

# ASSISTANCE *plus*

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

	Requirements	Updated Status <i>October 1, 2006</i>
1	<p><b><u>SBE Approved 4.18.06:</u></b></p> <p><b><i>School Restructure Plan:</i></b></p> <p><b><i>Change the grade configuration of the school and the programs offered.</i></b></p> <p style="text-align: center;"><b>Completed</b></p>	<p>A separate and discrete ninth-grade center has been established on the campus of Westview Middle School with all the resources as described in the plan submitted to the DOE on August 7, 2006.</p>
2	<p><b><u>SBE Approved 5.14.06:</u></b></p> <p><b><i>Implement a schoolwide reform model for ALL students.</i></b></p> <p style="text-align: center;"><b>Ongoing</b></p>	<p><i>High Schools That Work</i> consultants performed a preliminary technical assistance visit in August. The school entered into a professional services contract with SREB in August, 2006. A representative from the Southern Regional Educational Board conducted a professional development activity for all instructional personnel on the <i>High Schools That Work</i> key principles on August 23, 2006. In addition, Miami Edison met with the <i>High Schools That Work</i> (HSTW) Leadership Team on September 21, 2006, to review the action steps being taken at the school.</p> <p>Pete Bermudez meets weekly with the staff to assist them in the development of Small Learning Communities.</p>
3	<p><b><u>SBE Approved 5.14.06:</u></b></p> <p><b><i>Implement and align schoolwide reform model in feeder schools</i></b></p> <p style="text-align: center;"><b>Ongoing</b></p>	<p>The <i>Making Middle Grades Matter</i> reform model has been adopted by both middle schools in the feeder pattern: Madison Middle and Westview Middle. The initial professional development in the implementation of the reform model was conducted on August 1, 2006 at Miami Edison Middle School. There were 47 participants from the targeted schools that included teachers, counselors, and administrators. Ongoing professional development has been planned for October, 2006; January, 2007; April, 2007; and</p>

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		<p>July, 2007.</p> <p>Miami Central's Ninth Grade teachers are scheduled to participate in their first vertical planning meeting in October with Westview Middle School's teachers.</p> <p>Co-Principals are articulating with middle school principals to discuss the <i>Making Middle Grades Matter</i> concept and training proposal. A continuous articulation program with middle school administrators and staff will be ongoing at each monthly School Improvement Zone principals meeting to foster key concepts to support schoolwide reform and alignment throughout the feeder pattern. The next principals meeting will be held on October 6, 2006.</p>
<p style="text-align: center;"><b>4</b></p>	<p><b><u>SBE Approved 4.18.06:</u></b></p> <p><b><i>Local school board-approved funding for schoolwide interventions to each individual F school</i></b></p> <p style="text-align: center;"><b>Completed</b></p>	<p>Local school board funding in the amount of \$726,666 was provided as previously reported to the DOE on August 16, 2006.</p>
<p style="text-align: center;"><b>5</b></p>	<p><b><u>SBE Approved 5.14.06:</u></b></p> <p><b><i>School guarantees parents of entering ninth grade students remediation, interventions, rigorous programs, and extended day programs</i></b></p> <p><b><u>Amended 6.20.06 to include:</u></b></p> <p><b><i>This will be a contract with parents, and</i></b></p>	<p>Miami Central Senior High School has implemented a rigorous remediation, intervention, and extended day program designed to strengthen reading, writing, and mathematics skills of entering ninth grade students. The programs include an extended day class Monday through Friday from 2:30 p.m. to 3:30 p.m., a tutorial each day from 3:40 p.m. to 4:40 p.m., and Saturday intervention classes from 8:30 a.m to 11:30 a.m.</p> <p>The Parent-Student-School Agreement was translated into Spanish and Haitian Creole for September distribution to all students. Schools conducted assemblies and informed students of their responsibilities as outlined in the contract as of September 14, 2006.</p> <p>The process for completing the Parent-Student-School Agreement was initiated on September 14, 2006 at Miami Central's Open House. Eighty parents completed the packet of information during the Open House activities.</p>

