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State Board of Education Plan for Repeating F Schools: District: Miami-Dade School: Miami Central Senior High School

	Requirements	Current Status
1	<p><u>SBE Approved 4.18.06:</u></p> <p><i>School Restructure Plan:</i></p> <p><i>Change the grade configuration of the school and the programs offered.</i></p>	<p>Ninth grade students will be part of a “Ninth Grade Academy” that will be housed at Westview Middle School in an effort to create a small learning environment. It is important to note that the ninth grade centers will be housed in a separate wing of the middle school. Students and staff are part of Miami Central Senior High School, and curriculum reforms are specifically targeted for the ninth grade center and are not educationally impacted by the middle school program. In an effort to facilitate seamless curriculum articulation for the students matriculating into Miami Central from Westview Middle, vertical planning will be ongoing. The middle school and the ninth grade center will be on the same bell schedule. Thus, the middle school team concept will be employed as part of curriculum planning.</p> <p>Core teachers from the high school will have an opportunity to collaborate with the middle school teachers in regard to Grade Level Expectations. This process will aid in the middle school teachers’ exposure to the high school curriculum. The expectation is that the rigor during the planning and delivery of instruction will increase.</p> <p>Additional personnel, including a vice-principal, an assistant principal, two counselors, a student activities director/test chairperson, reading coach, mathematics coach, technology support specialist, clerical support staff, and two pool substitute teachers, have been allocated to the satellite center to help ensure the successful implementation of these initiatives. In addition to the existing school site technology resources, the ninth grade center will provide a fully equipped computer lab, media center accessibility and enhanced academic offerings. Further, a restructured lunch program to enhance the social interactions and to mirror a high school dining experience will be initiated.</p> <p>The freshman transition course will be required for all students entering ninth grade. The career exploratory classes will be designed to set the context for high school as</p>

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		<p>a pathway to college and careers. The first semester course “Tools for Success” curriculum, designed to address the issues and competencies that impact student transition, will be utilized to provide students access to intellectually challenging career/technical studies in high-demand fields that emphasize the higher-level mathematics, science, literacy and problem-solving skills needed in the workplace and in further education. The course that is utilized for the second semester is Classroom Inc. This course introduces team building and leadership skills. Selected ninth grade teachers will be trained in this curriculum prior to the opening of school.</p> <p>Prior to the opening of school, a ninth grade orientation program is scheduled for incoming 9th grade students and their parents. The purpose is to familiarize them with the rigor of high school, secondary reform efforts, academic requirements and the additional challenges of peer and community pressure while working toward future career goals.</p> <p>Parents of ninth grade students will be provided a contract delineating all intervention and/or remediation strategies provided by the school, as well as extended day opportunities. This contract will be modified annually by school staff, in conjunction with parents, during the four years of high school.</p>
2	<p><u>SBE Approved 5.14.06:</u></p> <p><i>Implement a schoolwide reform model for ALL students.</i></p>	<p>Miami Central Senior High School continues its planning and implementation of national research on secondary school reform. The “new” Miami Central Senior High School will also become one of the forerunners of the reform initiative in M-DCPS, and will incorporate small learning communities (a smaller, more personalized instructional setting), industry focus academies (specific career path courses of study), and multiple opportunities for students to engage in real world experiences.</p> <p>Proposed curricular changes will be developed in collaboration with the City of Miami, the National Academy Foundation (NAF), and the University of Miami and other community members, and may include the following academy themes:</p> <ul style="list-style-type: none"> ○ Academy of Information Technology ○ Bio-medical Academy ○ School-to-Career and Entrepreneurship ○ Law and Public Affairs ○ Sports and Marketing Management <p>Miami Central Senior High School students in grades 9-12 have chosen an interest-based academy theme. The</p>

