

ASSISTANCE *plus*

Summary of District Amendments to Plans for Repeating F Schools

**Department of Education
August 2006**

ASSISTANCE *plus*

Repeating F Schools: Criteria Met

District	School	Parent Contracts	Fully Staffed	Professional Development	Highly Effective Teachers		Principals: Moved a school at least 2 letter grades	School Improvement Plans*
					Reading	Math		
Miami/ Dade	Jackson	Yes	No	Yes	Reading endorsement: No Teachers in bottom quartile: No Reading coaches: Yes	Teachers in bottom quartile: Yes Math coaches: No	No	Yes
	Edison*	Yes	No	Yes	Reading endorsement: Yes Teachers in bottom quartile: Yes Reading coaches: No	Teachers in bottom quartile: Yes Math coaches: No	Yes	Yes
	Central*	Yes	No	Yes	Reading endorsement: No Teachers in bottom quartile: No Reading coaches: No	Teachers in bottom quartile: No Math coaches: Yes	Yes	Yes
Duval	Ribault	Yes	Yes	Yes	Reading endorsement: Yes Teachers in bottom quartile: Yes Reading coaches: Yes	Teachers in bottom quartile: Yes Math coaches: Yes	Yes	Yes
Jefferson	Jefferson	Yes	Yes	Yes	Reading endorsement: Yes Teachers in bottom quartile: Yes Reading coaches: Yes	Teachers in bottom quartile: Yes Math coaches: Yes	Yes	Yes
Orange	Evans	Yes	Yes	Yes	Reading endorsement: Yes Teachers in bottom quartile: Yes Reading coaches: No	Teachers in bottom quartile: No Math coaches: Yes	Yes	Yes
	Jones	Yes	Yes	Yes	Reading endorsement: No Teachers in bottom quartile: No Reading coaches: No	Teachers in bottom quartile: Yes Math coaches: Yes	Yes	Yes

*All districts are in compliance, but portions of plans are weak and need improvement.

August 11, 2006

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Reading/Language Arts: Teachers per School and Available Teachers per District

	Total number of FCAT Reading/Language Arts teachers in this school for the 2006-2007 school year	Number of FCAT Reading/Language Arts teachers in the state's bottom 25% who were retained in this school from the 2005-2006 school year	Total number of secondary FCAT Reading/Language Arts teachers in the state's top 50% available in this district during the 2005-2006 school year
Central	16	9	657
Edison	13	0	657
Jackson	17	5	657
Ribault	17	2	200
Jefferson	9	2	6
Evans	21	2	227
Jones	19	6	227

Math: Teachers per School and Available Teachers per District

	Total number of FCAT Reading/Language Arts teachers in this school for the 2006-2007 school year	Number of FCAT Reading/Language Arts teachers in the state's bottom 25% who were retained in this school from the 2005-2006 school year	Total number of secondary FCAT Reading/Language Arts teachers in the state's top 50% available in this district during the 2005-2006 school year
Central	17	8	446
Edison	13	1	446
Jackson	15	3	446
Ribault	12	1	154
Jefferson	9	1	2
Evans	28	7	175
Jones	14	1	175

ASSISTANCE *plus*

Parent Contracts

All Districts Compliant

Miami-Dade County Public Schools

Family-Student-School Agreement for 2006-2007

An agreement between Miami Central Senior High School parents/guardians and its students acknowledging and accepting their rights and responsibilities in ensuring the successful education of every student.

Schools succeed and students learn best when the school, the family and the student each accept shared responsibilities to ensure that every student reaches high academic standards. In signing this agreement, all parties agree to meet our important responsibilities for educational excellence.

These responsibilities will be met to educate: _____
Grade: _____

Miami Central Senior High School will:

- Set clear, high academic expectations for every student.
- Create the conditions in which every student can reach those expectations. This includes providing classes that challenge students at their academic level and teaching students in ways that recognize how each one learns best, recognizing diversity and individual learning styles. These conditions will involve flexible scheduling, small learning groups, academy programs that connect learning to students' interests, and future career goals, flexible scheduling, use of technology in the classroom and intensive reading and mathematics for students who need them.
- Have a longer school day by one hour and a longer school year by five days to give students specific learning interventions through the academic improvement period, additional course completion opportunities during the extra period or secondary school reform schedule within the school day, and more time to catch up or give added learning opportunities.
- Provide textbooks and other instructional materials to serve all students.
- Give classroom tests during the year and district assessments that measure students' achievement against the school's academic expectations, and report those results to parents.
- Make it easier for students to make a transition and start high school well by grouping 9th graders in a separate location within the main campus in a 9th grade Academy or on a separate campus.
- Help students explore careers and provide transition learning through programs called Classroom, Inc. and Tools For Success and through the High Schools That Work program.
- Encourage students to take honors, gifted, special needs, ELL, and Advanced Placement classes, which will be offered at our school, and/or

- to enroll in college courses (dual enrollment).
- Operate a safe and clean school, including having a fair, clear discipline policy outlined in the Student Code of Conduct.
- Allow parents, students and community members to play an active role in the school through groups such as the Educational Excellence School Advisory Councils (EESAC), Parent Teacher Association (PTA) or Parent Teacher Student Association (PTSA), and other committees.

Teaching

- Hire highly qualified teachers for every classroom.
- Hire extra teachers so that students needing the most help in reading and mathematics have smaller classes that meet state requirements.
- Support teachers with reading and mathematics “coaches” for them at every grade level, and Curriculum Support Specialists and District Supervisors assigned from the School Improvement Zone.
- Help teachers become better at their work, especially in meeting the needs of students at this school.

Help for Students Who Need Extra Support

- Offer special programs to help students in need to read better. These programs are research-based READ 180, READ XL and the Reading Plus software program.
- Provide extra support to some students learning algebra through a program called Cognitive Tutor.
- Provide extra tutoring help for students in reading, mathematics, science and other areas of need, after school, on Saturdays and over the Internet through programs called FCAT Explorer and Riverdeep, which students can get at the school district’s website, www.dadeschools.net.
- Inform parents of their options to get extra help for their children from other sources using money from the federal government. This program is called Supplemental Education Services or SES.

Help for Parents

- Help parents to be able to help their children by offering parent classes through The Parent Academy and the Bilingual Parent Outreach Program.
- Inform parents regularly and routinely on the progress their children are making. Every student’s parents will receive progress reports in addition to regular report cards.
- Hold regular parent-teacher conferences.
- House a Parent Resource Center that provides printed information and computer access to parents.
- Use guidance counselors to provide parents with updates on students’ progress at the parents’ request, to inform parents of attendance and tardiness problems after three absences or after five tardies, and to urge students not to drop out of school and to complete high school.

As a Parent/Guardian, I will:

- See to it that my child uses the programs provided by the school such as tutoring and guidance counseling.
- Ensure that my child has a quiet place and time to read, study and do homework and let my child know I expect good behavior and hard work at school.
- Discuss daily school work, progress reports, and report cards with my child.
- Ensure that my child attends school on time every day and call the school if my child will be absent or late.
- Keep in touch with teachers through notes, telephone calls and conferences.
- Ensure that my child has the materials needed to complete class work and home learning.
- Take an active part in school activities such as Back-to-School Night, PTA/PTSA meetings, workshops, and student events.
- Keep my child well groomed and healthy by ensuring enough sleep, healthy eating habits and medical care.
- Bring to the attention of appropriate school personnel any problem or condition that affects my child or other children in the school community.
- Help my child develop a good self-image by providing care, discipline, support, interest, and concern.
- Provide the school accurate home, work, and emergency contact information, particularly telephone numbers.
- Limit the amount of television my child watches, and encourage educational programming.

As a student, I agree to:

- Attend school every day and to be on time for all my classes.
- Come to school prepared, with my assignments completed and with all necessary supplies, and dressed in my school uniform.
- Take responsibility for my work and make every effort to do my best.
- Treat others with respect and respect the property of others.
- Follow all the rules and regulations established by my parents, my teachers, and the school.
- Talk to my parents about school, especially about my accomplishments and any difficulties I am having.
- Deliver any letters or messages to or from my parents.
- Participate in tutoring programs.
- Read at least 30 minutes each day.

Counselor

Date

Parent/Guardian Signature

Date

Student Signature

Date

Administrator Signature

Date

Parent Resource
Where to Go When You Need to Know!

If you have a school-related question or issue, please contact the following individuals in the following sequence:

1. Your child's teacher
2. Your school's counselor/student services staff
3. Your school's principal
4. Your school's Regional Center Advocacy Director or the School Improvement Zone Advocacy Supervisor
5. Your school's School Improvement Zone Assistant Superintendent
6. Associate Superintendent, School Improvement Zone

Other Resources:

- 305-995-1000: Switchboard - information on how to contact school system departments and employees
- 305-995-1128: Citizen Information - general information about Miami-Dade County Public Schools
- 305-995-1233: Parental/Family Involvement - information on how to be involved in your child's education
- 305-995-7338: Student Services - information on student support programs
- 305-995-2680: The Parent Academy - information on classes and how to register
- 305-995-1102: Dade County Council PTA/PTSA - information on how to be involved in your child's school



Miami-Dade County Public Schools

Family-Student-School Agreement for 2006-2007

An agreement between Miami Edison Senior High School parents/guardians and its students acknowledging and accepting their rights and responsibilities in ensuring the successful education of every student.