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	<p><b><i>starting with the incoming ninth graders in 2006, the contract will be for 4 years.</i></b></p> <p style="text-align: center;"><b>Ongoing</b></p>	<p>Subsequent dates have been scheduled for parents of ninth grade students attending the Ninth Grade Center to complete and sign the agreements. In addition, the registrar and members of the Truancy Team review the agreements with parents during the registration process and truancy meetings. To date, 237 agreements have been completed. The Truancy Team will work in conjunction with the Student Services staff to complete the remaining agreements.</p>
6	<p><b><u>SBE Approved 5.14.06:</u></b></p> <p><b><i>Extended learning program with transportation</i></b></p> <p><b><u>Amended 6.20.06 to include:</u></b></p> <p><b><i>Districts must document extent of participation</i></b></p> <p style="text-align: center;"><b>Ongoing</b></p>	<p>Miami Central offers an after school and Saturday school tutorial program. Tutoring began on Saturday, September 9, 2006.</p> <p>Attendance has averaged 150 students for Saturday school. During Saturday school ninth and tenth grade students are on a three cycle rotation (reading, writing and math); re-takers receive instruction in the specific component of the FCAT they have not passed.</p> <p>Students who have been identified in the bottom quartile receive pull out services in both mathematics and reading during the extended day program. During these sessions, students engage in teacher directed instruction; computer programs are also used to build academic skills.</p>
7	<p><b><u>SBE Approved 5.14.06:</u></b></p> <p><b><i>District Community Assessment Team – FLDOE, Parent, Business, Educator, Community Member, Local Government representation</i></b></p> <p style="text-align: center;"><b>Ongoing</b></p>	<p>The District Community Assessment Team (DCAT) elected its new membership for the 2006-2007 school year and presented the membership roster to FLDOE on August 31, 2006.</p> <p>The DCAT held its first meeting on August 31, 2006 and meets bi-monthly on the 2nd and 4th Thursdays. Meeting minutes are available upon request.</p>
8	<p><b><u>SBE Approved 4.18.06:</u></b></p> <p><b><i>Schoolwide staff development</i></b></p>	<p>The professional development calendar of monthly offerings previously submitted to the state is closely monitored by staff in the Office of Professional Development.</p> <p>The following courses were cancelled because the targeted</p>

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## Ongoing

### READING

With 67% of 9<sup>th</sup> grade students scoring at Level 1 in 2006 FCAT Reading and 22% 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 Central Senior High School are making gains in student achievement. According to the School Accountability Report, 43% made learning gains in Reading and 59% of the lowest 25% made learning gains in Reading. 63% met high standards in Writing as well.

In addition, according to the 2005-06 Adequate Yearly Progress (AYP) Report, even though only 10% scored at or above grade level in Reading, the percentage of students who did not score at or above grade level, decreased from 91% in 2005 to 90% in 2006. Therefore, additional professional development on the Reading programs reflected to the right, along with follow-up and monitoring of the fidelity 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.)

teachers are enrolled in reading endorsement classes which covers the intended subject in more depth: Adolescent English Language Learners, Developing Literacy in Second Language Learners, and Developing Language and Content Knowledge for English Language Learners.

The Superintendent's Urban Principals Initiative will commence in October instead of September as stated on the plan. Travel for a presenter had to be rescheduled because of Hurricane Ernesto. All other professional learning sessions have taken place or are scheduled to be completed by the end of September.

The following professional development activities have been conducted:

1. CIM training - 9/27 - leadership team of 8 participated
2. AP Data Analysis - 9/19 - 3 teachers attended
3. High Schools That Work - 9/21 - met with principals to review action plans (contract goes to School Board for approval on October 11, 2006)
4. Current Issues & Strategies in Science - 9/26 - 11 teachers attended

Also, New Educator Support Team (NEST) sessions began on Wednesday, September 27, 2006 at the school to provide an additional level of support for the new teachers. The NEST session will be facilitated by the District's Beginning Teacher Staff. All mentors have received the first day of mentoring training. Sixteen mentors have been trained and have begun providing mentoring support for new teacher two hours a week.

