

ASSISTANCE *plus*

State Board of Education Plan for Repeating F Schools:

District:

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>

ASSISTANCE *plus*

		<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
--	--	---

ASSISTANCE *plus*

SBE Approved 5.14.06:

Implement a schoolwide reform model for ALL students.

The Career/Professional Academy model as delineated in the *M-DCPS Secondary School Reform (SSR) Plan* 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.

Aligned with the Secondary School Reform, Miami Jackson Senior High School has adopted the six principles guiding the Secondary School Reform initiative:

- 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.

Projected student outcomes are as follows:

- 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

Beginning in the tenth grade students will participate in small learning community with a core team of teachers

ASSISTANCE *plus*

		<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 mathematics programs at Miami Jackson Senior High. The District will provide funding to hire four additional Reading and four Mathematics Coaches. Coaches are to be assigned one for each grade level. A District Supervisor will be placed at the site to monitor the Corrective Action Plan. One Vice Principal, One Principal, One assistant principal, a social worker, and a psychologist. Furthermore, the District has funded the following intervention programs: READ 180, Read XL, Reading Plus, Cognitive Tutor, and Learning Express. See Appendix for additional funding of personnel</p>

ASSISTANCE *plus*

		<p><u>allocations and district intervention programs. This funding is over and above what other schools in the district are receiving.</u></p>
<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. <u>A copy of the contract is included in</u></p>

ASSISTANCE

plus

		<u>the Appendix detailing specific academic interventions that will be provided for students.</u>
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>	<ul style="list-style-type: none"> • 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

ASSISTANCE *plus*

an arrangement of on-site professional development resources provided by the district Office of Professional Development.

READING

With 64% of 9th grade students scoring at Level 1 in 2006 FCAT Reading and 24% scoring Level 2, a strong emphasis on professional development in Reading is essential in our efforts to impact student achievement.

The Reading programs currently utilized at Miami Jackson Senior High School are making gains in student achievement. According to the School Accountability Report, 44% made learning gains in Reading and 58% of the lowest 25% made learning gains in Reading. 65% met high standards in Writing as well.

In addition, according to the 2005-06 Adequate Yearly Progress (AYP) Report, even though only 9% scored at or above grade level in Reading, the percentage of students who did not score at or above grade level, decreased from 94% in 2005 to 91% in 2006. Therefore, additional professional development on the Reading programs reflected to the right, along with follow-up and monitoring of the validity of the implementation of these current Reading programs, is a valid educational course of action. (See section #9 below for additional professional development support for reaching student achievement goals in Reading.)

WRITING

With 43% of the 10th grade students scoring below Level 3.5 in the 2006

- Reading Standards: A course in best practices in the teaching of reading for language arts and reading teachers.
- Maze – training for all reading coaches
- Project CRISS for Content Area Teachers
- Project CRISS Study Group - review for content area teachers who completed initial training during 2005-2006
- READ 180
 - Initial training for new teachers
- Read XL
 - Initial training for new teachers
- Reading endorsement courses will be offered at school-site throughout 2006-2007