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		<p>academy model will allow students the opportunity to take college preparation courses, earn college credit, prepare for the world of work, and earn industry certification. Participation in these academies will provide students with an instructional program that is both engaging and relevant to their postsecondary opportunities (e.g., university, work force, military), in addition to the required high school curriculum. Mentors and tutors from the world of work will provide applied knowledge and expertise for alignment to industry standards. The Career/Professional Academy model as delineated in the <i>M-DCPS Secondary School Reform (SSR) Plan</i> adopted by the School Board of Miami-Dade County at their May, 2006 meeting, will provide students additional opportunities to transfer learning and exposure to industry demands through job shadowing, summer and school year internships, and presentations by guest speakers from the community. Students will be encouraged to join the academies' career service organizations where they can engage in problem solving activities and gain better skills in interpersonal relationships.</p> <p>Currently, students' schedules have been aligned with HSTW key practices. Students are scheduled to ensure that they receive four credits in English courses with content and performance standards of college-preparatory English; four credits in mathematics courses with content and performance standards of college-preparatory Algebra I, Geometry and Algebra II; three science courses, including two credits in courses with content and performance standards of college-preparatory Biology, Chemistry, Physics or Applied Physics; and at least four courses in an academic or a career/technical major.</p> <p>The Division of Student Services will assist schools in the transition into the new school reform, High Schools That Work that will impact all students. Year 1 will include: a preliminary technical assistance visit to the school by a team of experts;</p> <ul style="list-style-type: none">• a memo of understanding;• a Student Services meeting will be held the week of July 24, 2006;• on-site professional development workshop on the <i>HSTW</i> Goals and Key Practices;• HSTW Ten Key Practices posters;• ongoing annual and progress reports to chart data;• Teachers' lesson plans correlated with the <i>HSTW</i> 10 Key Practices and CBC;• site-specific staff development with SREB
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		<p>representatives on August 1 and 3, 2006 respectively; and</p> <ul style="list-style-type: none"> • ongoing coaching <p>Students will complete a Capstone Project.</p>
<p>3</p>	<p><u>SBE Approved 5.14.06:</u></p> <p><i>Implement and align schoolwide reform model in feeder schools</i></p>	<p>Westview and Madison Middle Schools within the Miami Central Feeder Pattern will participate in the Making Middle Grades Matter Program. It will increase the percentages of students who reach the Basic and Proficient levels as defined by the National Assessment of Educational Progress. Schools implement a comprehensive improvement framework that emphasizes rigorous academic courses to prepare students for challenging high school studies. Westview Middle and Madison Middle Schools will institute small learning communities by creating interdisciplinary academic teams at every grade level. These teams will consist of four 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. Thematic units based on the career academies offered at Miami Central will provide middle school students with greater exposure to career opportunities offered at the high school.</p> <p>The career exploratory classes will be designed to set the context for high school as a pathway to college and careers. Teachers have been trained extensively in the program. One of Central's teachers who participated in the program during the 2005-2006 school year is on the district's planning team which is designed to analyze the existing components of the curriculum. Transition will be addressed via Tools for Success: Preparing Students for Senior High School and Beyond. This semester course taught by classroom teachers and supported by the school-site student services team includes forty (40) lesson plans (2-hour block period). The curriculum includes six goals: Introduction to Senior High School, Succeeding in High School (Study and Research Skills), Tools for Self-Assessment, Career Planning, SCANS skills, and Character Education. This year the lessons will be expanded to include the following additional topics:</p> <ul style="list-style-type: none"> • understanding of the global/current economy; • correlation between local environment, county, and country; • relationship between adults and students, e.g., teachers, parents, civilians, police, etc. • personal attitudes, appropriate social behavior,

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		<p>social grace, appropriate life styles, manners, etiquette;</p> <ul style="list-style-type: none"> • school ownership and pride. <p>All lessons incorporate literacy skills, home-learning/parent components and accommodations for diverse learners. The lessons are aligned with the Comprehensive Student Services Program PK-Adult's Standard Development Framework, Sunshine State Standards, FCAT Benchmarks, and Competency-Based Curriculum.</p>
<p style="text-align: center;">4</p>	<p><u>SBE Approved 4.18.06:</u></p> <p><i>Local school board-approved funding for schoolwide interventions to each individual F school</i></p>	<p>The School Board of Miami-Dade County has approved funding for Miami Central's Reading and Mathematics program. Additionally, the district will provide four reading and four math coaches; one per grade level. A district supervisor will also be allocated to the school to monitor the implementation of the Corrective Action Plan. Additional personnel, including a vice-principal, an assistant principal, two counselors, a student activities director/test chairperson, reading coach, mathematics coach, technology support specialist, clerical support staff, and two pool substitute teachers, have been allocated to the satellite center to help ensure the successful implementation of these initiatives. The district provides the following intervention programs: Read 180, Reading Plus, Read XL, Cognitive Tutor, and Learning Express.</p>
<p style="text-align: center;">5</p>	<p><u>SBE Approved 5.14.06:</u></p> <p><i>School guarantees parents of entering ninth grade students remediation, interventions, rigorous programs, and extended day programs</i></p> <p><u>Amended 6.20.06 to include:</u></p> <p><i>This will be a contract with parents, and starting with the incoming ninth graders in 2006, the contract will be for 4 years.</i></p>	<p>Central Senior High School implements an eight-class schedule. Through this type of schedule, staff is able to provide all students with opportunities to access remediation, intervention, acceleration, and enrichment programs that exist at the school. In order to ensure that students access these opportunities, parents must not only be aware of their existence but must become active participants in the design of the program of study their sons/daughters will follow during their four year high school experience. To that end, a four-year program of study contract will be issued to all parents of incoming ninth grade students in order to provide a vehicle for the collaborative development of said program by parents, students, and school staff. This contract will be monitored throughout the year by student services staff. Additionally, the contract will be updated quarterly every year to ensure that services being provided are meeting the needs of the students as agreed to by the parents and the school staff.</p> <p>Prior to the opening of school, a ninth grade orientation program is scheduled for incoming 9th grade students and their parents. The purpose is to familiarize them with the challenges of current high school learning requirements and the additional challenges of peer and community pressure</p>