Schools succeed and students learn best when the school, the family and the student each accept shared responsibilities to ensure that every student reaches high academic standards. In signing this agreement, all parties agree to meet our important responsibilities for educational excellence.

These responsibilities will be met to educate: _____
Grade: _____

Miami Edison Senior High School will:

- Set clear, high academic expectations for every student.
- Create the conditions in which every student can reach those expectations. This includes providing classes that challenge students at their academic level and teaching students in ways that recognize how each one learns best, recognizing diversity and individual learning styles. These conditions will involve flexible scheduling, small learning groups, academy programs that connect learning to students' interests, and future career goals, flexible scheduling, use of technology in the classroom and intensive reading and mathematics for students who need them.
- Have a longer school day by one hour and a longer school year by five days to give students specific learning interventions through the academic improvement period, additional course completion opportunities during the extra period or secondary school reform schedule within the school day, and more time to catch up or give added learning opportunities.
- Provide textbooks and other instructional materials to serve all students.
- Give classroom tests during the year and district assessments that measure students' achievement against the school's academic expectations, and report those results to parents.
- Make it easier for students to make a transition and start high school well by grouping 9th graders in a separate location within the main campus in a 9th grade Academy or on a separate campus.
- Help students explore careers and provide transition learning through programs called Classroom, Inc. and Tools For Success and through the High Schools That Work program.
- Encourage students to take honors, gifted, special needs, ELL, and Advanced Placement classes, which will be offered at our school, and/or

- to enroll in college courses (dual enrollment).
- Operate a safe and clean school, including having a fair, clear discipline policy outlined in the Student Code of Conduct.
- Allow parents, students and community members to play an active role in the school through groups such as the Educational Excellence School Advisory Councils (EESAC), Parent Teacher Association (PTA) or Parent Teacher Student Association (PTSA), and other committees.

Teaching

- Hire highly qualified teachers for every classroom.
- Hire extra teachers so that students needing the most help in reading and mathematics have smaller classes that meet state requirements.
- Support teachers with reading and mathematics “coaches” for them at every grade level, and Curriculum Support Specialists and District Supervisors assigned from the School Improvement Zone.
- Help teachers become better at their work, especially in meeting the needs of students at this school.

Help for Students Who Need Extra Support

- Offer special programs to help students in need to read better. These programs are research-based READ 180, READ XL and the Reading Plus software program.
- Provide extra support to some students learning algebra through a program called Cognitive Tutor.
- Provide extra tutoring help for students in reading, mathematics, science and other areas of need, after school, on Saturdays and over the Internet through programs called FCAT Explorer and Riverdeep, which students can get at the school district’s website, www.dadeschools.net.
- Inform parents of their options to get extra help for their children from other sources using money from the federal government. This program is called Supplemental Education Services or SES.

Help for Parents

- Help parents to be able to help their children by offering parent classes through The Parent Academy and the Bilingual Parent Outreach Program.
- Inform parents regularly and routinely on the progress their children are making. Every student’s parents will receive progress reports in addition to regular report cards.
- Hold regular parent-teacher conferences.
- House a Parent Resource Center that provides printed information and computer access to parents.
- Use guidance counselors to provide parents with updates on students’ progress at the parents’ request, to inform parents of attendance and tardiness problems after three absences or after five tardies, and to urge students not to drop out of school and to complete high school.

As a Parent/Guardian, I will:

- See to it that my child uses the programs provided by the school such as tutoring and guidance counseling.
- Ensure that my child has a quiet place and time to read, study and do homework and let my child know I expect good behavior and hard work at school.
- Discuss daily school work, progress reports, and report cards with my child.
- Ensure that my child attends school on time every day and call the school if my child will be absent or late.
- Keep in touch with teachers through notes, telephone calls and conferences.
- Ensure that my child has the materials needed to complete class work and home learning.
- Take an active part in school activities such as Back-to-School Night, PTA/PTSA meetings, workshops, and student events.
- Keep my child well groomed and healthy by ensuring enough sleep, healthy eating habits and medical care.
- Bring to the attention of appropriate school personnel any problem or condition that affects my child or other children in the school community.
- Help my child develop a good self-image by providing care, discipline, support, interest, and concern.
- Provide the school accurate home, work, and emergency contact information, particularly telephone numbers.
- Limit the amount of television my child watches, and encourage educational programming.

As a student, I agree to:

- Attend school every day and to be on time for all my classes.
- Come to school prepared, with my assignments completed and with all necessary supplies, and dressed in my school uniform.
- Take responsibility for my work and make every effort to do my best.
- Treat others with respect and respect the property of others.
- Follow all the rules and regulations established by my parents, my teachers, and the school.
- Talk to my parents about school, especially about my accomplishments and any difficulties I am having.
- Deliver any letters or messages to or from my parents.
- Participate in tutoring programs.
- Read at least 30 minutes each day.

Counselor

Date

Parent/Guardian Signature

Date

Student Signature

Date

Administrator Signature

Date

Parent Resource
Where to Go When You Need to Know!

If you have a school-related question or issue, please contact the following individuals in the following sequence:

1. Your child's teacher
2. Your school's counselor/student services staff
3. Your school's principal
4. Your school's Regional Center Advocacy Director or the School Improvement Zone Advocacy Supervisor
5. Your school's School Improvement Zone Assistant Superintendent
6. Associate Superintendent, School Improvement Zone

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Miami-Dade County Public Schools

Family-Student-School Agreement for 2006-2007

An agreement between Miami Jackson Senior High School parents/guardians and its students acknowledging and accepting their rights and responsibilities in ensuring the successful education of every student.

Schools succeed and students learn best when the school, the family and the student each accept shared responsibilities to ensure that every student reaches high academic standards. In signing this agreement, all parties agree to meet our important responsibilities for educational excellence.

These responsibilities will be met to educate: _____
Grade: _____

Miami Jackson Senior High School will:

- Set clear, high academic expectations for every student.
- Create the conditions in which every student can reach those expectations. This includes providing classes that challenge students at their academic level and teaching students in ways that recognize how each one learns best, recognizing diversity and individual learning styles. These conditions will involve flexible scheduling, small learning groups, academy programs that connect learning to students' interests, and future career goals, flexible scheduling, use of technology in the classroom and intensive reading and mathematics for students who need them.
- Have a longer school day by one hour and a longer school year by five days to give students specific learning interventions through the academic improvement period, additional course completion opportunities during the extra period or secondary school reform schedule within the school day, and more time to catch up or give added learning opportunities.
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- Give classroom tests during the year and district assessments that measure students' achievement against the school's academic expectations, and report those results to parents.
- Make it easier for students to make a transition and start high school well by grouping 9th graders in a separate location within the main campus in a 9th grade Academy or on a separate campus.
- Help students explore careers and provide transition learning through programs called Classroom, Inc. and Tools For Success and through the High Schools That Work program.
- Encourage students to take honors, gifted, special needs, ELL, and Advanced Placement classes, which will be offered at our school, and/or

- to enroll in college courses (dual enrollment).
- Operate a safe and clean school, including having a fair, clear discipline policy outlined in the Student Code of Conduct.
- Allow parents, students and community members to play an active role in the school through groups such as the Educational Excellence School Advisory Councils (EESAC), Parent Teacher Association (PTA) or Parent Teacher Student Association (PTSA), and other committees.

Teaching

- Hire highly qualified teachers for every classroom.
- Hire extra teachers so that students needing the most help in reading and mathematics have smaller classes that meet state requirements.
- Support teachers with reading and mathematics “coaches” for them at every grade level, and Curriculum Support Specialists and District Supervisors assigned from the School Improvement Zone.
- Help teachers become better at their work, especially in meeting the needs of students at this school.

Help for Students Who Need Extra Support

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Help for Parents

- Help parents to be able to help their children by offering parent classes through The Parent Academy and the Bilingual Parent Outreach Program.
- Inform parents regularly and routinely on the progress their children are making. Every student’s parents will receive progress reports in addition to regular report cards.
- Hold regular parent-teacher conferences.
- House a Parent Resource Center that provides printed information and computer access to parents.
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- Discuss daily school work, progress reports, and report cards with my child.
- Ensure that my child attends school on time every day and call the school if my child will be absent or late.
- Keep in touch with teachers through notes, telephone calls and conferences.
- Ensure that my child has the materials needed to complete class work and home learning.
- Take an active part in school activities such as Back-to-School Night, PTA/PTSA meetings, workshops, and student events.
- Keep my child well groomed and healthy by ensuring enough sleep, healthy eating habits and medical care.
- Bring to the attention of appropriate school personnel any problem or condition that affects my child or other children in the school community.
- Help my child develop a good self-image by providing care, discipline, support, interest, and concern.
- Provide the school accurate home, work, and emergency contact information, particularly telephone numbers.
- Limit the amount of television my child watches, and encourage educational programming.