Additionally, the following Professional Development activities have taken place during the opening of school: *High Schools That Work*, Learning Communities, Tools for Success, Cognitive Tutor, Inquiry Approach to Secondary Science Instruction, Continuous Improvement Model Training, Odyssey, Mentors training, Writing Standards, Reading Endorsement classes, Team Building, Data Analysis completed by school site personnel and MAZE Assessment. Training on the new MEP Performance Management System (including scorecards) for Principals. In addition, the following activities have been completed by the Office of Exceptional Student Education:

1. Identification of Inclusive Practices Support Team that will provide school site technical assistance and follow-up on a weekly basis.
2. Identification of professional development sessions

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<p><b><u>WRITING</u></b></p> <p><u>With 44% of the 10<sup>th</sup> grade students scoring below Level 3.5 in the 2006 FCAT Writing +, a strong emphasis on professional development in writing is essential in our efforts to impact student achievement.</u></p> <p><b><u>ELL</u></b></p> <p><b><u>READING</u></b>  <u>Among 9<sup>th</sup> graders (n=65), 95% scored at Level 1 on the 2006 FCAT SSS, and 5% scored at Level 2.</u>  <u>Among 10<sup>th</sup> graders (first-time test-takers, n=34), 100% scored at Level 1.</u></p> <p><b><u>MATHEMATICS</u></b>  <u>Among 9<sup>th</sup> graders (n=63), 65% scored at Level 1 on the 2006 FCAT SSS, and 18% scored at Level 2.</u>  <u>Among 10<sup>th</sup> graders (first-time test-takers, n=34), 71% scored at Level 1 and 15% at Level 2.</u>  <u>According to the 2005-06 AYP Report, the percentage of those scoring below Level 3 decreased from 84 to 80 (5% improvement) between 2005 and 2006.</u></p>	<p>listed in the Corrective Action Plan that are offered district wide that are available to school site personnel.</p> <ol style="list-style-type: none"> <li>3. Professional Development and Support Scheduling Options form provided to Principals.</li> <li>4. An Administrative Overview of Inclusive Practices was provided to Principals on September 8, 2006.</li> </ol> <p>The training for PD Teams took place in September, and the Data Analysis training for Guidance Counselors has been cancelled. The Division of Language Arts/ Reading provided staff development for Writing Standards, a course for Best Practices in teaching of writing to the faculty on July 31 and August 1, 2006. Mentors for all new teachers have been selected and assigned. The first day of a required three-day mentor training took place on August 26, 2006, 13 mentors attended. Miami Central Senior High School has 23 new teachers. Additional initial training to accommodate mentor teachers' schedules took place on September 6, 7, and 9th, 2006. The remaining two days of the training, which will be conducted by the New Teacher Center at the University of California at Santa Cruz, is scheduled for October 2006. All teachers new to READ 180, READ XL, and Cognitive Tutor have all received the required initial training to implement the programs.</p> <p>The Science Team consisting of Dr. Vivian Stephenson, Dr. Nicole Jackson, and Ms. Julie Gilbert, and spearheaded by Dr. Gladys A. Barrio met on Friday, September 1st, to coordinate the Science Professional Development which began on Friday September 8 - 9, 2006 for the 11th grade science teachers.</p> <p>Cognitive Tutor Algebra I training sessions were held at Miami Jackson Senior High School computer lab on Saturday, August 19 and Saturday August 26. The sessions facilitated the teachers in aligning teaching to learning using standards-based curriculum, student-centered instruction, and the integration of technology. Throughout the sessions teachers learned best practices based on the latest research in "How People Learn" and were provided with the opportunity to see them in practice both from the perspective of a student and as a teacher.</p> <p>A school wide SSR staff development plan was developed based on the individual needs of the school as reflected in student performance data, professional development surveys, and other identified professional development needs. Professional Development focus is on the</p>
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## **MATHEMATICS**

In Mathematics, 68% made learning gains according the 2005-06 School Accountability Report, and 34% met high standards in Mathematics.