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		while working toward future career goals.
6	<p><u>SBE Approved 5.14.06:</u></p> <p><i>Extended learning program with transportation</i></p> <p><u>Amended 6.20.06 to include:</u></p> <p><i>Districts must document extent of participation</i></p>	<p>All students will continue to be provided with an extended day (one extra hour per day) and extended school year (two extra weeks a year) to provide additional time on task, which is a necessary element to effect positive gains in student performance. Additionally, after-school tutorial programs are ongoing with provision of after-school activity buses by the district. The curriculum for this extended day tutorial offering will be aligned with the school-wide instructional focus calendar.</p>
7	<p><u>SBE Approved 5.14.06:</u></p> <p><i>District Community Assessment Team – FLDOE, Parent, Business, Educator, Community Member, Local Government representation</i></p>	<p>A District Community Assessment Team will be comprised of FLDOE, parent, Business, Educator, Community member and Local government representation. The membership of the Board will be submitted to the Commissioner of Education.</p> <ul style="list-style-type: none"> ○ participate with District and school staff in the planning and development of a new curriculum to be implemented in the 2006-07 school year; ○ convene monthly meetings to report to the community on the pace, quality and evidence of substantive changes in the school; and ○ report monthly results to the Superintendent related to academic progress, reform efforts, community involvement and other pertinent activities; ○ review school-based improvement plans prior to administrative submission; and ○ provide feedback on the overall progress and impact of the corrective change process.
8	<p><u>SBE Approved 4.18.06:</u></p> <p><i>Schoolwide staff development</i></p>	<p>The professional development plan for Miami Central Senior High School will include both a core set of professional learning experiences and customized professional development that are specific to the needs of the faculty and administration at Miami Central. All professional development offerings identified that are unique to the school will be delivered on-site. Additionally Miami Central will have an arrangement of on-site professional development resources provided by the district Office of Professional Development.</p>

