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State Board of Education Plan for Repeating F Schools: District: Miami-Dade School: Miami Jackson 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>Miami Jackson Senior High School has completed the planning phase of a Small Learning Communities Grant funded by the US Department of Education and is part of the District's Secondary School Reform efforts as a Cohort I School. The implementation of career themed academies along with the collaboration of local and state resources which include colleges and universities, civil service agencies and the business community have been the catalyst for this radical but necessary movement. High Schools That Work (HSTW) will be the schoolwide model for reform.</p> <p>All ninth grade students will participate in the Freshman Ninth Transition Academy utilizing the curricular courses of study, Tools for Success and Classroom, Inc. This program will provide the strategies to focus on education achievement, personal/social development, career and health/community awareness which support student success and establishes a health/community awareness which support student success and establishes a solid foundation for high school completion. This program was initiated during the 2004-2005 school year and assisted in our efforts. An action research project was conducted using the data from the ninth-grade students and their teachers. Results indicated that there is a need for additional services during this transition year. However, students and teachers reported that they improved in research skills, social skills and working on a team.</p> <p>Teams of 150 students will be housed in their own area of the school which is conducive for the teaming concept. These designated areas on the campus allow ninth grade teams to remain in centralized locations with students transitioning out of team locations only for elective classes.</p> <p>Additionally, the freshman transition course will be required for all students entering ninth grade. These courses will have a component, career exploration</p>

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		<p>classes, which are designed to set the context for high school as a pathway to college and careers. The “Tools For Success” and “Classroom Inc.” curricula 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.</p> <p>Teams will focus on one of the academy offerings each nine weeks in preparation for the tenth grade and beyond. Each career academy will be structured around one of the career path themes previously identified and will be monitored for compliance for industry standards by an industry-specific Advisory Board. The members of the Advisory Board will provide expertise in aligning curriculum offerings with real world applications, serve as student/teacher mentors, and afford opportunities for student internships and teacher externships.</p> <p>The four initial academies for the 2006-2007 school year are:</p> <ul style="list-style-type: none">• Academy of Business and Finance (NAF) Business Management• Academy of Fine Arts and Design Music Drama Photography Drafting 2D Art• Academy of Family and Consumer Services Culinary Arts Automotive Service Technology Child Care• Academy of Health and Public Services Criminal Justice Nursing Fire and Rescue ROTC
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<p><u>SBE Approved 5.14.06:</u></p> <p><i>Implement a schoolwide reform model for ALL students.</i></p>	<p>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, Florida at its May, 2006 meeting, will provide students additional opportunities to transfer learning and receive 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>Aligned with the Secondary School Reform, Miami Jackson Senior High School has adopted the six principles guiding the Secondary School Reform initiative:</p> <ul style="list-style-type: none"> • Personalized Learning Environments; • Academic Engagement of All Students; • Empowered Educators; • Accountable Leaders; • Engaged Community and Youth; and • Integrated System of High Standards, Curriculum, Instruction, Assessments and Supports. <p>Projected student outcomes are as follows:</p> <ul style="list-style-type: none"> • Students graduate with standard diploma plus any additional certifications (e.g., vocational license or certification) • Students are prepared for 13th grade transition (college, university, technical, school, or career) • Students work in teams, collaborating with peers to solve problems using industry standard application programs and technology tools • Students complete an internship experience in selected career path • Students are prepared for the world of work • Students participate in character education/ethics instruction • Students are able to present solutions to an audience • Students develop career/professional portfolios • Students are able to articulate fluently • Students will complete a Capstone Project <p>Beginning in the tenth grade students will participate in small learning community with a core team of teachers</p>
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		<p>and a grade level counselor. The core content area teachers (language arts, reading, mathematics, science and social studies) will be scheduled with a cohort group of students to provide a more personalized instructional setting to integrate academic and occupation-related classes as a way to enhance real-world relevance and maintain high academic standards. All current established academies will organize a specific Advisory Board to ensure that what is being taught in the vocational classes are what are required by the work force.</p>
<p>3</p>	<p><u>SBE Approved 5.14.06:</u> <i>Implement and align schoolwide reform model in feeder schools</i></p>	<p>To meet the requirements of a reform model for the feeder patterns (Allapattah Middle, Citrus Grove Middle and Brownsville Middle Schools), and to provide appropriate articulation, HSTW will be expanded by implementing Making Middle Grades Work (MMGW) accordingly throughout the feeder pattern. The district will implement this program with the feeder middle schools through the Department of Career Initiatives by conducting professional development with the leadership team and instructional personnel and developing an implementation plan that will include timelines. Increased articulation and communication with the feeder schools in order to align academy and program offerings with middle school course offerings are scheduled.</p> <p>Miami Jackson Senior High School has been selected 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. Tenth, eleventh, and twelfth grade students will be assigned to a career pathway/academy. These career academies/pathways will be scheduled as Small Learning Communities (SLC) within the school with core teachers who share common planning in order to facilitate collaboration in the development of thematic units that integrate curricula career themes.</p>
<p>4</p>	<p><u>SBE Approved 4.18.06:</u> <i>Local school board-approved funding for schoolwide interventions to each individual F school</i></p>	<p>The School Board of Miami-Dade County provided funding for reading and math programs. The District will provide funding to hire two additional Reading and three Math Coaches. Coaches are to be assigned one for each grade level. The District Supervisor will be placed at the site to monitor the corrective action plan. Furthermore, the District has funded the following intervention programs: READ 180, Read XL, Reading Plus and Cognitive Tutor, and Learning Express.</p>