48% of 9<sup>th</sup> grade students scored at Level 1 in Math, with an additional 31% scoring at Level 2 in FCAT Mathematics. Additionally, according to the 2005-06 Adequate Yearly Progress (AYP) Report, even though only 29% scored at or above grade level in Mathematics, the percentage of students who did not score at or above grade level, decreased from 77% in 2005 to 71% in 2006. Additional coaching and skills building for mathematics teachers is planned as well as training in Cognitive Tutor.

## **SCIENCE**

In the 2006 science FCAT, 99% of the student population scored achievement levels 1 and 2, only 1% of the student population attained mastery by scoring achievement level 3 and above. Out of the 167 students taking the 2006 science FCAT, 78% scored at level 1, 20% scored at level 2, 1% scored level 3, 0% scored at levels 4 and 5. The mean points earned by content area were consistently low (below 40%) across all 4 content areas.

## **GIFTED/ADVANCED PLACEMENT**

- Number of AP courses offered:

establishment of small learning communities, literacy, mentoring, and developing critical thinking among students. Adjustments will be made based on student performance needs as reflected through ongoing process monitoring.

Furthermore, the Office of Performance Improvement Accountability and Systemwide Performance has provided the following training:

- 1- MEP Performance Management System (including scorecards) for Vice Principals.
- 2- MEP Performance Management System (including scorecards) for Assistant Principals.

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- Number of students enrolled in AP:  
\*139 – Unduplicated count  
\*292 – Duplicated count  
2006 AP Exam results will not be available to the District until mid-August.

## **SPECIAL EDUCATION**

0% of the students with disabilities (SWD) achieved proficiency in 2006 FCAT Reading and 0% of the SWD achieved proficiency in 2006 FCAT Math. 92% of SWD showed 10% improvement in Math percent not above grade level.

Additionally, only 12% 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.

## **OPERATIONAL/PEDAGOGY**

Emphasis on assisting teachers

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acquire additional tools to evaluate student data and adjust the instructional delivery to meet student needs is a major part of the professional development package for Miami Central Senior High for the 2006-07 school year.

**NEW/EARLY CAREER  
TEACHERS**

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**LEADERSHIP TEAM**

**PROFESSIONAL  
DEVELOPMENT RESOURCES**  
(available on-site)

These resources are being

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deployed to assist with the implementation, monitoring, follow-up, and validation of the professional development offerings and inservice training being offered at Miami Central 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 67% of 9<sup>th</sup> grade students scoring at Level 1 in 2006 FCAT Reading and 22% 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 Central Senior High School are making gains in student achievement. According to the School Accountability Report, 43% made learning gains in Reading and 59% of the lowest 25% made learning gains in Reading.

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	<p>63% met high standards in Writing as well.</p> <p><u>In addition, according to the 2005-06 Adequate Yearly Progress (AYP) Report, even though only 10% scored at or above grade level in Reading, 90% 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.</u></p> <p><i>Updated 8/10/06</i></p>	
<p>9</p>	<p><b><u>SBE Approved 5.14.06:</u></b></p> <p><b><i>Staff development in reading in the content area</i></b></p>	<p>Baseline data has been collected on content area teachers who have previously been trained in Project CRISS. Seventy-eight teachers have completed all three days of Project CRISS training. On-site CRISS training will be offered at the school on Saturdays in October for teachers who have not yet been trained, and will continue until all teachers have been trained. The PD Specialist assigned to the school visits classrooms to determine if the teachers who have been trained are appropriately utilizing the CRISS strategies. Based on the classroom observations, refresher or follow-up training will be scheduled.</p> <p>In an effort to encourage content area teachers to register to take the new state Content Area Reading PD (CARPD) online course, flyers have been posted at the teacher sign-in sheet and flyers were placed in all teachers' mailboxes announcing the course and the registration web-site.</p> <p>All staff will be required to complete:</p> <p>Teaching Reading at the High School Level Essentials of High School Writing Essentials of Reading</p> <p>Content Area Teachers will complete Reading Across the Curriculum</p> <p>Staff from the Division of Language Arts/Reading will provide professional development on Teaching Reading in</p>