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		<p>Core Professional Learning</p> <p>A set of core professional learning experiences have been identified for Miami Central Senior High School. The core professional learning will be delivered on-site to all faculty and administrators and will include:</p> <ul style="list-style-type: none">• High Schools That Work. M-DCPS will contract with Southeastern Regional Education Board to provide the on-site professional development, on-site coaching (July-August)• Data Analysis and Student Progress Monitoring (July/August 2006)• Teaching Reading at the High School Level (foundational reading course for all secondary level teachers) (June – November 2006)• Learning Communities (July/August 2006)• Differentiated Instruction (July 2006-May 2007)• Tools for Success (all 9th grade teachers, July/August 2006)• Cognitive Tutor (all math teachers, July/August 2006)• Science for Secondary Level Science Teachers (September 2006)• Continuous Improvement Model Training for all faculty and on-site follow-up (all schools have completed initial CIM training; follow-up will be begin in July 2006)• Strategies for ESOL/ESE students (August 2006)• CRISS Strategies (3 days)• Learning Express• Reading Plus• READ 180• Read XL <p>New Teachers</p> <ul style="list-style-type: none">• Mentor and Induction for New Teachers (MINT) (required for all new teachers)<ol style="list-style-type: none">1. Five Day Orientation (July 2006)<ul style="list-style-type: none">• Classroom Management• Foundations of Literacy• Technology Tools• Curriculum Clinics in appropriate subject areas• Brain Based Teaching• Ready, Set, Go! (Strategies for the first month of teaching)2. Five additional days of professional
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		<p>development throughout the year (September 2006 –May 2007)</p> <p>3. On-Site New/Early Educator Support Team Sessions (monthly) (August 2006-May 2007) targeting first year and second year teachers.</p> <ul style="list-style-type: none"> • Led by National Board certified Teachers <ul style="list-style-type: none"> ○ Sessions will address needs in the areas of teaching and learning identified by the NEST cohort <p>4. On-Site Mentors (meet weekly starting August 2006) will be assigned to the ten 1st year teachers.</p> <p>Administrator Training The following professional development sessions will be completed prior to the beginning of school:</p> <ul style="list-style-type: none"> • “Digging in the Data” (July-August 2006) • On-going Progress Monitoring • Classroom Walkthrough Training (August 2006) • CRISS Strategies • Differentiated Instruction and CRISS Strategies for Administrators (August 2006) <p>In addition, ongoing professional development in the instructional leadership and urban leadership will be provided to the administrators which will include Douglas Reeves from Harvard University who will work with the principals throughout 2006-07 on Leadership Development and Leadership Mapping. Additionally, Pedro Noguera from New York University will provide the school leaders with an urban leadership development track. Lastly, Building a High Performing Learning Culture (SREB) will be completed during the 2006-07 school year.</p> <ul style="list-style-type: none"> • Co-Principal Model Support (starting July 2006 throughout the school year) <p>The principals will participate in the following in July 2007:</p> <ul style="list-style-type: none"> • Harvard Principals Center (Art of Leadership) <p>Leadership Team Training</p> <ul style="list-style-type: none"> • Superintendent’s Urban Leadership Development
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		<p>Program (this year-long program, starts August 2006 and targets secondary level leadership teams, includes: monthly professional development sessions; monthly sharing sessions; support from Professional Partners) Central participated in SUPI in 2005-06</p> <ul style="list-style-type: none"> • Fordham University Leadership Team Institute (July 2006) <p>Professional Development Resources (available on-site starting in August 2006):</p> <ul style="list-style-type: none"> • Mentors for all new teachers with a ratio of 1:1 • Additional substitute funds to support coaching and observation of new and early career teachers • Monthly On-site New Educator Support Team sessions • Professional Development Teams (teams have completed week-long training in June and July 2006 on effective professional development, learning communities, data analysis) • Learning Community Facilitator • Professional Development Specialist and Curriculum Support Specialist to provide on-site professional development and monitor follow-up • National Board Certified Teacher (NBCT) to lead cohort of NBCT applicants • Mentors for administrators will be practicing principals with extensive high school experience and proven success as an instructional leader • On-site substitute teacher training
9	<p><u>SBE Approved 5.14.06:</u></p> <p>Staff development in reading in the content area</p>	<p>All staff will be required to complete:</p> <p>Teaching Reading at the High School Level (5 days) Provides increased understanding of the reading process including the 5 building blocks and essential components of reading.</p> <p>Essentials of High School Writing (2 days) Presents strategies for effective expository and persuasive writing.</p> <p>Essentials of Reading (2 days) Presents tools for assisting students make inferences from text, instructional strategies for increasing comprehension, fluency and vocabulary.</p> <p>Subject Area Teachers will complete Reading Across the Curriculum (1/2 day)</p>

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		<p>All reading teachers will need to complete the following professional development: READ 180 (2 days) Read XL (1/2 day) Reading Plus Teaching Secondary Reading (CORE/Reading Boot Camp) Maze assessment (1/2 day) and progress monitoring and data analysis</p>
10	<p><u>SBE Approved 5.14.06:</u> District full-time staff assigned to each school</p>	<p>Ms. Mary Martin-Alegret, a District Instructional Supervisor will be assigned from the School Improvement Zone to monitor the implementation of the Assistance Plus Plan, instruction, and to recognize and solve problems as they occur on a daily basis. Ms. Martin-Alegret will report to the District School Improvement Zone office and provide assistance and resources to the leadership team as needed.</p> <p>Professional development support will be provided through the deployment of: a professional development specialist who will be on-site daily to provide services; coordinate delivery of on-site training; work teacher-to-teacher as peer coach; facilitate on-site peer study groups.</p> <p>A Learning Community Facilitator will be assigned to Central to establish and sustain on-site learning community.</p>
11	<p><u>SBE Approved 4.18.06:</u> Identification and hiring of proven educational leaders¹</p>	<p>Miami Central Senior High School has been reconstituted with a change in leadership. Two new principals, approved by the School Board on June 14, 2006, will continue the co-principal model to provide the vision for the redesign of the curricular programs and to support the instructional program of the students.</p> <p>Mrs. Robin Atkins has served for 13 years in The Miami-Dade County Public School system. Her experiences both at the elementary and senior high levels have prepared her to be an effective instructional leader. She completed her fourth year as an Assistant Principal at Miami-Central Senior High School. Her administrative experiences include discipline, athletics, Exceptional Student Education, Student Services, Alternative Education, and curriculum. In April 2006 Mrs. Atkins was promoted to Vice Principal at Miami Central Senior High School. Her involvement in the curriculum aspect of the school has been extensive. She developed the master schedule to reflect the curricular mandates of the School Improvement Zone, as well as Corrective Action mandates. As the Assistant Principal of</p>