ASSISTANCE *plus*

<p><u>FCAT Writing +, a strong emphasis on professional development in writing is essential in our efforts to impact student achievement.</u></p> <p><u>ELL</u></p> <p><u>READING</u> <u>Among 9th graders (n=86), 97% scored at Level 1 on the 2006 FCAT SSS, and 3% scored at Level 2.</u> <u>Among 10th graders (first-time test-takers, n=145), 95% scored at Level 1 and 3% at Level 2.</u></p> <p><u>MATHEMATICS</u> <u>Among 9th graders (n=83), 77% scored at Level 1 on the 2006 FCAT SSS, and 18% scored at Level 2.</u> <u>Among 10th graders (first-time test-takers, n=56), 61% scored at Level 1 and 21% at Level 2.</u> <u>According to the 2005-06 AYP Report, the percentage of those scoring below Level 3 decreased from 90 to 85 (17% improvement) between 2005 and 2006.</u></p> <p><u>MATHEMATICS</u></p> <p><u>In Math, 65% made learning gains according the 2005-06 School Accountability Report, and 28% met</u></p>	<ul style="list-style-type: none"> • <u>Writing Standards: A Course in Best Practices in the Teaching of Writing for Language Arts and Reading Teachers</u> • <u>Writing Across the Curriculum: A Foundation Writing Course for Content Area Teachers</u> • <u>Odyssey Program Training for ELL Teachers using application</u> • <u>Developing Language and Reading Skills for Adolescent English Language Learners:</u> <ul style="list-style-type: none"> • <u>Contract with the University of Miami to deliver PD sessions that will provide teachers the essentials of reading as it applies to ELL students at the secondary level. In-services will be provided for the ESOL teachers who are responsible for providing reading instruction in for ELL students.</u> • <u>An ESOL reading specialist will be assigned to work with ESOL teachers in the school. The support person will participate in the PD activities and be assigned to do weekly classroom follow-up visits with the ESOL teachers to provide coaching, modeling and mentoring.</u> • <u>Developing Literacy in Second Language Learners:</u> <ul style="list-style-type: none"> • <u>Division of Bilingual Education will provide PD sessions and on-site support on ESOL strategies for the reading coaches at the school site.</u> • <u>Developing Language and Content Knowledge for English Language Learners:</u> <ul style="list-style-type: none"> • <u>Division of Bilingual Education will provide PD sessions on ESOL strategies for the content area teachers at the school site.</u> • <u>Home Language Assistance Program (HLAP):</u> <ul style="list-style-type: none"> • <u>HLAP teachers will participate in the PD services provided to the mathematics, science and social science teachers.</u> • <u>Differentiated Instruction in Math Classroom, day 1</u>
---	--

ASSISTANCE *plus*

<p><u>high standards in Mathematics.</u></p> <p><u>49% of 9th grade students scored at Level 1 in Math, with an additional 30% scoring at Level 2 in FCAT Mathematics.</u></p> <p><u>Additionally, according to the 2005-06 Adequate Yearly Progress (AYP) Report, even though only 24% scored at or above grade level in Mathematics, the percentage of students who did not score at or above grade level, increased from 75% in 2005 to 76% in 2006. Additional coaching and skills building for mathematics teachers is planned as well as training in Cognitive Tutor.</u></p> <p><u>SCIENCE</u></p> <p><u>In the 2006 science FCAT, 92% of the student population scored achievement levels 1 and 2, only 8% of the student population attained mastery by scoring achievement levels 3 and above. Out of the 319 students taking the 2006 science FCAT, 69% scored at level 1, 23% scored at level 2, 8% at level 3, and 0% scored at levels 4 and 5. The mean points earned by content area were consistently low (below 40%) across all 4 content areas.</u></p> <p><u>GIFTED/ADVANCED PLACEMENT</u></p> <ul style="list-style-type: none"> • <u>Number of AP courses offered: 14</u> • <u>Number of students enrolled in AP:</u> <ul style="list-style-type: none"> *123 – Unduplicated count *181 – Duplicated count <p><u>2006 AP Exam results will not be</u></p>	<ul style="list-style-type: none"> • <u>Differentiated Instruction in Math Classroom, day 2</u> • <u>NCTM Principles and Standards for School Mathematics</u> • <u>Cognitive Tutor Algebra I, 3 days</u> • <u>Discovering Geometry, 2 days</u> • <u>Geometers' Sketchpad, 2 days</u> • <u>Using Graphing Calculators in the Mathematics Classroom: Beginners/Intermediate Users</u> • <u>Using Graphing Calculators in the Mathematics Classroom: Software Apps</u> • <u>Algebra I Content, Strategies, and Assessment</u> • <u>Geometry Content, Strategies, and Assessment</u> <ul style="list-style-type: none"> • <u>Current Issues and Strategies in Science, Part 1</u> • <u>Current Issues and Strategies in Science, Part 2</u> • <u>Current Issues and Strategies in Science, Part 3</u> • <u>Inquiry Approach to Secondary Science Instruction</u> <p><u>Miami-Dade County Public Schools would like to be included with the Florida Department of Education to select Miami Jackson Senior High School as a new <i>Rise to Rigor</i> school for the 2006-2007 school year. Through the <i>Rise to Rigor</i> initiative, the College Board provides</u></p>
--	---