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		<p>the Content Area to content area teachers. The workshop was conducted on September 20, 2006 from 3:00 p.m. to 5:00 p.m. The workshop focused on research based reading strategies that can be used effectively in social studies, science, language arts, and reading classes. Teachers received an explicit instructional framework that can be readily incorporated into their daily teaching practices.</p> <p>Essentials of Reading for Content Area Teachers was conducted on Wednesday, September 27, 2006. The class was led by the FLARE representative in conjunction with staff from the District's Language Arts/Reading Department.</p>
<p>10</p>	<p><b><u>SBE Approved 5.14.06:</u></b></p> <p><b><i>District full-time staff assigned to each school</i></b></p> <p><b>Completed</b></p>	<p>A District Supervisor, Sharon Johnson, has been assigned the school to monitor the implementation of the Corrective Action Plan and School Improvement Plan.</p> <p>Dr. Nichole Jackson has been assigned to Central as the PD Specialist. Dr. Jackson is a former science teacher and university instructor for pre-service teachers. She has a Masters Degree in Science Education and Doctorate in Educational Leadership. Responsibilities of the PD Specialist include:</p> <ol style="list-style-type: none"> <li>1. Facilitate the delivery of courses delineated on the PD Plan:             <ol style="list-style-type: none"> <li>a. Advertise upcoming courses to staff.</li> <li>b. Track participation in the courses by appropriate staff.</li> </ol> </li> <li>2. Monitor the implementation of the PD Plan.</li> <li>3. Identify potential barriers to the successful implementation of the Plan.</li> <li>4. Monitor application of new skills learned in professional learning courses to classroom instruction:             <ol style="list-style-type: none"> <li>a. Identify teachers in need of additional support/coaching.</li> </ol> </li> <li>5. Coordinate the support provided to new teachers with Beginning Teacher Staff.</li> <li>6. Provide specialized subject area support at all three schools.</li> <li>7. Deliver on-site professional development and in-class coaching and planning.</li> </ol> <p>District staff has been allocated for Miami Central Senior High School.</p>

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		<p>Julie Gilbert - Science Curriculum Support          Danny Clark - Math Curriculum Support          Mary Henderson - Reading Curriculum Support          Nichole Jackson - Professional Development</p>
11	<p><b><u>SBE Approved 4.18.06:</u></b>   <b><i>Identification and hiring of proven educational leaders<sup>1</sup></i></b>   <b>Completed</b></p>	<p>Mr. Don Hoerschel, principal of John Ferguson Senior High School, a B school utilizing the schoolwide academy model, has been assigned as the Mentor Principal, and has had numerous contacts and meetings during August and September, 2006. To date, over 25 hours of mentoring support have been provided. The principal mentoring plan was previously provided to the DOE on September 7, 2006, and was approved by the Board of the DOE on September 19, 2006.</p>
12	<p><b><u>SBE Approved 5.14.06:</u></b>   <b><i>All instructional staff must reapply for their jobs, and must have evidence of being highly effective.<sup>2</sup></i></b>   <b>Completed</b></p>	<p>The plan for the instructional staffing was submitted to the DOE on September 11, 2006, and approved by the Board of the DOE on September 19, 2006.</p>
13	<p><b><u>SBE Approved 5.14.06:</u></b>   <b><i>Differentiated pay (Incentives)</i></b>   <b><u>Amended 6.20.06 to include:</u></b>   <b><i>Differentiated pay must be provided only to those teachers identified</i></b></p>	<p>Information regarding the Reading Enhancement Supplement was distributed to principals on September 8, 2006. Qualified applicants for the Reading Enhancement submitted applications by September 29, 2006. The first retroactive payment to eligible applicants will begin on October 27, 2006, and will continue as long as the reading teachers and reading coaches continue performing the duties of their positions.</p>

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

<sup>2</sup> 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.