¹ Proven educational leaders are administrators who have taken D or F schools and brought them up to A or B schools.

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		<p>Curriculum and Vice Principal, Mrs. Atkins was instrumental in facilitating the implementation of the Continuous Improvement Model. The infusion of this model into the curriculum yielded tremendous gains in FCAT scores. Her professional experiences have encompassed a myriad of school site operations to include positions in the areas of Vocational Education, School-to-Careers, Business Education, Adult Education, and Exceptional Student Education. In addition to being the Behavior Management Teacher for emotionally handicapped students at Orchard Villa Elementary School, she also assisted the principal in setting up the extended day tutorial program, LEA, member of the Child Study Team, and assisted teachers with curriculum concerns. Her collaboration with the administrative team regarding academic achievement resulted in the school improving the school's letter grade from D to C. At Miami Central, Mrs. Atkins also implemented a mandatory extended day tutorial program for all student-athletes.</p> <p>Mr. Jerry Clay, Jr. has six years of administrative experience. As a teacher and assistant principal, he participated in several action research projects in reading and mathematics to improve student achievement. While functioning as an assistant principal of an under-performing high school, he implemented some proven researched based practices related to teaching and learning which resulted in the school moving from a letter grade of "C" to a letter grade of "A". Because of his strong leadership 59% of students met high standards in reading, 72% in mathematics and 90% in writing. His experiences include work at a Career/Technical High School as well as in an alternative setting. Mr. Clay has a business studies background and has served in a leadership role in the United States Army.</p> <p>Additionally, as previously mentioned, the District will fund an additional vice-principal to ensure that all school improvement initiatives are effectively implemented at the ninth grade center.</p> <p>A mentor principal, with a proven record moving a school from a school grade of D or F to an A or B, will be hired and assigned as a consultant to assist and guide the co-principals in implementing effective, instructional and operational strategies.</p>
12	<p><u>SBE Approved 5.14.06:</u> <i>All instructional staff</i></p>	<p>As part of the Memorandum of Understanding (MOU) with the United Teachers of Dade (UTD), any staff member desiring to leave any ZONE school, which includes Miami Central Senior High School, is provided with that opportunity</p>

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	<p><i>must reapply for their jobs, and must have evidence of being highly effective.²</i></p>	<p>on a yearly basis. This transfer process allows staff members who are not committed to the mission of the school to transfer to another school within the district.</p> <p>Teacher performance is a key component in the re-constitution efforts for a failing school. A close review of teacher performance based on FCAT data results is conducted annually. Teachers of reading, language arts, mathematics, and science courses who do not attain 50% or higher of their student load to make a year's worth of learning gains could be transferred to another school within the district. Decisions will be made after a case by case review. Additionally, staff members who have excessive absenteeism, have consistently high failure rates, and/or do not comply with guidelines will be transferred to a more appropriate setting.</p> <p>A Human Resources staff member has been assigned to work with school administration at Central to quickly fill these positions with highly effective instructional staff.</p>
<p style="text-align: center;">13</p>	<p><u>SBE Approved 5.14.06:</u></p> <p><i>Differentiated pay (Incentives)</i></p> <p><u>Amended 6.20.06 to include:</u></p> <p><i>Differentiated pay must be provided only to those teachers identified as highly effective.³</i></p>	<p>Pending Board Approval:</p> <p>The Reading Teachers at Miami Central Senior High School, who are certified/endorsed in Reading and teach a minimum of five intensive reading courses, or a READ 180 combination of intensive reading and Language Arts, will be eligible to receive an incentive payment at the end of the 2006-2007 school year. Reading Teachers whose assigned students achieve measurable improvement in reading performance, defined as 50 percent or more of their assigned students making one year of learning gains as reflected in FCAT results, or moving one or more FCAT levels, will receive a \$1000.00 incentive payment for the 2006-2007 school year.</p> <p>Reading Coaches, who meet the qualifications, are certified/endorsed in Reading and are working at Miami Central Senior High School for the 2006-2007 school year, will be eligible to receive an incentive payment. Reading Coaches where at least 50 percent of the students in the lowest 25 percent on the FCAT in the school make one year of learning gains as reflected in FCAT results, and/or move one or more FCAT levels, will receive a \$1000.00 incentive</p>