ASSISTANCE *plus*

<p><u>available to the District until mid-August.</u></p> <p><u>SPECIAL EDUCATION</u></p> <p><u>0% of the students with disabilities (SWD) achieved proficiency in 2006 FCAT Reading and 0% of the SWD achieved proficiency in 2006 FCAT Math. 0% of SWD showed 10% improvement in Math and Reading percent not above grade level. The majority of SWD are also classified as Limited English Proficient.</u></p> <p><u>Additionally, only 10.57% of SWD are included in the general education classroom for 80% of the day (May, 2006). This impacts the SWD exposure to the scope and sequence of grade level curriculum and instruction and may negatively impact their achievement level.</u></p> <p><u>OPERATIONAL/PEDAGOGY</u></p> <p><u>Emphasis on assisting teachers acquire additional tools to evaluate student data and adjust the</u></p>	<p><u>consultants to support schools with specific objectives, strategies, and indicators that ensure access, equity, and a change of mindset towards education overall.</u></p> <ul style="list-style-type: none"> • <u>AP Data Analysis Workshop</u> • <u>AP Subject Area Workshop</u> • <u>AP Student Curriculum Review</u> • <u>Pre-AP Workshop</u> <p style="text-align: center;"><u>Leadership Team</u></p> <ul style="list-style-type: none"> • <u>Administrative Overview: Developing Responsible Inclusive Practices</u> <p style="text-align: center;"><u>Inclusive Structures PD</u></p> <ul style="list-style-type: none"> • <u>Flexible Scheduling (program specialist, administrator)</u> • <u>Effective Collaborative Teaching Partnerships (general education and special education teaching partners)</u> <p style="text-align: center;"><u>Effective Instructional Practices PD</u></p> <ul style="list-style-type: none"> • <u>Best Practices in the Provision of Instruction to ESOL/SPED Students in the General Education Classroom (general and special education)</u> • <u>Differentiating Instruction for Student Achievement (general education)</u> • <u>Positive Behavioral Intervention and Classroom Management (selected teachers)</u> • <u>Creating Environments Conducive to Learning (general education)</u> <ul style="list-style-type: none"> • <u>Data Analysis and Student Progress Monitoring: Guidance Counselors and Selected Teachers</u>
--	---

ASSISTANCE *plus*

instructional delivery to meet student needs is a major part of the professional development package for Miami Jackson Senior High for the 2006-07 school year.

- Learning Communities -follow-up to work initiated in 2005-2006
- High Schools That Work
 - M-DCPS will contract with Southeastern Regional Education Board to provide the on-site professional development, on-site coaching
 - Initial training for school team of 8
 - Monthly on-site training and support
- Career Academy Planning (1)
- Tools for Success (transition course for all 9th grade teachers
- Follow-up training and support for Continuous Improvement Model implementation that was initiated during 2005-2006.

NEW/EARLY CAREER TEACHERS

New Teacher Services at Corrective Action Schools

- Every new teacher is in the process of being assigned an on-site mentor from the school who teaches the same subject as the new teacher (in the event that this is not possible, a mentor with same certification will be assigned)
- All Mentors will receive two days of mentoring training
- Mentors will be compensated to mentor new teachers based on the following schedule:
 - August –March– two hours per week
 - April – May – 1 hour a week
 - Any new teacher needing additional support will be provided with additional mentor support
- New/Early Educator Support Team (NEST) sessions will be held at the school twice a month:
 - Sessions will cover topics introduced at New Teacher Orientation, in addition to issues of concern to the new teachers
- Core professional learning courses will be offered to new teachers twice a month on Saturdays
- Professional Development Specialist assigned to

ASSISTANCE *plus*

and in-service training being offered at Miami Jackson Senior High School.

Additionally, mentoring and coaching services have proven to increase the effectiveness of the integration in the classroom of the skills learned through professional development offerings. The delivery of job-embedded professional development has shown to increase the application of skills learned.

Also, the training of substitute teachers at the school site, although not cost effective, has assisted selected schools with a stronger and more effective pool of substitute teachers in a timely fashion, thereby impacting a more efficient use of educational time essential in schools with high teacher turnover and absenteeism.

With 64% of 9th grade students scoring at Level 1 in 2006 FCAT Reading and 24% scoring Level 2, a strong emphasis on professional development in Reading is essential in our efforts to impact student achievement.