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<p>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>Miami Jackson 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. The Parent Resource Center is fully functional and continuously monitored. The school provides information and access to resources for parents and the community, based on the needs assessment and best practices research. Staff from the Office of Parental Involvement, the Office of Community Services and the Parent Academy will work with the school and community will continue to provide classes and support services that meet the diverse needs of the school community. The calendar of course offerings provided by the Bilingual Parent Outreach Program will continue to be made available to the community for implementation at the school. The District PTA/PTSA will continue to provide additional support and training for the school's local PTA/PTSA.</p> <p>Prior to the opening of school, a ninth grade orientation program is scheduled for incoming ninth 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 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>
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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 as part of School Improvement Zone initiatives. This is a necessary element to effect positive gains in student performance. Additionally, after-school and Saturday tutorials are ongoing with provisions already in place for students.</p> <p>District provided transportation for after-school programs will be an “Activity Bus” to ensure that transportation is not an issue for attendance to this extended day learning program. Sign in logs will be maintained reflecting attendance and instructor. Curriculum will be in alignment with the “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 comprised of FLDOE, Parents, Businesses, Community Members, and Local Government representation will be formed. The membership of the Board will be submitted to the Commissioner of Education. This Board will:</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 in accord with said Corrective Action Plan; • report monthly results to the Superintendent related to academic progress, reform efforts, community involvement and other pertinent activities; • review school-based improvement plans; • 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 Jackson 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 Jackson. All professional development offerings identified that are unique to the school will be delivered on-site. Additionally Miami Jackson 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 Jackson 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-May) <p>(This will be the first year of HSTW at Miami Jackson)</p> <ul style="list-style-type: none">• 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)• CRISS Strategies (August 2006 -May 2007)• 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)• Instructional Strategies to support inclusion classrooms• Reading Plus• Classroom Inc.• Learning Express• Extended Day Enrichment Curriculum <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
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		<ul style="list-style-type: none"> • Ready, Set, Go! (Strategies for the first month of teaching) <ol style="list-style-type: none"> 2. Five additional days of professional Development throughout the school year (September 2006 –May 2007) 3. On-Site New/Early Educator Support Team Sessions (monthly) (August 2006-May 2007) targeting first year and second year teachers. <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 4. On-Site Mentors (meet weekly 1starting August 2006) will be assigned to the eight 1st year teachers. <p>Administrator Training The following professional development activities will be completed prior to the beginning of schools:</p> <ul style="list-style-type: none"> • “Digging in the Data” (July-August 2006) • Ongoing Progress Monitoring • Classroom Walkthrough Training (August 2006) • 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>
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		<p>As part of the ongoing professional development experience the principals will participate in:</p> <ul style="list-style-type: none">• Co-Principal Model Support (starting July 2006 throughout the school year)• Harvard Principals Center (Art of Leadership, J <p>Leadership Team Training</p> <ul style="list-style-type: none">• Superintendent's Urban Leadership Development 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) Jackson participated in SUPI in 2005-06• Secondary School Reform Cohort focused on gearing up for full implementation of SSR (June 2006)• FL DOE sponsored Instructional Leadership Academy (July 2006)• 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 current principals who have extensive High School experience and proven success in achieving learning gains.
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9	<p><u>SBE Approved 5.14.06:</u></p> <p><i>Staff development in reading in the content area</i></p>	<p>All staff will be required to complete:</p> <p>Teaching Reading at the High School Level (3-5 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> <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></p> <p><i>District full-time staff assigned to each school</i></p>	<p>Mary Jackson Johnson, a Principal on Special Assignment from the School Improvement Zone, will be assigned to Miami Jackson Senior High School to monitor the implementation of the Assistance Plus plan, monitor instruction, and to recognize and solve problems as they occur on a daily basis. Ms. Jackson Johnson will report to the District School Improvement Zone office and provide assistance and resources to the leadership team as needed.</p> <p>Staff within the Office of Curriculum, Instruction, and School Improvement will supervise Support Specialists in providing systemic on-site services to staff and students at Miami Jackson Senior aligned to the specific academic needs identified through the District Interim Assessments. Site visits will occur weekly, and staff will implement a structured monitoring plan to ensure the K-12 plan is implemented with fidelity.</p> <p>The District will ensure that Miami Jackson Senior High School is staffed with highly qualified instructional personnel, who are committed to the school's improvement initiatives, on the first day of school and</p>