² Teachers who are highly effective are not identified by degrees or certification earned. Highly effective teachers are those for whom strong student learning gains can be documented.

³ Teachers who are highly effective are not identified by degrees or certification earned. Highly effective teachers are those for whom strong student learning gains can be documented.

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		payment for the 2006-2007 school year.
14	<p><u>SBE Approved 5.14.06:</u></p> <p><i>Performance Pay Plan</i></p>	Miami-Dade County Public Schools will submit a performance pay plan in August/September 2006 to FLDOE to address Special Teachers Are Recognized (STAR)
15	<p><u>SBE Approved 5.14.06:</u></p> <p><i>Dedicated district school safety and attendance personnel</i></p>	Miami Central Senior High School, designated as School Improvement ZONE school since 2004-2005 by this administration, will continue with the services of a School Resource Officer, a full-time social worker, and a Community Involvement Specialist, that will continue their assistance in the area of monitoring attendance and truancy on a daily basis.
16	<p><u>SBE Approved 4.18.06:</u></p> <p><i>Fully staffed entire school-year</i></p>	<p>The District Office of Human Resources has been assigned to service the personnel needs for Miami Central Senior High School. The co-principals have attended and will continue to attend the Teacher Fairs as a means of maintaining a fully staffed school with highly qualified teachers. Additionally, the corrective action schools will receive priority in filling vacancies as they occur. The School Improvement Zone office will monitor the staffing status of Miami Central on a weekly basis and communicate with the school site administrators and the Office of Human Resources as a means of ensuring a fully staffed school.</p> <p>The District will ensure that Miami Central Senior High School and the Ninth Grade Academy Center at Westview Middle are staffed with highly qualified instructional personnel, who are committed to the school's improvement initiatives, on the first day of school and throughout the year.</p> <p>District efforts to address critical teacher shortages will also include district-wide teacher fairs, whereby advanced contracts are offered to prospective teachers; a dedicated Human Resources staff member assigned the specific responsibility of monitoring open positions at the school and assisting the administrative team with filling the positions quickly; a reserved pool of qualified teachers from which district personnel can assign teachers to open positions at these critical schools; ongoing national and international recruitment efforts such as Teach for America.</p>

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17	<p><u>SBE Approved 4.18.06:</u></p> <p><i>District provides on-site reading coaches</i></p> <p><u>Amended 6.20.06 to include:</u></p> <p><i>District provides one reading coach per grade level at each repeating F school; however, schools with a student population of less than 500 are required to have one reading coach for the entire school.</i></p> <p><i>All reading coaches must be approved by the Department.</i></p>	<p>The School Board of Miami-Dade County has approved funding for Miami Central's Reading program. Additionally, the district will provide four reading coaches; one per grade level. Evidence will be provided at the August State Board Meeting.</p>
18	<p><u>SBE Approved 4.18.06:</u></p> <p><i>District provides on-site math coaches</i></p> <p><u>Amended 6.20.06 to include:</u></p> <p><i>District provides one math coach per grade level at each repeating F school; however, schools with a student population of less than 500 are required to have one math coach for the entire school.</i></p> <p><i>All math coaches must be approved by the</i></p>	<p>The School Board of Miami-Dade County has approved funding for Miami Central's Mathematics program. Additionally, the district will provide four math coaches; one per grade level. Evidence will be provided at the August State Board meeting.</p>