As a student, I agree to:

- Attend school every day and to be on time for all my classes.
- Come to school prepared, with my assignments completed and with all necessary supplies, and dressed in my school uniform.
- Take responsibility for my work and make every effort to do my best.
- Treat others with respect and respect the property of others.
- Follow all the rules and regulations established by my parents, my teachers, and the school.
- Talk to my parents about school, especially about my accomplishments and any difficulties I am having.
- Deliver any letters or messages to or from my parents.
- Participate in tutoring programs.
- Read at least 30 minutes each day.

Counselor

Date

Parent/Guardian Signature

Date

Student Signature

Date

Administrator Signature

Date

Parent Resource
Where to Go When You Need to Know!

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- 305-995-7338: Student Services - information on student support programs
- 305-995-2680: The Parent Academy - information on classes and how to register
- 305-995-1102: Dade County Council PTA/PTSA - information on how to be involved in your child's school

Covenant of Success

Jean Ribault Senior High

We know that the best way to ensure your child's academic success is for us to work as a team. Knowing this, we feel that it is vital for you to take an active role in your child's education at home. This year we are asking for very specific involvement from you at home, and we are pledging to support your student, here at school, in three specific ways; identifying their academic strengths and weaknesses, ensuring that every student has the necessary supports to achieve, and focusing on accelerating student learning. If we work collaboratively we will be able to improve achievement for every student.

The School Pledges to:

- ❖ Ensure all students have a rigorous and engaging curriculum that prepares them to fully participate in post secondary education and job opportunities.
- ❖ Provide a safe and secure school environment.
- ❖ Regularly monitor and monthly report the progress of your son or daughter to parents by mail.
- ❖ Provide a monthly newsletter about school events and information to all students, parents, and staff via mail.
- ❖ Offer inclusion classes with the support of an inclusion coach.
- ❖ Assist foster care students with additional academic services including tutoring and mentoring on a weekly basis.
- ❖ Provide high quality teaching and learning for every student, in every classroom.
- ❖ Provide after-school tutorials, **Monday-Thursday**, to students who need additional support or acceleration.
- ❖ Provide support to all students by extending the school day, **Monday-Friday**. This will allow students who can not accommodate chorus, band, and other electives into their schedules during the day to have access to these courses during the extended day.
- ❖ Provide **weekly** academic Saturday School beginning 8/15/06
- ❖ Hold Academic Academies during Thanksgiving, Winter, and Spring Breaks.
- ❖ Offer SAT/ACT preparation courses offered once per month to include test taking strategies.

The Student Pledges to:

- ❖ Attend school regularly, be on time for class, and be prepared to learn.
- ❖ Complete all assigned homework. The expectation is that students will receive meaningful homework from their teachers on a daily basis.
- ❖ Participate in the school-wide mentoring program.
- ❖ Value the opinions of others and treat everyone with respect and dignity.
- ❖ Participate in at least one extra-curricular activity per year.

The Parent Pledges to:

- ❖ Encourage and monitor student assignments.
- ❖ Attempt to make contact with teachers.
- ❖ Support reading activities.
- ❖ Review, sign, and return child's progress reports.
- ❖ Support the PTSA and/or other school organizations.

Sincerely,

Royce Turner,
Principal
Jean Ribault Senior High School

By signing this, I agree with the above pledges to ensure my child's success at Jean Ribault Senior High School.

Parent / Guardian Signature Date

Student Signature Date

School Staff Signature Date



JEFFERSON COUNTY HIGH SCHOOL
NINTH GRADERS PARENT CONTRACT
2006-2007

Juliette Fisher-Jackson, Principal
Ranston K. Chandler, Assistant Principal
Mr. Phil Barker, Superintendent of Schools

Ninth Grade Goal: To academically promote each ninth grader to the tenth grade.

Recommendations/Interventions:

- All students that show deficiencies will be offered and provided with an extended day program to provide additional time on task and remediation.
- Students who fail a core class will be provided an Individual Student Success Plan (ISSP).
- Students that show a deficiency in Reading will participate in a 90 minute intensive reading block of instruction, along with their regular reading course using the researched-based READ 180 and READ XL program. Additionally, students will use the Language series Great Source and Trade Winds to meet the needs to struggling readers by reading endorsed teachers, and aligned with the K-12 Comprehensive Researched-Based Reading Plan.
- Students that show a deficiency in Mathematics will participate in a 90 minute intensive math block of instruction, along with their regular mathematics course using the researched-based MacDougall Littell math series and a researched-based, computer assisted, web-based instructional lab program Study Lab.
- Students that need additional credits in other core subjects and/or elective classes will be provided services in an after-school Credit Recovery Program. Their progress is monitored quarterly and succession reports are sent home to parents. Transportation will be provided.

Communication with parents is very important in helping each student be successful. Parents have the right to request an evaluation of eligibility for Exceptional Student Education Services as specified in SBER 6A-1, 0994.

JEFFERSON COUNTY HIGH SCHOOL
NINTH GRADERS PARENT CONTRACT
2006-2007

I understand that my child will receive intensive remediation in any deficient skills through the Individual Student Success Plan strategies and the Classroom Intervention Plan developed by each teacher. The Guidance Office will arrange a Parent-Teacher Conference at my request when needed. My child and I understand that each he/she must follow the school's discipline and attendance policies provided for students and parents. He/She must make every effort to perform academically in class and on state-wide tests to the best of his/her ability.

Name of Student:

Signature of Student and Date:

Name of Parent/Guardian:

Signature of Parent/Guardian and Date:

Name of Parent/Guardian:

Signature of Parent/Guardian and Date:

Name of Guidance Counselor:

Signature of Guidance Counselor and Date:

Name of Principal:

Signature of Principal and Date:

Information about the Evans High School Contract

Evans High School's success depends on making teachers, staff, students, and parents equal, active partners in the educational process. To this end, everyone involved is required to sign a contract acknowledging his or her responsibilities and obligations to the school and its students, and committing their time and effort to making the learning experience the best it can possibly be.

The contract recognizes the notion that education is a group effort — all signers promise to hold each other accountable for the quality of the instructional program and for student progress. Evans High School promises to maintain its programs, to provide highly trained teachers, to reach out to parents, to challenge its students, and not to let a single student "fall through the cracks."

On signing the contract, incoming students accept a great deal of the responsibility for their own educational success. This contract will be enforced for the child's entire high school career. For parents, the contract formalizes the sort of participation that they might take for granted at other schools. Evans' parents pledge not only to support their child's efforts and to attend parent-teacher conferences and back-to-school nights, but to volunteer time and to stay in regular contact with Evans staff and teachers regarding student progress, and even to schedule family vacations around Evans' schedule. By and large, parents appreciate the level of involvement the contract holds them to, and the fact that the contract holds all parties accountable for the success of the student.

EVANS HIGH SCHOOL
School-Student-Parent Contract

Evans High School is a partnership among parents, students, teachers, and staff to provide the best possible education for our students. In order to achieve our ambitious goals, we must all make a commitment to working together. This contract begins in the student's ninth grade year and continues throughout the student's high school career.

Pledge by the school

We will offer a high-quality education for all of our students. Teachers and other staff will work hard to challenge and support our students as they reach for their personal best – both as students and as citizens. We know that what we do every day will dramatically impact the options that our students have in life, especially whether they go to college, and we promise to take this responsibility seriously.

Every member of Evans' staff will demonstrate the highest standards of professionalism and will serve as role models of the school's core values. Teachers will always be prepared for class and will continually engage students in the hard work that paves the way for success in high school, college, and life. We promise to hold each other accountable for the quality of the instructional program and for student progress.

We promise to appreciate, support, and respect every student. Each incoming 9th grade student will be assigned a teacher-Advisor to oversee the child's individual needs and progress within the school. No child at Evans High School will fall through the cracks.

We promise to communicate regularly with parents about their child's progress. We will return parent phone calls within 24 hours. Half way through each grading period, we will send home academic Progress Reports to every student. We will respectfully work with parents, seeking their input and problem-solving with them to serve students more effectively.

We are fully committed to the extended school day schedule for students needing extra assistance. Our students will have the time they need to improve their knowledge, skills, and behavior. Teachers will assign productive, worthwhile homework to reinforce and support skills and concepts learned in class.

We will enforce Evans High School's core values consistently and fairly. When students are detained or suspended, or when students deserve recognition for their accomplishments, we will inform their parents promptly and fully.

Signed: _____ Date: _____

EVANS HIGH SCHOOL
School-Student-Parent Contract

Evans High School is a partnership among parents, students, teachers, and staff to provide the best possible education for our students. In order to achieve our ambitious goals, we must all make a commitment to working together. This contract begins in the student's ninth grade year and continues throughout the student's high school career.

Pledge by the parent (and guardian):

I, _____, am fully committed to supporting the education of my child, _____. I promise to encourage and support my child as he or she works to achieve his or her goals.

I understand the Academy's core values of **Respect, Enthusiasm, Achievement, Citizenship, and Hard Work**, and I will make sure that my child learns to live up to them.