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		<p>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. Currently, Miami Jackson Senior High School is scheduled to open the 2006-2007 school year fully staffed. Professional development support will be provided through the deployment of:</p> <p>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>Learning Community Facilitator will be assigned to Edison to establish and sustain on-site learning community.</p>
11	<p><u>SBE Approved 4.18.06:</u></p> <p><i>Identification and hiring of proven educational leaders¹</i></p>	<p>The administrative team at Miami Jackson Senior High School will remain for the 2006-2007 school year. Under this school's administration, Miami Jackson's data reflects:</p> <p>9th Grade Reading</p> <ul style="list-style-type: none"> • Number of Level 1 students decreased by 11% • Number of students meeting high standards increased by 5% • MEAN SCALE SCORE increased from 246 to 258 in reading <p>9th Grade Math</p> <ul style="list-style-type: none"> • Number of Level 1 students decreased by 5% • MEAN SCALE SCORE increased from 249 to 256 in math <p>10th GRADE READING</p> <ul style="list-style-type: none"> • Number of students meeting high standards increased by 1%

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>OVERALL SCHOOL GRADE DATA</p> <p>Number meeting high standards in reading went from 8% to 12%</p> <p>Number of students making learning gains went from 41% to 44%</p> <p>Number of students in the lowest 25% making gains went from 57% to 58%</p> <p>Ms. Deborah Love, Principal, has twenty eight years of experience with Miami-Dade County Schools. She has worked at Miami Jackson Senior High where the school grade changed from a “F” to a “D” during the 2004-2005 school year. Ms. Love also worked at Booker T. Washington Senior High School where the grade changed from an “F” to a “D” during the 2003-2004 school year.</p> <p>Ms. Torres-McHale, the Vice-Principal, has worked at three sites as an administrator in which the school grade changed from a “C” to a “B” and from a “F” to a “D” (Nautilus Middle School, Highland Oaks Middle and Miami Jackson Senior High School).</p> <p>Mr. Gregory Bethune, Assistant Principal, worked at two schools where the grade increased. Westview Elementary School increased from a “D” to a “C” during the 2003-2004 school year and during the 2004 – 2005 school year he worked at Charles R. Drew Middle School where the grade changed from an “F” to a “D”.</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></p> <p><i>All instructional staff must reapply for their jobs, and must have evidence of being highly effective.²</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 Jackson Senior High School, is provided with that opportunity 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>

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.

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		<p>Teacher performance is a key component in the re-constitution efforts for a failing school. A close review on 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 are transferred to another school within the district. Decisions will be made on a case by case basis. 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 Miami Jackson Senior High School to quickly fill these positions with highly effective instructional staff.</p>
13	<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 Action:</p> <p>The Reading Teachers at Miami Jackson Senior High School, 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. They will be eligible to receive an incentive payment for the 2006-2007 school year. 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 Jackson 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 school in the lowest 25 percent on the FCAT 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 payment.</p>
14	<p><u>SBE Approved 5.14.06:</u></p> <p><i>Performance Pay Plan</i></p>	<p>Miami-Dade County Public schools will submit a performance pay plan in August/September 2006 to FDLOE to address Special Teachers Are Recognized (STAR).</p>