The Reading programs currently utilized at Miami Jackson Senior High School are making gains in student achievement. According to the School Accountability Report, 44% made learning gains in Reading and 58% of the lowest 25% made learning gains in Reading. 65% met high standards in Writing as well.

In addition, according to the 2005-06 Adequate Yearly Progress (AYP) Report, even though only 9% scored at or above grade level in Reading,

- Learning Community Facilitator will follow-up twice a month with training initiated in 2005-2006
- Professional Development Specialist and Curriculum Support Specialist to provide on-site professional development and monitor follow-up
- National Board Certified Teacher (NBCT) to lead Cohort of NBCT Applicants

Mentors for administrators will be practicing principals with extensive high school experience and proven success as an instructional leader.

All content area staff will be required to complete:

- Essentials of Reading (2 days) Presents tools for assisting students make inferences from text, instructional strategies for increasing comprehension, fluency, and vocabulary.
- Developing Global Thinkers: Integrating Higher Order Thinking Skills in all Content Areas.

All reading teachers will complete:

- READ 180 (2 days)
- Read XL (1/2 day)
- Reading Plus
- Maze assessment training for reading coaches.

ASSISTANCE *plus*

91% of those students not above grade level showed 10% improvement. Therefore, additional professional development on the Reading programs reflected to the right, along with follow-up and monitoring of the validity of the implementation of these current Reading programs, is a valid educational course of action. (See section #8 above for additional professional development support for reaching student achievement goals in Reading.)

ASSISTANCE *plus*

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><u>Roberta Daniels</u>, District Supervisor, 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. <u>Ms. Daniels</u> 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 throughout the year.</p>

ASSISTANCE *plus*

		<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% <p>OVERALL SCHOOL GRADE DATA</p> <p>Number meeting high standards in reading went from 8%</p>

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

ASSISTANCE *plus*

		<p>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>Mr. Craig Speziale served as the Principal of South Miami Senior High School form 2003 to 2006. During his tenure as Principal of South Miami Senior High, he move the school from D to C ; from 41 percent of the lowest 25 percent making gains to 61 percent of lowest 25 percent making gains. He created and successfully implemented several innovative programs, including the ninth grade academy. He has participated in the Harvard Institute and is fully trained in Read 180. Among the many instructional improvements initiated by Mr. Speziale is a school wide literacy program that was instrumental in moving South Miami Senior High to a higher level.</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><u>See the Appendix of this document for a chart detailing the attributes of a highly qualified principal for Mr. Craig Speziale, Co-Principal, and Ms. Deborah Love, Co-Principal.</u></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</p>
--	--	---

ASSISTANCE

plus

<p style="text-align: center;">12</p>	<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>operational strategies.</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 leave to another school within the district.</p> <p>Teacher performance is a key component in the re-constitution efforts for a failing school. A close review on teacher performance based on FCAT data results is conducted annually. Teachers of reading, language arts, and mathematics 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. Additionally, staff members who have not demonstrated good attendance, 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. <u>See the Appendix for criteria used to determine teachers who were not asked to return to the school. The criteria for the new hires/new teachers are also included in the Appendix.</u></p>
<p style="text-align: center;">13</p>	<p><u>SBE Approved 5.14.06:</u></p> <p><i>Differentiated pay (Incentives)</i></p> <p><u>Amended 6.20.06 to include:</u></p> <p><i>Differentiated pay must be provided only to those teachers identified as highly effective.³</i></p>	<p>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 receive an initial \$9000.00 program supplement for the 2006-2007 school year. The \$9000.00 will be prorated on an annual basis as long as the teacher is performing the duties of the position. In addition, those Reading Teachers whose assigned students achieve measurable improvement in reading performance, defined as 50 percent or more of their assigned students making one year of learning gains as reflected in FCAT results, or moving one or more FCAT levels, will receive a \$1000.00 incentive payment for the 2006-2007 school year.</p> <p>Reading Coaches, who meet the qualifications, are certified/endorsed in Reading and are working at Miami</p>