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	<i>Department.</i>	
19	<p><u>SBE Approved 5.14.06:</u></p> <p><i>For Level 1 students and 11th and 12th grade students required to retake the FCAT, intensive reading taught by reading endorsed teachers.</i></p>	<p>All level 1 and level 2 students and 11th and 12 grade retakers will be enrolled in Intensive Reading classes. Students will be provided a daily 90 minute literacy block of instruction, utilizing research-based instructional materials (Read 180, Read XL,), a common Reading/Language Arts series (Mc Dougal Littel), and methodologies aligned with the K-12 Comprehensive Research-based Reading Plan.</p> <p>Further School Improvement Zone requirements dictate that level 1 students are enrolled in the research-based READ 180 program which is back-to-back daily for 90 minutes, with the intensive reading and Language Arts class linked, and taught by the same teacher.</p> <ul style="list-style-type: none"> • Reading teachers will need to have a Master’s degree in Reading and/or be Reading Endorsed. Teachers who do not meet these initial qualifications in reading, are Language Arts certified, and considered in-field, will enroll in Reading Endorsement classes. In addition, all teachers of Intensive Reading classes will need professional development in: Intervention programs (Read 180 and Read XL) (July 2006) • Teaching Secondary Reading (CORE/ Reading Boot Camp) (June – September 2006) • Progress monitoring –specifically fluency and/or comprehension measures (August – November 2006) • Effective reading strategies. Workshops will be conducted four times a year in collaboration with local Universities. During the workshop, teachers will observe and analyze effective reading strategies and develop plans for implementing these strategies (Series of Workshops will begin in September 2006 and continue through May 2007).
20	<p><u>SBE Approved 5.14.06:</u></p> <p><i>For Level 1 students and</i></p>	<p>Math teachers will need to be certified in Mathematics 6-12. In addition, all intensive math teachers will be required to attend professional development which will include content and standards based learning, cooperative learning, use of</p>

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	<p>11th and 12th grade students required to retake the FCAT, intensive mathematics taught by top performing mathematics teachers.⁴</p>	<p>technology, differentiating instruction, Cognitive Tutor, and progress monitoring. Training will be required four times a year in support of the research based curriculum (Professional development will begin in July 2006). Teachers who have demonstrated documented learning gains will be assigned to teach level 1 students.</p> <p>All Mathematics level 1 and level 2 students and 11th and 12 grade retakers will be enrolled in Intensive Math classes with a teacher that has been proven to impact student achievement. Cognitive Tutor will be utilized at all grade levels to improve mathematics performance.</p> <p>Teachers who have demonstrated documented student learning gains will be selected to teach students identified as level one in math.</p>
<p style="text-align: center;">21</p>	<p><u>SBE Approved 5.14.06:</u></p> <p><i>Extended Day Credit Recovery Program</i></p> <p><u>Amended 6.20.06 to include:</u></p> <p><i>Transportation must be provided and district must report percent of eligible students participating and success rate.</i></p>	<p>Students in Miami-Dade County Public Schools must successfully complete twenty-four credits in order to graduate from high school. Miami Central students are engaged in an eight-class schedule which affords them the opportunity to access thirty-two credits during the four years of high school. These courses include the required twenty-four credits for graduation, as well as credits for remediation and credit recovery. Since the opportunity exists for the credit recovery courses to occur during the regular school day, transportation needs are met as a part of this regular eight-class schedule. All students will be part of alternative block scheduling (8-period day). Alternative scheduling will be conducive to arranging for work-based learning opportunities and integrating business and community volunteers into the curriculum to support academic achievement. It will provide extended class periods that assist teachers with the time necessary for in-depth lessons and experiential learning. The eight-class schedule accommodates all students' needs and ensures room in their schedules for elective choices for students as well as the opportunity to participate in credit recovery classes during the school day and thus, additional transportation services are not necessary. Additionally, counselors will assist students with setting goals, selecting courses, reviewing the student's progress and suggesting appropriate interventions as necessary to ensure that students' academic history is closely monitored until graduation. This scheduling framework will be within the scheduling framework of the <i>SSR Plan</i>.</p>

⁴ Top performing mathematics teachers are not identified by degrees or certification earned. Top performing mathematics teachers are those for whom strong student learning gains can be documented.