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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15	<p><u>SBE Approved 5.14.06:</u></p> <p><i>Dedicated district school safety and attendance personnel</i></p>	<p>Miami Jackson 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 who will continue their assistance in the area of monitoring attendance and truancy on a daily basis.</p> <p>A “Truancy Team” including an Assistant Principal, a Community Resource Involvement Specialist and Social Worker was developed to monitor the attendance process for students with excessive absences,</p>
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 Resource has been assigned to service the personnel needs for Miami Jackson Senior High School. The principal will attend the “Teacher Fairs” as a means of maintaining a fully staffed school with qualified teachers. The corrective action schools will receive priority in filling vacancies as they occur. The SIZ Office will monitor staffing status on a weekly basis and communicate with the school-site administrators and the Office of Human Resources ensuring a fully staffed school. The District Office of Human Resources has been assigned to service the personnel needs for Miami Jackson Senior High School. The principal has 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 Jackson 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 Jackson Senior High School is 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</p>

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		<p>America. Currently, Miami Jackson Senior High School is scheduled to open the 2006-2007 school year fully staffed.</p>
<p>17</p>	<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 District is providing four reading coaches, one for each grade level. Evidence will be provided at the August State Board.</p>
<p>18</p>	<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 Department.</i></p>	<p>The District is providing four math coaches, one for each grade level. Evidence will be provided at the August State Board Meeting.</p>

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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 12th 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 (McDougal Little), and methodologies aligned with the K-12 Comprehensive Research-based Reading Plan.</p> <p>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.</p>
20	<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 mathematics taught by top performing mathematics teachers.⁴</i></p>	<p>All Mathematics level 1 and level 2 students and 11th and 12th 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. Teachers who have demonstrated documented student learning gains will be selected to teach students identified as level one in math. Cognitive Tutor will be utilized to improve mathematics performance. FCAT mathematics scores in 2006 showed a 7- point decrease in students meeting high standards. To address this instructional area, identified highly qualified teachers have agreed to teach the level 1 and level 2 students.</p>
21	<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 Jackson 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.</p>
22	<p><u>Current law:</u></p> <p><i>Choice for all students to</i></p>	<p>The plan for corrective action at Miami Jackson Senior High School includes expanded curriculum reform initiatives, implementation of Secondary School Reform principles, the provision of additional personnel and</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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transfer to two or more schools performing at grade level C or above, with transportation provided

Amended 6.20.06 to include:

District must document outreach to parents regarding this choice option.

support services at the ninth grade satellite centers, implementation of significant re-designed professional development activities based on emerging staff and student achievement data, and increased participation of parents and the community. Staff at this school will be informed of the proposed changes upon Board approval, and will be given the opportunity to transfer out prior to the opening of the 2006-2007 school year.

The plan for corrective action at Miami Jackson Senior High School includes expanded curriculum reform initiatives, implementation of Secondary School Reform principles, the provision of additional personnel and support services at the ninth-grade satellite centers, implementation of significant re-designed professional development activities based on emerging staff and student achievement data, and increased participation of parents and the community. Staff at this school will be informed of the proposed changes upon Board approval, and will be given the opportunity to transfer out prior to the opening of the 2006-2007 school year.

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.

Moreover, efforts to ensure all eligible students in these schools receive State approved Supplemental Educational Services (SES) focus on four aggressive strategies including:

- 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

ASSISTANCE

plus

		<ul style="list-style-type: none"> ▪ 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 Jackson Senior High School has been allocated \$722,946 in Title I funds for the 2006-2007 school year, in accordance with applicable federal laws, to support the efforts of ensuring achievement of high academic standards by all students.</p>
24	<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 of eligible students. Information has been disseminated in English, Haitian Creole and Spanish on SES and other NCLB options via posters, flyers, direct mailings, a dedicated telephone line, radio and television and 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 free transportation for those needing it. These fairs were held on Saturdays and weekday evenings, providing the opportunity for parents to meet the State-approved providers. Suggested questions to ask providers, in three languages, were given to parents through the schools and at the fairs. 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>
25	<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 Jackson 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 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</p>

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		<p>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 documentation will be collected through the collection by Information Technology Services depicting data on level 1 and 2 students in appropriately scheduled courses, 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.</p>
26	<p><u>SBE Approved 6.20.06:</u> <i>District must report to the State Board monthly regarding progress.</i></p>	<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.</p>

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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