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

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	<p><i>as highly effective.</i><sup>3</sup></p> <p style="text-align: center;"><b>Completed</b></p>	
14	<p><b><u>SBE Approved 5.14.06:</u></b></p> <p><b>Performance Pay Plan</b></p> <p style="text-align: center;"><b>Partial</b></p>	<p>The Office of Performance Improvement, Accountability and Systemwide Performance has provided the following training in preparation for performance pay. Training occurred during the last two weeks of September.</p> <p>1- MEP Performance Management System (including scorecards) for Vice Principals. 2- MEP Performance Management System (including scorecards) for Assistant Principals</p>
15	<p><b><u>SBE Approved 5.14.06:</u></b></p> <p><b>Dedicated district school safety and attendance personnel</b></p> <p style="text-align: center;"><b>Completed</b></p>	<p>Two full time School Resource Officers have been assigned to Miami Central Senior High. (Officer Jiminez and Officer De La Rios) In addition, two full time Social Workers (Tina Hankerson and Shirley Gervais) have been assigned to Miami Central Senior High.</p> <p>Student Services has developed a non-violence/anti-bullying plan district wide to address school safety. Each M-DCPS feeder pattern school received Professional Development and developed a non-violence/anti-bullying plan to be implemented by each school.</p>
16	<p><b><u>SBE Approved 4.18.06:</u></b></p> <p><b>Fully staffed entire school-year</b></p> <p style="text-align: center;"><b>Ongoing</b></p>	<p>A Human Resources staff member, Samuel Pongnon, has been assigned to work with school administration at Central to quickly fill any positions that may occur during the year with highly effective instructional staff.</p>

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17	<p><b><u>SBE Approved 4.18.06:</u></b></p> <p><b><i>District provides on-site reading coaches</i></b></p> <p><b><u>Amended 6.20.06 to include:</u></b></p> <p><b><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></b></p> <p><b><i>All reading coaches must be approved by the Department.</i></b></p> <p style="text-align: center;"><b>Ongoing</b></p>	<p>The School Board of Miami-Dade County has approved funding for Miami Central's Reading program. Additionally, the district has provided four reading coaches; one per grade level.</p> <table style="width: 100%; border: none;"> <tr> <td>Danielle Cain</td> <td style="text-align: right;">9th</td> </tr> <tr> <td>Marcia Jackson</td> <td style="text-align: right;">10th</td> </tr> <tr> <td>Marchel Woods</td> <td style="text-align: right;">11th</td> </tr> <tr> <td>Donna Banks</td> <td style="text-align: right;">12th</td> </tr> </table> <p>The assigned reading coaches provide the following support to our teachers each week: collaboration on the design and implementation of common lesson plans, modeling of instructional strategies and activities, monitoring of the fidelity of the implementation of the READ 180 program, demonstration of best practices for delivering instruction, mentoring of new teachers, provision of pull-out tutoring services for lowest 25% performing students during the Academic Improvement Period (AIP) and they serve as a resource for the planning and implementation of professional development in-services. Every two weeks, the coaches design and supervise the administration of bi-weekly assessments, collect data and provide an analysis of student performance on targeted benchmarks to determine whether there is a need to revise the instructional focus calendar and reteach specified benchmarks. All reading coaches submit weekly schedules and meet weekly with supervising school administrators and the assigned district supervisor to discuss issues and concerns regarding the reading curriculum.</p>	Danielle Cain	9th	Marcia Jackson	10th	Marchel Woods	11th	Donna Banks	12th
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18	<p><b><u>SBE Approved 4.18.06:</u></b></p> <p><b><i>District provides on-site math coaches</i></b></p> <p><b><u>Amended 6.20.06 to include:</u></b></p> <p><b><i>District provides one math coach per grade level at each repeating F school; however, schools with a student population of less than 500 are required to have</i></b></p>	<p>The School Board of Miami-Dade County has approved funding for Miami Central's Mathematics program. Additionally, the district has provided four mathematics coaches; one per grade level.</p> <table style="width: 100%; border: none;"> <tr> <td>Angela Preston</td> <td style="text-align: right;">9th</td> </tr> <tr> <td>Adam Nehme</td> <td style="text-align: right;">10th</td> </tr> <tr> <td>David Mahon</td> <td style="text-align: right;">11th</td> </tr> <tr> <td>Mealie Gilbert</td> <td style="text-align: right;">12th</td> </tr> </table> <p>The assigned mathematics coaches provide the following support to our teachers each week: collaboration on the design and implementation of common lesson plans, modeling of instructional strategies and activities, monitoring of the fidelity of the implementation of the Cognitive Tutor program, demonstration of best practices for delivering instruction, mentoring of new teachers, provision of pull-out</p>	Angela Preston	9th	Adam Nehme	10th	David Mahon	11th	Mealie Gilbert	12th
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Mealie Gilbert	12th									

