategies:**

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

2) Collaborate with the District on resource allocation.

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

4) Identify lowest quartile students early and provide additional assistance.

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

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

7) Purchase research-based materials and utilize the District warehouse for materials and supplies.

8) Deliver a set of core professional learning experiences on-site to all faculty and administrators:
   - Data Analysis and Student Progress Monitoring
   - CRISS Strategies
   - Differentiated Instruction
   - Continuous Improvement Model
   - Strategies for ELL/SPED Students
   - Instructional Strategies to Support Inclusion Classrooms
   - Cognitive Tutor
   - Science for Secondary Level Science Teachers

**Evaluation:** On the next FLDOE ROI publication, Miami Jackson Senior High will show progress
ADDITIONAL GOALS

Additional Goal: Graduation Rate

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.

Evidence-based Program(s): 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:

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## FINAL BUDGET

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Parental Involvement  Computers  Title I  $3,000.00

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Professional Development

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Other

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Total: $72,000.00

Final Total: $129,400.00

SCHOOL ADVISORY COUNCIL

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. 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.

✔ Yes. Agree with the above statement.

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 Florida Continuous Improvement Model.

SAC Members

Members

1) Judy Hunter, Principal
2) Deborah Love, Principal
3) Gwendolyn Larry, SAC Chair

http://www.flbsi.org/0809_sip_templ...
4) Sharonda Ingraham, Student
5) James Starks, Student
6) Shelby Hughes, Student
7) Sanford Simon, Teacher
8) Jorge Diaz, Teacher
9) Betty Wright, Teacher
10) Carlos Revoredo, Business Member
11) Sabrina Ryan, Parent
12) Patty Macias, Parent
13) Tonya Pollock, Parent
14) Maria Mercado, Parent
15) Maria Meranda, Parent
16) Melina Miller, Parent
17) April Thomas, Community Member
18) Vernita Timpson, Community Member
19) Johnnie Barber, Community Member
20) Debra Reddick, School Support Personnel
21) Luona Body, Union Steward

IMPLEMENTATION EVALUATION

Miami Jackson Senior High School will conduct three formative assessments through Miami-Dade County Public Schools pending arrival of the 2009 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.

REPORTING

Baseline Data Report

Note: Baseline Data Report is required for all Repeating F, F schools and D schools that were F in 2005-2008 and all Schools in Need of Improvement (SINI).
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<th>Mathematics Baseline Data</th>
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### Name of Assessment Used

Baseline data aggregated at school level

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### Name of Assessment Used

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AYP DATA
### Adequate Yearly Progress (AYP) Report

#### 2007-2008 AYP Report

**Dade MIAMI JACKSON SENIOR HIGH SCHOOL 7341**

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<tr>
<th>Group</th>
<th>Reading Tested</th>
<th>95% of the students?</th>
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<th>95% of the students?</th>
<th>58% scoring at or above grade level in Reading</th>
<th>62% scoring at or above grade level in Math</th>
<th>Improved performance in Writing by 1%?</th>
<th>Increased Graduation Rate by 1%?</th>
<th>Percent of Students below grade level in Reading</th>
<th>Safe Harbor Reading</th>
<th>Percent of Students below grade level in Math</th>
<th>Safe Harbor Math</th>
<th>% of students on track to be proficient in reading</th>
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#### 2006-2007 AYP Report

**Dade MIAMI JACKSON SENIOR HIGH SCHOOL 7341**

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<th>Percent of Students below grade level in Math</th>
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The 2005-2006 Adequate Yearly Progress (AYP) Report for Miami Jackson Senior High School shows the following:

### Number of Students Enrolled
- Total number of students tested:
  - Read: 939
  - Math: 938

### Adequate Yearly Progress
- **Did the School make Adequate Yearly Progress?** NO

### Group Performance

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### School Grade Data

- **Reading Grade:** D
- **Math Grade:** F

### AYP Calculation

**Did the School make Adequate Yearly Progress?** NO

### Group Performance

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<th>Increased Graduation Rate by 1%?</th>
<th>Percent of Students below grade level in Reading</th>
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<td>NA</td>
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</tr>
<tr>
<td>ECONOMICALLY DISADVANTAGED</td>
<td>98 Y</td>
<td>98 Y</td>
<td>98 Y</td>
<td>98 Y</td>
<td>98 Y</td>
<td>NA</td>
<td>98 Y</td>
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<tr>
<td>ENGLISH LANGUAGE LEARNERS</td>
<td>98 Y</td>
<td>97 Y</td>
<td>97 Y</td>
<td>97 Y</td>
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<td>NA</td>
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<tr>
<td>STUDENTS WITH DISABILITIES</td>
<td>94 N</td>
<td>94 N</td>
<td>94 N</td>
<td>94 N</td>
<td>94 N</td>
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<td>94 N</td>
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<tr>
<td>Dade School District</td>
<td>MIAMI JACKSON SENIOR HIGH SCHOOL</td>
<td>2006-2007</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Reading</td>
<td>Math</td>
<td>Writing</td>
<td>Science</td>
<td>Grade Points Earned</td>
<td>Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>% Meeting High Standards (FCAT Level 3 and Above)</td>
<td>13%</td>
<td>36%</td>
<td>75%</td>
<td>13%</td>
<td>137</td>
<td></td>
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</tr>
<tr>
<td>% of Students Making Learning Gains</td>
<td>44%</td>
<td>70%</td>
<td>114</td>
<td>3 ways to make gains:  ● Improve FCAT Levels  ● Maintain Level 3, 4, or 5  ● Improve more than one year within Level 1 or 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Adequate Progress of Lowest 25% in the School?</td>
<td>70% (YES)</td>
<td>76% (YES)</td>
<td>146</td>
<td>Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>% of 11th and 12th graders meeting the graduation requirement on the FCAT retake</td>
<td>23%</td>
<td>45%</td>
<td>0</td>
<td>If 50% of 11th and 12th graders meet the graduation requirement on the retake in both reading and math, ten bonus points are awarded</td>
<td></td>
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<tr>
<td>Points Earned</td>
<td>397</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percent Tested = 98%</td>
<td>Percent of eligible students tested</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>School Grade</td>
<td>D</td>
<td>Grade based on total points, adequate progress, and % of students tested</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<table>
<thead>
<tr>
<th>Dade School District</th>
<th>MIAMI JACKSON SENIOR HIGH SCHOOL</th>
<th>2005-2006</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Reading</td>
<td>Math</td>
</tr>
<tr>
<td>% Meeting High Standards (FCAT Level 3 and Above)</td>
<td>12%</td>
<td>28%</td>
</tr>
<tr>
<td>% of Students Making Learning Gains</td>
<td>44%</td>
<td>65%</td>
</tr>
<tr>
<td>Adequate Progress of Lowest 25% in the School?</td>
<td>58% (YES)</td>
<td>58</td>
</tr>
<tr>
<td>Points Earned</td>
<td>272</td>
<td></td>
</tr>
<tr>
<td>Percent Tested = 97%</td>
<td>Percent of eligible students tested</td>
<td></td>
</tr>
<tr>
<td>School Grade</td>
<td>F</td>
<td>Grade based on total points, adequate progress, and % of students tested</td>
</tr>
</tbody>
</table>