I also understand that there will be disciplinary consequences if my child violates the core values, even in little ways, and I will support the school in their efforts to enforce high standards for behavior and citizenship.

I understand that every school day is important, and I will make sure that my child arrives at school every day on time. If my child takes the bus, I will ensure that he or she is at the bus stop on time.

I understand that Evans High School's day is longer than usual, and I will ensure that my child benefits from this extra time. I will not schedule family vacations so that my child will miss school.

I understand that Evans' academic standards are very high. Grades and promotion are earned, and my child may need an additional support to master the rigorous, challenging curriculum. Therefore, whatever remediation or interventions needed, I will support the efforts of the school and will make sure that my child attends after school tutoring sessions or extended day credit retrieval programs offered.

I will communicate regularly with my child's teachers. I will return a phone call from a member of Evans' staff within 48 hours. If I am asked to attend a meeting at the school regarding my child's education or behavior, I will make every effort to be there. If I have a concern or questions, I will communicate in a respectful tone with Evans teachers and staff.

I will provide appropriate opportunities for my child to complete his/her homework. We will check to see that our child completes his/her homework every night.

Signed: _____ Date: _____

Signed: _____ Date: _____

EVANS HIGH SCHOOL
School-Student-Parent Contract

Evans High School is a partnership among parents, students, teachers, and staff to provide the best possible education for our students. In order to achieve our ambitious goals, we must all make a commitment to working together. This contract begins in the student's ninth grade year and continues throughout the student's high school career.

Pledge by the student:

I promise to very work hard, probably harder than I ever have before, to achieve my personal best. I understand that my education is important, and I will try to make the most of every opportunity I have to learn. I will never settle.

I will do my best to attend school every day. I will arrive.

I understand the Evans High School core values, and I will try to live up to them every day.

I will **Respect** my classmates, teachers, my school property, and myself. My teachers hold the keys to my future; I will always treat them with special respect. I will jump to it when they ask me to do something. I also know that my classmates are my teammates; I will never put them down or let them down.

I will approach learning with **Enthusiasm**. I will do things with a positive attitude.

I will aim for **Achievement** in every subject by producing top quality work. I will complete my homework every night, including my required reading.

I will demonstrate good **Citizenship**. I will look for opportunities to help my classmates, my school, and my district.

I will always practice **Hard Work** when I approach a task. I will come to class prepared, focused, and ready to learn. I will give every task my very best.

I understand that Evans' academic standards are very high. Grades and promotion are earned, and I may need additional support to master the rigorous, challenging curriculum. Should I need remediation or interventions I will avail myself to all opportunities. I will attend after school tutoring sessions or extended day credit retrieval programs offered if I am in need of such support.

I understand that Evans' standards for academics and behavior are very high and that there will be consequences if I do not live up to the core values. If I fail to honor any one of the values, I will take responsibility for my actions, try to learn from my mistake and will work to improve my behavior. I know that I must always work to be a better student, a better citizen, and a better person.

Signed: _____ Date: _____

Information about the Jones High School Contract

Jones High School's success depends on making teachers, staff, students, and parents equal, active partners in the educational process. To this end, everyone involved is required to sign a contract acknowledging his or her responsibilities and obligations to the school and its students, and committing their time and effort to making the learning experience the best it can possibly be.

The contract recognizes the notion that education is a group effort — all signers promise to hold each other accountable for the quality of the instructional program and for student progress. Jones High School promises to maintain its programs, to provide highly trained teachers, to reach out to parents, to challenge its students, and not to let a single student "fall through the cracks."

On signing the contract, incoming students accept a great deal of the responsibility for their own educational success. This contract will be enforced for the child's entire high school career. For parents, the contract formalizes the sort of participation that they might take for granted at other schools. Jones' parents pledge not only to support their child's efforts and to attend parent-teacher conferences and back-to-school nights, but to volunteer time and to stay in regular contact with Jones staff and teachers regarding student progress, and even to schedule family vacations around Jones' schedule. By and large, parents appreciate the level of involvement the contract holds them to, and the fact that the contract holds all parties accountable for the success of the student.

JONES HIGH SCHOOL
School-Student-Parent Contract

Jones High School is a partnership among parents, students, teachers, and staff to provide the best possible education for our students. In order to achieve our ambitious goals, we must all make a commitment to working together. This contract begins in the student's ninth grade year and continues throughout the student's high school career.

Pledge by the school

We will offer a high-quality education for all of our students. Teachers and other staff will work hard to challenge and support our students as they reach for their personal best – both as students and as citizens. We know that what we do every day will dramatically impact the options that our students have in life, especially whether they go to college, and we promise to take this responsibility seriously.

Every member of Jones' staff will demonstrate the highest standards of professionalism and will serve as role models of the school's core values. Teachers will always be prepared for class and will continually engage students in the hard work that paves the way for success in high school, college, and life. We promise to hold each other accountable for the quality of the instructional program and for student progress.

We promise to appreciate, support, and respect every student. Each incoming 9th grade student will be assigned a teacher-Advisor to oversee the child's individual needs and progress within the school. No child at Jones High School will fall through the cracks.

Every student will be given an opportunity to participate in the "Colleges;" whereby, they will be able to focus on their respective needs. Students in certain magnet or career focused classes will be well-prepared for future endeavors.

We promise to communicate every four weeks with parents about their child's progress. We will mail home written academic Progress Reports to every student every four weeks. We will respectfully work with parents, seeking their input and problem-solving with them to serve students more effectively.

The academic interventions provided for every student include the following:

- The school day will be extended for every student at Jones High School an extra academic period. Jones will have a 7th period day as opposed to a six period day in other high schools.
- Additional after school programs will be assigned to students who are level one and need tutoring in reading, math and science.
- Students who need extra time to make up credits for graduation will be given extended learning time after the seven period day.
- Students in 11th and 12th grades who have not passed the FCAT will receive after school tutoring in the appropriate subjects by certified teachers.
- All students assigned to extended learning time will be provided transportation.

All parents will be informed of their student's needs and successes promptly and fully. Specifically each student will receive a personalized success plan outlining interventions particular to the students needs.

Signed: _____ Date: _____

JONES HIGH SCHOOL
School-Student-Parent Contract

Jones High School is a partnership among parents, students, teachers, and staff to provide the best possible education for our students. In order to achieve our ambitious goals, we must all make a commitment to working together. This contract begins in the student's ninth grade year and continues throughout the student's high school career.

Pledge by the parent (and guardian):

I, _____, am fully committed to supporting the education of my child, _____. I promise to encourage and support my child as he or she works to achieve his or her goals.

I understand the Academy's core values of **Respect, Enthusiasm, Achievement, Citizenship, and Hard Work**, and I will make sure that my child learns to live up to them. I will support the school in their efforts to enforce high standards for behavior and citizenship.

I understand that every school day is important, and I will make sure that my child arrives at school every day on time. If my child takes the bus, I will ensure that he or she is at the bus stop on time.

I understand that Jones High School's day is longer than usual, and I will ensure that my child benefits from this extra time. I will not schedule family vacations so that my child will miss school.

I understand that Jones' academic standards are very high. Grades and promotion are earned, and my child may need an additional support to master the rigorous, challenging curriculum. Therefore, whatever remediation or interventions needed, I will support the efforts of the school and will make sure that my child attends after school tutoring sessions or extended day credit retrieval programs offered.

I will communicate regularly with my child's teachers. I will return a phone call from a member of Jones' staff within 48 hours. If I am asked to attend a meeting at the school regarding my child's education or behavior, I will make every effort to be there. If I have a concern or questions, I will communicate in a respectful tone with Jones teachers and staff.

I will provide appropriate opportunities for my child to complete his/her homework. We will check to see that our child completes his/her homework every night.

Signed: _____ Date: _____

Signed: _____ Date: _____

JONES HIGH SCHOOL
School-Student-Parent Contract

Jones High School is a partnership among parents, students, teachers, and staff to provide the best possible education for our students. In order to achieve our ambitious goals, we must all make a commitment to working together. This contract begins in the student's ninth grade year and continues throughout the student's high school career.

Pledge by the student:

I promise to very work hard, probably harder than I ever have before, to achieve my personal best. I understand that my education is important, and I will try to make the most of every opportunity I have to learn. I will never settle.

I will do my best to attend school every day. I will arrive.

I understand the Jones High School core values, and I will try to live up to them every day.

I will **Respect** my classmates, teachers, my school property, and myself. My teachers hold the keys to my future; I will always treat them with special respect. I will jump to it when they ask me to do something. I also know that my classmates are my teammates; I will never put them down or let them down.

I will approach learning with **Enthusiasm**. I will do things with a positive attitude.

I will aim for **Achievement** in every subject by producing top quality work. I will complete my homework every night, including my required reading.

I will demonstrate good **Citizenship**. I will look for opportunities to help my classmates, my school, and my district.

I will always practice **Hard Work** when I approach a task. I will come to class prepared, focused, and ready to learn. I will give every task my very best.