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	<p><b>one math coach for the entire school.</b></p> <p><b>All math coaches must be approved by the Department.</b></p> <p style="text-align: center;"><b>Ongoing</b></p>	<p>tutoring services for lowest 25% performing students during the Academic Improvement Period (AIP) and they serve as a resource for the planning and implementation of professional development in-services. Every two weeks, the coaches design and supervise the administration of bi-weekly assessments, collect data and provide an analysis of student performance on targeted benchmarks to determine whether there is a need to revise the instructional focus calendar and reteach specified benchmarks. All mathematics coaches submit weekly schedules and meet weekly with supervising school administrators and the assigned district administrator to discuss issues and concerns regarding the mathematics curriculum.</p>
<p style="text-align: center;">19</p>	<p><b><u>SBE Approved 5.14.06:</u></b></p> <p><b>For Level 1 students and 11<sup>th</sup> and 12<sup>th</sup> grade students required to retake the FCAT, intensive reading taught by reading endorsed teachers.</b></p> <p style="text-align: center;"><b>Ongoing</b></p>	<p>All Level 1 and 2 students and 11th and 12th Grade retakers are enrolled in intensive reading and verification has been submitted to FLDOE.</p> <p>On August 16, 2006, presentations were made to all intensive reading teachers on the options for obtaining reading endorsement by August 2007. The options were all face-to-face courses, all online courses, or a combination of both. Twenty-one teachers at Central need to obtain reading endorsement. Every teacher registered for one of the options listed above. Face-to-face classes on Competency One began on Monday, August 28, 2006 and classes on Competency Two began on August 31, 2006.</p> <p>Of the 22 teachers targeted at Central for participation in reading endorsement classes, 21 are currently enrolled in courses as follows: 18 in Competency 1, three in Competency 2, one in Competency 3, one in Competency 4, and one in Competency 6. A few of the teachers are enrolled in more than one course.</p> <p>Across all three schools, eleven teachers attended the Competency One class and 15 attended the Competency two classes, and 23 have registered for an online class. Staff will track registration, attendance, and courses completed by school beginning in September 2006.</p> <p>The teachers of Level 1 students in 11th and 12th grade will be mentored by the reading coach. Staff from the Division of Language Arts/Reading will train the reading coach that works with these teachers in MAZE testing, interpreting data and best practices in reading instruction.</p>
<p style="text-align: center;">20</p>	<p><b><u>SBE Approved 5.14.06:</u></b></p>	<p>All Level 1 and 2 students and 11th and 12th Grade retakers are enrolled in intensive mathematics and verification has</p>