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

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

ASSISTANCE *plus*

		<p>Jackson Senior High School for the 2006-2007 school year, will receive a \$9000.00 program supplement. In addition, those Reading Coaches where at least 50 percent of the students in the lowest 25 percent of the FCAT in the school make one year of learning gains as reflected in FCAT results, and/or move one or more FCAT levels, will receive a \$1000.00 incentive payment for the 2006-2007 school year. The \$9000.00 will be prorated on an annual basis as long as the Reading Coach is performing the duties of the position.</p>
14	<p><u>SBE Approved 5.14.06:</u> <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>
15	<p><u>SBE Approved 5.14.06:</u> <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> <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</p>

ASSISTANCE *plus*

		<p>personnel, who are committed to the school's improvement initiatives, on the first day of school and throughout the year.</p> <p>District efforts to address critical teacher shortages will also include district-wide teacher fairs, whereby advanced contracts are offered to prospective teachers; a dedicated Human Resources staff member assigned the specific responsibility of monitoring open positions at the school and assisting the administrative team with filling the positions quickly; a reserved pool of qualified teachers from which district personnel can assign teachers to open positions at these critical schools; ongoing national and international recruitment efforts such as Teach for America. Currently, Miami Jackson Senior High School is scheduled to open the 2006-2007 school year fully staffed.</p>
17	<p><u>SBE Approved 4.18.06:</u></p> <p><i>District provides on-site reading coaches</i></p> <p><u>Amended 6.20.06 to include:</u></p> <p><i>District provides one reading coach per grade level at each repeating F school; however, schools with a student population of less than 500 are required to have one reading coach for the entire school.</i></p> <p><i>All reading coaches must be approved by the Department.</i></p>	<p>The District is providing four reading coaches, one for each grade level. Evidence will be provided at the August State Board.</p>
18	<p><u>SBE Approved 4.18.06:</u></p> <p><i>District provides on-site math coaches</i></p> <p><u>Amended 6.20.06 to include:</u></p> <p><i>District provides one math coach per grade level at each</i></p>	<p>The District is providing four mathematics coaches, one for each grade level. Evidence will be provided at the August State Board Meeting.</p>

ASSISTANCE *plus*

	<p><i>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>	
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. <u>See attached chart of the Endorsement Status/Certification for Reading Teachers in the Appendix.</u></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 mathematics. 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 according to the State criteria 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>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</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.

ASSISTANCE *plus*

	<p><i>Transportation must be provided and district must report percent of eligible students participating and success rate.</i></p>	<p>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>
<p>22</p>	<p><u>Current law:</u></p> <p><i>Choice for all students to transfer to two or more schools performing at grade level C or above, with transportation provided</i></p> <p><u>Amended 6.20.06 to include:</u></p> <p><i>District must document outreach to parents regarding this choice option.</i></p>	<p>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.</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 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.</p> <p>In order to ensure that all students are offered public school choice opportunities, M-DCPS has developed a structured and sequential plan for notifying parents of their options relative to their enrollment in selected higher-performing schools within the District. The parent/guardian of every student at each school received mailed notification by the District on June 15, 2006. This notification informs parents/guardians of their option to exercise public school choice by selecting to transfer their son or daughter to another school. Every effort is made to accommodate parental choice. Transportation is provided to all students who avail themselves of this opportunity to attend a higher performing public school. M-DCPS also offers a wide array of choice options through magnet programs, administrative transfers, and the like, to ensure that no parent shall be compelled to enroll their child in a school that has been designated as low performing.</p>

ASSISTANCE

plus

		<p>Moreover, efforts to ensure all eligible students in these schools receive State approved Supplemental Educational Services (SES) focus on four aggressive strategies including:</p> <ul style="list-style-type: none"> ▪ take-home flyers in all three languages – English, Spanish, and Haitian-Creole ▪ PTA outreach in all three languages ▪ outreach to parents through the Title I District Advisory Council ▪ Informational conferences involving parents and teachers at the beginning of the school year at each school site. <p>Documentation to support this law is available at the school site/district and evidence will be provided in August and available upon request.</p>
23	<p><u>SBE Approved 6.20.06:</u></p> <p><i>Support school with Title I Funds, in accordance with applicable federal laws</i></p>	<p>Miami Jackson Senior High School has been allocated \$306,693 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>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</p>

ASSISTANCE *plus*

	<p><i>District must document faithful implementation of the approved K-12 Reading Plan.</i></p>	<p>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 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>
<p>26</p>	<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.

##