I understand that Jones' academic standards are very high. Grades and promotion are earned, and I may need additional support to master the rigorous, challenging curriculum. Should I need remediation or interventions I will avail myself to all opportunities. I will attend after school tutoring sessions or extended day credit retrieval programs offered if I am in need of such support.

I understand that Jones' standards for academics and behavior are very high and that there will be consequences if I do not live up to the core values. If I fail to honor any one of the values, I will take responsibility for my actions, try to learn from my mistake and will work to improve my behavior. I know that I must always work to be a better student, a better citizen, and a better person.

Signed: _____ Date: _____

ASSISTANCE *plus*

Alignment of Professional Development and Student Needs

All Districts Compliant

Professional Development Calendar
Miami Central, Miami Edison and Miami Jackson High Schools
2006-2007

July/August	September	October
<ul style="list-style-type: none"> • Project CRISS for content area teachers (Miami Jackson, Miami Edison) • Maze Assessment • READ 180 – Initial training for new teachers • READ XL – Initial training for new teachers • Reading endorsement courses will be offered August - May • Writing Standards • Odyssey Training for ELL Teachers • Cognitive Tutor Algebra I (3 days) • Discovering Geometry (2 days) Miami Edison, Miami Jackson • Geometers Sketchpad (2 days) • Inquiry Approach to Secondary Science Instruction • Data Analysis and Student Progress Monitoring: Guidance Counselors and Select Elective Teachers • Learning Communities follow up • All mentors for new teachers will receive one day of mentoring training • Professional Development Teams will receive training on effective professional development, learning communities and data analysis • High Schools That Work M-DCPS will contract with Southeastern Regional Education Board to provide the on-site professional development, on-site coaching – initial team meeting 	<ul style="list-style-type: none"> • Essentials of Reading for content area teachers • Developing Language and Reading Skills for Adolescent English Language Learners • Developing Literacy in Second Language Learners • Developing Language and Content Knowledge for English Language Learners • Differentiated instruction in the Math Classroom, day 1 • Current Issues and Strategies In Science, Part 1 • AP Data Analysis Workshop • Tools for Success for all 9th grade teachers • Continuous Improvement Model Training for all faculty and on-site follow-up • Project CRISS for content area teachers (Miami Central) • Learning Communities follow up • Reading endorsement courses • High Schools That Work • SUPI 	<ul style="list-style-type: none"> • Project CRISS Study Group - review for content area teachers who completed initial training • Writing Across the Curriculum: a foundation writing course for content area teachers • Differentiated instruction in the Math Classroom, day 2 • NCTM <i>Principles and Standards for School Mathematics</i> • AP Subject Area Workshop • Developing Global Thinkers • All mentors for new teachers will receive a second day of mentoring training • Project CRISS for content area teachers (day 3, Miami Jackson) • Learning Communities follow up • Reading endorsement courses • Effective Collaborative Teaching Partnerships: general education and special education teaching partners • Differentiating Instruction for Student Achievement, general education • Positive Behavioral Intervention and Classroom Management (selected teachers) • Administrative Overview: Developing Responsible Inclusive Practices • Best Practices in the Provision of Instruction to ESOL/SPED Students in the General Education Classroom (Miami Edison and Miami Jackson) • High Schools That Work • SUPI

Professional Development Calendar
Miami Central, Miami Edison and Miami Jackson High Schools
2006-2007

November	December	January
<ul style="list-style-type: none"> • Reading Standards for reading and language arts teachers • Writing Standards for reading and language arts teachers • Developing Language and Reading Skills for Adolescent English Language Learners • Developing Literacy in Second Language Learners • Developing Language and Content Knowledge for English Language Learners • Using Graphing Calculators in the Mathematics Classroom: Beginners/Intermediate Users • Current Issues and Strategies In Science, Part 2 • Pre-AP Workshop • Project CRISS Review for content area teachers who completed initial training • Learning Communities follow up • Reading endorsement courses • Effective Collaborative Teaching Partnerships: general education and special education teaching partners • Meeting the Needs of Diverse Learners within the General Education Classroom, general and special education • Positive Behavioral Intervention and Classroom Management (selected teachers) • High Schools That Work • SUPI 	<ul style="list-style-type: none"> • Developing Language and Reading Skills for Adolescent English Language Learners • Developing Literacy in Second Language Learners • Developing Language and Content Knowledge for English Language Learners • Developing Global Thinkers – follow-up • Learning Communities follow up • Reading endorsement courses • Creating Environments Conducive to Learning (general education teachers) Miami Central and Miami Jackson • Career Academies Planning (1) • High Schools That Work • SUPI 	<ul style="list-style-type: none"> • NCTM <i>Principles and Standards for School Mathematics</i> • Using Graphing Calculators in the Mathematics Classroom: Software Applications • Current Issues and Strategies In Science, Part 3 • Learning Communities follow up • High Schools That Work • Reading endorsement courses • Meeting the Needs of Diverse Learners within the General Education Classroom, general and special education (Miami Central) • Flexible Scheduling (program specialist, administrator) Miami Edison and Miami Jackson • SUPI

Professional Development Calendar
Miami Central, Miami Edison and Miami Jackson High Schools
2006-2007

February	March	April/May
<ul style="list-style-type: none"> • Algebra I Content, Strategies and Assessment • Geometry Content, Strategies and Assessment • Current Issues and Strategies In Science, Part 3 • Learning Communities follow up • Reading endorsement courses • High Schools That Work • SUPI 	<ul style="list-style-type: none"> • Current Issues and Strategies In Science, Part 3 • Learning Communities follow up • Reading endorsement courses • Career Academies Planning (1) • High Schools That Work • SUPI 	<ul style="list-style-type: none"> • AP Student Curriculum Review • Learning Communities follow up • Reading endorsement courses • All Students All Schools Level 1 (school team) (Miami Central) • Effective Collaborative Teaching Partnerships: general education and special education teaching partners • Meeting the Needs of Diverse Learners within the General Education Classroom, general and special education (Miami Central) • High Schools That Work • SUPI

**RIBAUT HIGH SCHOOL PROFESSIONAL DEVELOPMENT PLAN
2006-2007**

Jean Ribault High School

2005-2006 Florida Comprehensive Assessment Test Data

Reading	percent scoring 3 and above	Math percent scoring 3 and above	Writing percent scoring 3.5 and above	% making learning gains in reading	% making learning gains in math	Percent of lowest quartile making gains in Reading	% of students by achievement level in Reading				
							Math				
							1	2	3	4	5
9 th Grade	17%	31%	NA	NA	NA	NA	$\frac{52}{40}$	$\frac{30}{30}$	$\frac{12}{23}$	$\frac{4}{5}$	$\frac{1}{2}$
10 th Grade	8%	45%	72%	NA	NA	NA	$\frac{66}{29}$	$\frac{26}{26}$	$\frac{6}{24}$	$\frac{1}{19}$	$\frac{1}{2}$
School	16%	41%	72%	60%	36%	32%	NA	NA	NA	NA	NA

**RIBAULT HIGH SCHOOL PROFESSIONAL DEVELOPMENT
PLAN Cont.
2006-2007**

**Schultz Center Plan for Professional Development at Ribault High School
General Overview**

Goal

Provide rigorous and relevant site-based, sustained training to Ribault High teachers and coaches focusing on the gateway courses of reading and mathematics to close the learning gap for teachers and the achievement gap for students.

Training Focus Areas

- Reading/Literacy (Reading, Writing, English, Intensive Reading)
- Mathematics

Design

- Weekly Teacher Training Sessions - Schultz Center trainers and Ribault Reading, Literacy, and Mathematics coaches train school Reading, English/Language Arts/Mathematics teachers 3 hrs./week with from 2:15 - 5:15. Course of study based on student data. Training focused on subject area content, strategies, and methods. (Charts A & B)
- Weekly Coach Training Sessions - Schultz Center trainers provide weekly training (2 hrs.) and support for the Ribault Reading and Math Coaches. Training focus is analyzing student work, monitoring assessment data, lesson development/design, differentiating instruction, questioning techniques, conducting/critiquing observations, effective conferencing, and professional learning community protocols. (Charts C & D)
- Daily Coaching Work with Teachers - Coaches work with teachers daily to analyze student work to plan instruction, implement the course of study, facilitate teacher conferences, conduct demonstration lessons, conduct observations and provide specific feedback, conduct focused walks, implement/support model classrooms, and assist teachers in differentiating instruction for varied student needs.
- Weekly Coach Debriefing Sessions – Coaches meet weekly for two hours to review the past week’s progress. Coaches analyze student work, discuss the transfer of training to the classroom, monitor weekly progress in the course of study, determine teacher instructional needs, recommend strategies, articulate progress to teachers and leadership team, and develop an action plan for the following week.
- Early Dismissal Training - Schultz Center trainers and Ribault Reading, Literacy, and Mathematics coaches train on early dismissal days two times per month. General instructional topics include Understanding by Design, Differentiated Instruction, Cultural Competence, Workshop Model, Reading Across the Content Areas, Analyzing Student Work, and Professional Learning Community Protocols. (Chart E)

**RIBAULT HIGH SCHOOL PROFESSIONAL DEVELOPMENT
PLAN Cont.
2006-2007**

Expectations

- Improve teachers' knowledge and skills
- Improve student achievement and the quality of student work
- Develop meaningful student engagement in appropriate level work
- Build expert capacity at the school site
- Develop professional learning communities

Rationale

- School and teacher ownership of professional development
- Provides for school-based differentiation of training
- Focused training based on analysis of student data/work
- Links teacher training with classroom practice
- Shifts school culture from isolation to collaboration
- Training reaches every teacher and classroom
- Builds consistency for students across the curriculum

Mathematics Training for Teachers

The training for teachers will consist of interdependent hands-on modules that relate holistically the content, methods, and strategies of teaching and learning mathematics. In addition to the mathematics content, each module will help teachers

- Identify student needs
- Form clear objectives
- Determine the instructional focus
- Plan and complete the necessary preparation for instructional delivery.