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	<p><b><i>For Level 1 students and 11<sup>th</sup> and 12<sup>th</sup> grade students required to retake the FCAT, intensive mathematics taught by top performing mathematics teachers.<sup>4</sup></i></b></p> <p style="text-align: center;"><b>Ongoing</b></p>	<p>been submitted to FLDOE.</p>
21	<p><b><u>SBE Approved 5.14.06:</u></b></p> <p><b><i>Extended Day Credit Recovery Program</i></b></p> <p><b><u>Amended 6.20.06 to include:</u></b></p> <p><b><i>Transportation must be provided and district must report percent of eligible students participating and success rate.</i></b></p> <p style="text-align: center;"><b>Ongoing</b></p>	<p>Developed a parent-student-school agreement which was implemented during the first grading period, and includes specifics for credit recovery.</p> <p>Students in Miami-Dade County Public Schools must successfully complete twenty-four credits in order to graduate from high school. Miami Central students are enrolled in an eight-class schedule which affords them the opportunity to access thirty-two credits during the four years of high school. These courses include the required twenty-four credits for graduation, as well as credits for remediation and credit recovery. Since the opportunity exists for the credit recovery courses to occur during the regular school day, transportation needs are met as a part of this regular eight-class schedule.</p>
22	<p><b><u>Current law:</u></b></p> <p><b><i>Choice for all students to transfer to two or more schools performing at grade level C or above, with transportation provided</i></b></p>	<p>M-DCPS has a structured plan to address this issue, and mailed notices on June 15, 2006, to parents/guardians of each student at the school site. The information has also been made available through the M-DCPS website and through local news media.</p>

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

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	<p><b><u>Amended 6.20.06 to include:</u></b></p> <p><b><i>District must document outreach to parents regarding this choice option.</i></b></p> <p style="text-align: center;"><b>Completed</b></p>	
23	<p><b><u>SBE Approved 6.20.06:</u></b></p> <p><b><i>Support school with Title I Funds, in accordance with applicable federal laws</i></b></p> <p style="text-align: center;"><b>Completed</b></p>	<p>As a new Title I school for 2006-2007, Miami Central Senior High School has been allocated Title I funds based on the number of students eligible for free and reduced lunch as indicated in the District's Economic Survey. Additionally, the school has been provided a Title I funded full-time Reading Coach position.</p> <p>Miami Central is a newly funded Title I school. Implementation will begin in the 2006-2007 school year. Central has been allocated \$472,252.00. An additional 15% funding has been provided through Title I (\$75, 853.00)</p>
24	<p><b><u>SBE Approved 6.20.06:</u></b></p> <p><b><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></b></p> <p style="text-align: center;"><b>Not Applicable</b></p>	<p>As a new Title I school for 2006-2007, students at Miami Central Senior High School are not eligible for State-approved Supplemental Educational Services.</p>
25	<p><b><u>SBE Approved 6.20.06:</u></b></p> <p><b><i>District must document faithful implementation of the approved K-12</i></b></p>	<p>Miami Central Senior High School adheres to Miami-Dade County Public Schools State approved District Comprehensive Reading Plan. A Progress Monitoring Meeting was held with the Co-Principals on September 1, 2006, at the District Level with Dr. Geneva K. Woodard, Associate Superintendent, to verify the current fidelity of implementation.</p>

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	<p><i>Reading Plan.</i></p> <p style="text-align: center;"><b>Ongoing</b></p>	
26	<p><b><u>SBE Approved 6.20.06:</u></b></p> <p><b><i>District must report to the State Board monthly regarding progress.</i></b></p> <p style="text-align: center;"><b>Ongoing</b></p>	<p>The district will submit a written report to the State Board on the first of every month regarding the progress of Corrective Action schools, commencing with October, 2006.</p>

**SBE Approved 6.20.06:**

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

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

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