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22	<p><u>Current law:</u></p> <p><i>Choice for all students to transfer to two or more schools performing at grade level C or above, with transportation provided</i></p> <p><u>Amended 6.20.06 to include:</u></p> <p><i>District must document outreach to parents regarding this choice option.</i></p>	<p>In order to ensure that all students are offered public school choice opportunities, M-DCPS 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 parent/guardian of every student at each school received mailed notification by the District on June 15, 2006. This notification informs parents/guardians of their option to exercise public school choice by selecting to transfer their son or daughter to another school. Every effort is made to accommodate parental choice. Transportation is provided to all students who avail themselves of this opportunity to attend a higher performing public school. M-DCPS also offers a wide array of choice options through magnet programs, administrative transfers, and the like, to ensure that no parent shall be compelled to enroll their child in a school that has been designated as low performing. Documentation to support this law is available at the school site and the district; evidence of implementation will be provided in August upon request.</p> <p>Moreover, efforts to ensure all eligible students in these schools receive State approved Supplemental Educational Services (SES) focus on four aggressive strategies including:</p> <ul style="list-style-type: none"> ▪ take-home flyers in all three languages – English, Spanish, and Haitian-Creole ▪ PTA outreach in all three languages ▪ outreach to parents through the Title I District Advisory Council ▪ Informational conferences involving parents and teachers at the beginning of the school year at each school site. <p>Documentation to support this law is available at the school site/district and evidence will be provided in August and available upon request.</p>
23	<p><u>SBE Approved 6.20.06:</u></p> <p><i>Support school with Title I Funds, in accordance with applicable federal laws</i></p>	<p>Miami Central is a newly funded Title I school. Implementation will begin in the 2006-2007 school year. Central has been allocated \$472,252.00.</p>

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<p>24</p>	<p><u>SBE Approved 6.20.06:</u></p> <p><i>Aggressive efforts to have all eligible students receive State Approved SES. Outreach efforts specific to this school, and participation rates, must be documented and reported.</i></p>	<p>The District has complied with both the spirit and the letter of the No Child Left Behind (NCLB) parental choice options by the aggressive and timely implementation of marketing strategies regarding the NCLB choice options for the parents/guardians of eligible students. Information has been disseminated in English, Haitian Creole and Spanish on Supplemental Educational Services (SES) and other NCLB options via posters, flyers, direct mailings, a dedicated telephone line, radio and television, distribution of SES information at local area businesses, community centers and faith-based organizations. The District has held six (6) Parental Choice Fairs at strategically located school sites and shopping malls throughout the school district, providing parents/guardians with free transportation. These fairs were held on Saturdays and weekday evenings, providing the opportunity for parents/guardians to meet the State-approved providers. Suggested questions to ask providers, in three languages, were given to parents though the schools and at the fairs.</p> <p>Presentations on NCLB choice options were also delivered through classes offered to parents via The Parent Academy and the Title I Parent Advisory Council meeting, as well as other venues in the community. Many parents received personal live phone calls encouraging participation in one of the District's two enrollment periods.</p>
<p>25</p>	<p><u>SBE Approved 6.20.06:</u></p> <p><i>District must document faithful implementation of the approved K-12 Reading Plan.</i></p>	<p>Miami Central Senior High School will adhere to the Miami-Dade County Public Schools state-approved District Comprehensive K-12 Reading Plan as documented by the required quarterly school instructional review process. As a School Improvement Zone senior high school, the school will also be required to submit documentation of adherence to the required School Improvement Zone (SIZ) Reading Plan, which designates all level 1 and level 2 students are to be enrolled in intensive reading in a 90-minute block. Further requirements dictate that level 1 students are enrolled in the research-based READ 180 program which is back-to-back daily for 90 minutes, with the intensive reading and Language Arts class linked, and taught by the same teacher. In addition, students designated as having decoding problems, will be enrolled in additional academic intervention utilizing the Reading Plus software program. Documentation of the fidelity of implementation will be verified through submission by the school site of the master schedule documenting evidence of level 1 and level 2 students scheduled as required. Additional performance data will be compiled by Information Technology Services. This data will be disaggregated for level 1 and 2 students in</p>

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		appropriately scheduled courses. Additionally, implementation and program fidelity will be monitored through the collection of READ 180 data by the School Improvement Zone, and classroom walk-through observations recorded by site administration, reading coaches, and the assigned District Supervisor.
26	<p><u>SBE Approved 6.20.06:</u></p> <p><i>District must report to the State Board monthly regarding progress.</i></p>	The district will report to the State Board monthly regarding the progress of Corrective Action schools commencing with the August 2006 State Board of Education Meeting.

SBE Approved 6.20.06:

The district is in compliance when 26 of the 26 school requirements are met.

Penalties for non-compliance will be voted on at the July 18, 2006 meeting.

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