Student work and assessment will be analyzed by focusing on the objective and used to improve the quality of delivery. Strength and needs of student work will be identified and connected to the strength and weaknesses of instruction and planning.

*Topics are aligned with the FCIM Focus Calendar

**RIBAUT HIGH SCHOOL PROFESSIONAL DEVELOPMENT PLAN Cont.
2006-2007**

Chart A: Training Topics for Mathematics Teachers by Month

Month	Course	Strand
August	Intensive Mathematics	Geometric Properties
	Algebra I	Variable Expressions
	Geometry	Linear Equations and Slope
September	Intensive Mathematics	Operations with Fractions, Decimals, and Percents
	Algebra I	Operations on Rational Numbers
	Geometry	Perimeter, Area, and Graphing
October	Intensive Mathematics	Ratio and Proportions
	Algebra I	Linear Equations and Inequalities
	Geometry	Basic Geometric Properties
November	Intensive Mathematics	Integers; Graphing Equations
	Algebra I	Geometric and Algebraic Ratios
	Geometry	Congruence and Triangles
December	Intensive Mathematics	Algebraic Sentences
	Algebra I	Slopes and Rate of Change
	Geometry	Trigonometry
January	Intensive Mathematics	The Pythagorean Theorem; Surface Area and Volume
	Algebra I	Slopes and Rate of Change
	Geometry	Polygons and Area
February	Intensive Mathematics	Interpreting Data
	Algebra I	Functions
	Geometry	Circles and Solids
March	Intensive Mathematics	Solving Equations
	Algebra I	Rate of Change
	Geometry	Construction
April	Intensive Mathematics	Probability
	Algebra I	Quadratics
	Geometry	3-D
May/June	Intensive Mathematics	Statistics
	Algebra I	Exponential Functions
	Geometry	Surface Area and Volume

**RIBAULT HIGH SCHOOL PROFESSIONAL DEVELOPMENT PLAN Cont.
2006-2007**

Chart B: Training Topics for Reading/ELA Teachers by Month

Month	Intensive Reading	English
August	State-mandated Course Structure and implementation of all components Development of focus lesson REWARDS/Word Study Reading Assignment in Science/Social Studies Textbooks	Expository Writing/Persuasive Writing Writer's Workshop FOCUS
September	Assessment ✓ Diagnostic ✓ Progress Monitoring Immediate Intensive Intervention Data support	FCAT Writes Rubric application FOCUS
October	Reciprocal teaching/reading Problematic Situation Skill development: Topic/Main idea	Model beginning, middle, and end Peer conferencing ORGANIZATION
November	Skill development: Summarizing Lesson development Skill development: Text patterns Comparisons/contrasts, cause-effect Lesson development	Model strong leads and clincher endings SUPPORT
December	Skill development Synthesizing strategies Lesson development	Practice writing from prepared prompts CONVENTIONS
January	Skill development: major and minor details "Stay-Connected to Reading" techniques	Model transitional devices and sentence variety Apply mature word choice and extended support of details
February	Skill development: inferences drawing conclusions, making generalizations Lesson Development	Promote journal responses, reflections, and author responses
March	Sentence and passage fluency Reading stamina Detail reading	Write for a variety of purposes, to a variety of audiences, and from different points-of-view
April	Reading Strategy Work QAR Visualize Summarize	Model for writings with an organizational pattern that provides a logical progression of ideas. REVISION/EDITING
May/June	Book Talks Literature Circles	Share completed writings of a variety of genres. Analyze student work

**RIBAULT HIGH SCHOOL PROFESSIONAL DEVELOPMENT PLAN Cont.
2006-2007**

Chart C/D: Training for Coaches

The training for coaches will consist of interdependent modules that focus on lesson design, questioning techniques, developing and delivery of rich content, using student work and assessment to improve instruction. Each workshop will include the protocol designed to help the coaches develop school-based capacity

Chart C: Training for Mathematics Coaches

Date	Topic
August	Guidelines for Effective Workgroup Meeting
September	Lesson Design
October	Engaging Students in Rich Problems Questioning Techniques
November	Analyzing Student Work
December	Formulating Goals Related to Measurable Student Work
January	Classroom Observation Protocol
February	Using Assessment to Improve Instruction
March	Interactive Leadership Skills
April	Assignment Design
May/June	Workgroup Protocol

**RIBAUT HIGH SCHOOL PROFESSIONAL DEVELOPMENT PLAN Cont.
2006-2007**

Chart D: Training for Reading/ELA Coaches

Date	Topic
August	Lesson development (Intensive Reading components) Writer's Workshop Monitor for evidence of implementation
September	Analyzing student work Assessment/data monitoring
October	Model conferencing Model reciprocal teaching Monitor implementation
November	Writing Lesson development Observe and critique skill lesson application in intensive reading
December	Analyze student work Observe and critique skill lesson application in intensive reading
January	Analyze student work Observe and critique skill lesson application in intensive reading
February	Model writing strategies Observe and critique skill lesson application in intensive reading
March	Analyze student work Observe and critique skill lesson application in intensive reading
April	Vertical Articulation by Grade Level
May/June	Data Analysis

**RIBAUT HIGH SCHOOL PROFESSIONAL DEVELOPMENT PLAN Cont.
2006-2007**

Chart E: Early Dismissal Training Plan

Month	Topics (All Subjects)
August	Understanding by Design Cultural Competence Professional Learning Community Protocols
September	Cultural Competence Workshop Model Professional Learning Community Protocols Formative Assessment
October	Workshop Model Reading Across the Content Differentiating Instruction Professional Learning Community Protocols
November	Reading Across the Content Analyzing Student Work Differentiating Instruction Workshop Model Professional Learning Community Protocols
December	Reading Across the Content Analyzing Student Work Professional Learning Community Protocols Differentiating Instruction
January	Differentiating Instruction Professional Learning Community Protocols Formative Assessment
February	Professional Learning Community Protocols Formative Assessment Differentiating Instruction Lesson Study
March	Professional Learning Community Protocols Differentiating Instruction Formative Assessment Lesson Study
April	Differentiating Instruction Professional Learning Community Protocols Lesson Development and Design Assessment Design
May/June	Differentiating Instruction Professional Learning Community Protocols Data Analysis Lesson Development and Design Assessment Design

**RIBAUT HIGH SCHOOL PROFESSIONAL DEVELOPMENT PLAN Cont.
2006-2007**

Note:

Once staff is in place Schultz Center will identify their needs for obtaining the K-12 Reading Endorsement. We will then customize the training so that they may obtain the Reading Endorsement as quickly as possible.

DeSensi Training/Coaching will be offered and will be aligned with the Schultz Center training topics.

Schultz Center Training Proposal: Ribault HS
August 3, 2003

Professional Development
Jefferson County High School
2006-2007

Professional development at JCHS will be tied to student data and needs. The following dates, which are student early release days have been planned for staff training:

8/23/06	Reading Workshop	Focus Words & Phrases Main Idea
9/20/06	Math Workshop	Focus Performance Tasks
10/18/06	Science Workshop	Focus Physical & Chemical Earth & Science
11/15/06	Writing Workshop	Focus Content Areas
12/18/06	Reading Workshop	Focus Reference & Research Compare & Contrast
12/19/06	Math Workshop	Focus Measurement
1/24/07	Science Workshop	Focus Life & Environment Science Thinking
2/21/07	Writing Workshop	Focus Content Areas
3/15/07	Reading Workshop	Focus Vocabulary Strategies
4/18/07	Math Workshop	Focus Use of Manipulatives
5/23/07	Science Workshop	Focus Science Labs
5/24/07	Writing Workshop	Focus Content Areas

In addition to these dates, weekly faculty meetings will be held to review student data. Reading and math assessments will be given to students each week and the review of the data will take place in teaching teams during these meetings.

EVANS HIGH SCHOOL
STAFF DEVELOPMENT CALENDAR
2005 – 2006

SCHOOL	MONTH	TOPIC	LOCATION
NINTH CAMPUS	23-Aug	Pro Binder	Corresponding Campus
	7-Sep	Writing in the Classroom	Main Campus Rm 264
	7-Sep	Guided Reading	Main Campus Children's Section
	7-Sep	Writing in the Classroom	Main Campus Rm 103
	20-Sep	Thinking Maps I	Corresponding Campus Media Center
	5-Oct	Writing in the Classroom	Main Campus Rm 103
	5-Oct	Literacy	Ninth Grade Campus
	5-Oct	Teaching Data and Statistics	Main Campus
	18-Oct	Small Group Instruction	Corresponding Campus
	2-Nov	Writing in the Classroom	Main Campus Media Center
	15-Nov	Reviewing your IPDP	Corresponding Campus
	18-Jan	Thinking Maps I	Ninth Grade Campus Media Center
	1-Feb	Thinking Maps II	Ninth Grade Campus
	10-May	Assesment and Inservice Points	Ninth Grade Campus Media Center

MAIN CAMPUS

7-Sep	Writing in the Classroom	Main Campus Rm 264
7-Sep	Guided Reading	Main Campus Children's Section
15-Sep	Thinking Maps I	Main Campus Media Center
5-Oct	Writing in the Classroom	Main Campus Rm 103
5-Oct	Literacy /Research Teaching Data and	Ninth Grade Center
5-Oct	Statistics	Main Campus
13-Oct	Small Group Instruction	Main Campus Media Center
2-Nov	Writing in the Classroom	Main Campus Media Center
10-Nov	Reviewing your IPDP	Main Campus Media Center
12-Jan	Writing w/Melba Johnson	Main Campus Media Center
	Writing Follow-up & Instructional Strategies that Engage the Brain	
25-Jan		Main Campus Media Center
1-Feb	Thinking Maps & More	Main Campus Media Center
29-Mar	Teaching Research Skills Instructional Strategies that Engage the Brain	Main Campus Media Center
5-Apr		Main Campus Media Center

Jones High School
Staff Development Chart
2006-2007

Meeting High Standards in Reading	Making Learning Gains in Reading	Lowest 25% Making Learning Gains in Reading	Meeting High Standards in Writing	Meeting High Standards in Math	Making Learning Gains in Math
14 %	37%	46%	67%	41%	61%
Springboard Training, Reading , ESE & ESOL) Targeted FCAT Achievement Level 1-5 Dates: July 10-14	Write Score Training (Reading) Targeted FCAT Achievement Levels 1 Date: August 4	Read 180 Training (ESE & ESOL) Emily Khayat: Read 180 Consultant Dates: July 27, August 18, Oct, 13	Write Score Training (Reading/ESOL/ESE) Targeted FCAT Achievement Levels 1 and 2 Date: August 4	Springboard Training, (Math) Targeted FCAT Achievement Levels 1-5 Dates: July 10-14	Springboard Training, (Math) Targeted FCAT Achievement Levels 1 and 2 Dates: July 10-14
Reading Endorsement Class (Reading/ESOL/ESE) Date: September 20	Read 180 Training (ESE & ESOL) Emily Khayat: Read 180 Consultant Targeted FCAT Achievement Level 1 Dates: July 27, August 18, Oct, 13	Fast ForWord Training (Reading ESE/ESOL) Ann Barber: Implementation Consultant Targeted FCAT Achievement Levels 1 and 2 Dates: July 28, August 16, October 10, November 8 December 6 & April 11	Effective Lesson Planning (Reading/ESE/ESOL) Literacy Coaches Targeted FCAT Achievement Levels 1 and 2 Date: August 9	Effective Lesson Planning (Reading/ESE/ESOL) Literacy Coaches Date: August 9	Math Training (24/7 & Intensive Math) Guy Swenson Targeted FCAT Achievement Levels 1 and 2 Date: July 27
Mock FCAT Reading Testing Targeted FCAT Achievement Levels 1 and 2 Date: January 8	Reading in the Content Area: Kenyatta Graves: National Springboard Trainer (Reading) Targeted FCAT Achievement Levels 1 and 2 Date: August 12	Effective Lesson Planning (Reading/ESE/ESOL) Literacy Coaches Date: August 9	Data Analysis Overview Individual Teacher Data Conference Dates: September 7, October 20, November 10, December 12, January 18, February 17	Springboard Overview Targeted FCAT Achievement Levels 1 -5 Date: July 27	Academy of Math Training Targeted FCAT Achievement Levels 1 and 2 Date: August 1

Meeting High Standards in Reading	Making Learning Gains in Reading	Lowest 25% Making Learning Gains in Reading	Meeting High Standards in Writing	Meeting High Standards in Math	Making Learning Gains in Math
14 %	37%	46%	67%	41%	61%
Mock FCAT Data Reading Analysis (Individual Teacher/Student Data) Targeted FCAT Achievement Levels 1 and 2 Date: February 7	Reading Endorsement Class Begins (Reading/ESOL/ESE) Targeted FCAT Achievement Levels 1 and 2 Date: September 20	Reading Endorsement Class Begins (Reading/ESOL/ESE) Targeted FCAT Achievement Levels 1 and 2 Date: September 20	College Board AP Training Date: August 18	Math Training (24/7 & Intensive Math) Guy Swenson Targeted FCAT Achievement Levels 1 and 2 Date: July 27	NCS Learn: Success Maker (Math) Targeted FCAT Achievement Levels 1 and 2 Date: August 11
Data Assessment Training Mark Schroeder: Data Consultant Date: July 10	Mock FCAT Reading Testing Date: January 8	Mock FCAT Reading Testing Targeted FCAT Achievement Levels 1 and 2 Date: January	Data Assessment Training Mark Schroeder: Data Consultant Targeted FCAT Achievement Levels 1-5 Date: July 10	Mock FCAT Math Testing Date: January 9	Mock FCAT Math Testing Date: January 9
College Board AP Training Date: August 18	Mock FCAT Data Reading Analysis (Individual Teacher/Student Data) Date: February 7	Mock FCAT Data Reading Analysis (Individual Teacher/Student Data) Date: February 7	ESE & ESOL Learning Strategies for Content Area Teachers Date: November 15	Mock FCAT Data Analysis Math (Individual Teacher/Student Data) Date: February 7	Mock FCAT Data Analysis Math (Individual Teacher/Student Data) Date: February 7
Post FACT Instructional Momentum (Projects, Research and Oral Presentation) Literacy Council Targeted FCAT Achievement Levels 1-5 Date: April 3	Post FACT Instructional Momentum (Projects, Research and Oral Presentation) Literacy Council Date: April 3	Post FACT Instructional Momentum (Projects, Research and Oral Presentation) Literacy Council Date: April 3	Post FACT Instructional Momentum (Projects, Research and Oral Presentation) Literacy Council Date: April 3	Post FACT Instructional Momentum (Projects, Research and Oral Presentation) Literacy Council Date: April 3	Post FACT Instructional Momentum (Projects, Research and Oral Presentation) Literacy Council Date: April 3

Meeting High Standards in Reading	Making Learning Gains in Reading	Lowest 25% Making Learning Gains in Reading	Meeting High Standards in Writing	Meeting High Standards in Math	Making Learning Gains in Math
14 %	37%	46%	67%	41%	61%
Data Analysis Overview Individual Teacher Data Conference Dates: September 7, October 20, November_10, December 12, January 18, February 17	Data Analysis Overview Individual Teacher Data Conference Dates: September 7, October 20, November_10, December 12, January 18, February 17	Data Analysis Overview Individual Teacher Data Conference Dates: September 7, October 20, November_10, December 12, January 18, February 17	ESE & ESOL Learning Strategies for Content Area Teachers Targeted FCAT Achievement Levels 1 and 2 Date: November 15	Data Analysis Overview Individual Teacher Data Conference Dates: September 7, October 20, November_10, December 12, January 18, February 17	Data Analysis Overview Individual Teacher Data Conference Dates: September 7, October 20, November_10, December 12, January 18, February 17
ESE & ESOL Learning Strategies for Content Area Teachers Date: November 15	ESE & ESOL Learning Strategies for Content Area Teachers Targeted FCAT Achievement Levels 1-5 Date: November 15	ESE & ESOL Learning Strategies for Content Area Teachers Date: November 15	FCAT Testing Processes & Procedures (Admin Team) Date: February 5	FCAT Testing Processes & Procedures (Admin Team) Date: February 5	ESE & ESOL Learning Strategies for Content Area Teachers Date: November 15

ASSISTANCE *plus*

Highly Effective Teachers

Concerns with District Submitted Data Regarding:

- Evidence of highly effective reading teachers and coaches
- Evidence of highly effective mathematics teachers and coaches

Quality Reading Teachers *ASSISTANCE* *plus*

Requirement 17: District provides on-site reading coaches approved by the Department.

Requirement 19: For Level 1 students and 11th and 12th grades students required to retake the FCAT, intensive reading taught by reading endorsed teachers.

School	Total number of reading and language arts teachers	Number of teachers holding a reading endorsement, certification, or Master's in Reading	Number of teachers in the process of earning the endorsement	Percent of teachers holding or in the process of earning the reading endorsement	Percent of teachers in the bottom 25% in the State retained on staff for 2006-2007	Reading Coaches Approved by the State
Jackson	17	3	2	5/17 29%	9/14 64%	Yes
Edison	13	5	2	7/13 54%	0/7 0%	No Missing one
Central	16	3	4	7/16 44%	5/16 31%	No One from bottom 25% in State
Ribault	17	17	0	17/17 100%	2/6* 33%	Yes
Jefferson	8	3	5	8/8 100%	1/2* 50%	Yes
Evans	21	6	15	21/21 100%	2/21* 10%	No One from bottom 25% in State
Jones	19	2/19	6/19	6/19 32%	6/19 32%	No One from bottom 25% in State

* **Ribault, Jefferson, and Evans** have 2 or fewer reading teachers who are among the bottom quartile in the state. With the commitment that they are coached daily for the first 30 days of school, and weekly thereafter, this is acceptable.

- Fewer than 50% of the teachers at **Jackson, Central, and Jones** hold or are in the process of earning the reading endorsement.
- **Jackson, Central, and Jones** retained 5 or more reading teachers who are among the bottom quartile in the state in terms of student learning gains.
- **Edison, Central, Evans, and Jones** all have issues regarding their reading coaches.

August 11, 2006

Quality Mathematics Teachers ASSISTANCE *plus*

Requirement 18: District provides on-site mathematics coaches approved by the Department.

Requirement 19: For Level 1 students and 11th and 12th grades students required to retake the FCAT, intensive mathematics taught by top performing teachers.

School	<u>Total number of mathematics teachers for the 2006-2007 school year</u>	<u>Number of retained teachers in the bottom 25% in the State</u>	<u>Mathematics Coaches Approved by the State</u>
Jackson	15	3	No Missing three
Edison	13	1	No Missing three
Central	17	8	Yes
Ribault	12	1	Yes
Jefferson	9	1	Yes
Evans	28	7	Yes
Jones	14	1	Yes

Findings:

- At **Central**, 8 teachers who were retained on staff from 2005-2006 are among the bottom quartile in the state in terms of student learning gains.
- At **Evans**, 7 teachers who were retained on staff from 2006-2006 are among the bottom quartile in the state in terms of student learning gains.
- **Jackson** and **Edison** are missing 3 math coaches.

ASSISTANCE *plus*

Principals

ASSISTANCE *plus*

Principals at Repeating F Schools: Evidence of Student Learning Gains

School	Moved a school at least 2 grades	Percent of learning gains in 2005-2006	Total percent of learning gains in 2005-2006 (If there are co-principals, the higher score is used.)	Mentor assigned to assist principal
Central*	No	6	N/A***	No
	Yes**	N/A***		
Edison*	Yes	N/A***	N/A***	No
	No	9		
Jackson*	No	2	29	No
	No	29		
Ribault*	No [#]	19	19	Yes
Jefferson	Yes	N/A***	N/A***	No
Evans	Yes	N/A***	N/A***	Pending ^{##}
Jones	Yes	N/A***	N/A***	Pending ^{##}

*These schools have co-principals.

**As assistant principal, took his former school from a C to an A and then to a B.

***Criteria of moving 2 grades met; no need to look at gains.

[#]Principal has not moved a school two grades, Co-Principal from out of State

^{##}District has committed to mentor principals and has requested DOE assistance to address this.

Finding: The co-principals at Jackson did not move a previous school by at least two grade levels, and there is not a mentor principal assigned to them.

August 11, 2006

ASSISTANCE *plus*

School Improvement Plans

Analysis of School Improvement Plans for Repeating F High Schools August 2006

School	Commendations	Issues and Concerns	Recommendations for Improvement
Evans	<ul style="list-style-type: none"> • School focus on reading fluency • Professional development on mathematics instructional strategies • Utilization of Marzano's academic vocabulary and student vocabulary notebooks 	<ul style="list-style-type: none"> • Strategies to increase rigor in all areas for students who score above Level 2 are not included • Low expectations • No mention of career academies 	<ul style="list-style-type: none"> • Implement strategies to increase rigor in mathematics, language arts, and science for all students • Increase expectations for student enrollment in rigorous classes • Align plan to district 26 criteria plan
Jones	<ul style="list-style-type: none"> • Extended learning opportunities • Quality objectives • Alternative to suspension program 	<ul style="list-style-type: none"> • Strategies to increase rigor in all areas for students who score above Level 2 are not included • No mention of career academies 	<ul style="list-style-type: none"> • Implement strategies to increase rigor in mathematics, language arts, and science for all students • Increase expectations for student enrollment in rigorous classes • Align plan to district 26 criteria plan
Ribault	<ul style="list-style-type: none"> • School focus on strategies for level 1 & 2 students in reading and mathematics • Guidance Department has extended hours to contact parents of failing students to ensure that parents are aware of their students' academic standing. 	<ul style="list-style-type: none"> • Science Objective has low expectation; 9% of 11th graders at level 3. District Science Supervisor will visit the campus monthly. • No mention of the Student Assistance/Mentoring program where each teacher and several volunteers are being assigned seven students. • Winter Break Academy and Saturday School listed but no details. • Several programs....for targeted populations • Several Professional Development trainings listed or will be made available but no dates via a calendar provided 	<ul style="list-style-type: none"> • Set high expectations for proficiency in all academic areas. • Align 26 District requirements with the School Improvement Plan • Describe Winter Break Academy and Saturday School programs • Provide dates for all Professional Development trainings
Jefferson	<ul style="list-style-type: none"> • Strategies to improve science • Strategies for remediation in reading and mathematics • Implementation of HSTW • Obtaining high quality staff • Math Lab 	<ul style="list-style-type: none"> • Strategies to increase rigor in all areas for students who score above Level 2 are not included • How will HSTW be implemented? 	<ul style="list-style-type: none"> • Implement strategies to increase rigor in mathematics, language arts, and science for all students • Increase expectations for student enrollment in rigorous classes

School	Commendations	Issues and Concerns	Recommendations for Improvement
Jackson	<ul style="list-style-type: none"> • Mentors are already assigned to new teachers • Media center available before and after school • Rigorous expectations in writing • Strategies to enhance reading skills of students in science content • Strategies for remediation in reading and mathematics • Implementation of HSTW, academies, and small learning communities • 9th grade academies 	<ul style="list-style-type: none"> • Objective for only 10% proficient in science is a very low expectation • Other than the 21st Century program what other structured extended learning opportunities are available? • 30% of parents disagree or disagree strongly that the school maintains high academic standards - in addition to increasing communications to parents how will you show them evidence of high academic standards? 	<ul style="list-style-type: none"> • Strengthen strategies to increase rigor in mathematics and language arts • Include PD that is part of the District 26 Criteria Plan • Increase expectations for student performance in science
Edison	<ul style="list-style-type: none"> • Family Mathematics and Science nights • Requirement of 100 minutes of science labs • Implementation of 100 minute reading block with breakdown of instructional activities • Algebra and Geometry instructional tools for mathematics remediation Extended learning opportunities • Implementation of HSTW, academies, and small learning communities and reference to increase in rigorous and challenging assignments in all areas • 9th grade academies 	<ul style="list-style-type: none"> • Same objective and many of the same strategies as last year in writing yet last years performance decreased in one area, what will be done differently? • Objective for only a one percent increase in proficiency in writing is a low expectation • Number of parent and community member participation in objective will be a decrease from previous year 	<ul style="list-style-type: none"> • Increase expectations and monitoring and evaluation of strategies to improve writing • Include PD that is part of the District 26 Criteria Plan • Increase expectation of parent and community participation
Central	<ul style="list-style-type: none"> • Requirement of science labs • Strategies for remediation in reading and mathematics • Extended learning opportunities • Implementation of HSTW, academies, and small learning communities • 9th grade academies 	<ul style="list-style-type: none"> • Missing strategies to increase rigor in mathematics and language arts • No mention of increasing expectations of student enrollment in math and science higher level classes as required by HSTW (mentioned in ROI section) • Same objective and many of the same strategies as last year in writing yet last years performance decreased, what will be done differently? • Objective for only 13% proficient in science is a very low expectation • 30 minute daily structured reading 	<ul style="list-style-type: none"> • Include strategies to increase rigor in all areas • Include PD that is part of the District 26 Criteria Plan • Do not cite FCAT Explorer as a technological instructional tool, it is a practice tool that can be used for independent tutoring but should not replace instruction • 30 minutes of student structured reading should be changed to instructional and monitoring of comprehension time

State Assistance

F School Point Person

F School Administrator/
Bureau Chiefs

State Board
Assistance Plus
26 Requirements

SWAT Teams

K-12 Reading Plan

Research – based
Restructure Programs

Continuous Improvement
Model

Repeating F Schools

District Assistance

District Liaison: SBE requires

Proven Leaders

Performance Pay
Differential Pay

Community Assessment
Team: Legislation requires

Extra Funding:
Each district is required to
provide funding for their
repeating F School (s) that is
over & above that for other
schools

Restructuring:
New Programs

Professional Development
Reading in content Area

Reading Coaches
Math Coaches

9th Grade Contract

Funded Tutoring