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

	Requirements	Update Status <i>October 1, 2006</i>
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 style="text-align: center;">Completed</p>	<p>A separate and discrete ninth-grade wing has been established on the campus of Miami Jackson Senior High School with all the resources as described in the plan submitted to the DOE on August 7, 2006.</p>
2	<p><u>SBE Approved 5.14.06:</u></p> <p><i>Implement a schoolwide reform model for ALL students.</i></p> <p style="text-align: center;">Ongoing</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 (HSTW)</i> 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> <p>Tenth grade students selected and have been scheduled into their academy of choice. (Academy of International Business and Finance (NAF), Academy of Fine Arts and Design, Academy of Family and Consumer Sciences or Academy of Health and Public Services)</p> <p>Teams of core content area teachers have been scheduled with a cohort of students per academy.</p>

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		<ul style="list-style-type: none"> - Ninth grade academy areas were established. - Ninth grade teams were established. Team leaders were selected and are in place. - Nine team leaders attended two sessions of "Creating Learning Communities". A team of five staff members attended a two-day "Small Learning Communities" Workshop.
3	<p><u>SBE Approved 5.14.06:</u></p> <p><i>Implement and align schoolwide reform model in feeder schools</i></p> <p style="text-align: center;">Ongoing</p>	<p>The <i>Making Middle Grades Matter</i> reform model has been adopted by the middle school in the feeder pattern: Allapattah 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 July, 2007.</p> <p>As a Cohort I Secondary School Reform school, ninth grade Transitional Teams and tenth grade Academies of Study are active with students fully scheduled. The core teacher teams share common planning.</p>
4	<p><u>SBE Approved 4.18.06:</u></p> <p><i>Local school board-approved funding for schoolwide interventions to each individual F school</i></p> <p style="text-align: center;">Completed</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>
5	<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>All counselors attended a <i>High Schools That Work (HSTW)</i> on August 24, 2006 professional development workshop that included Parent Contracts, Quarterly Monitoring, Maintenance of Contracts and Meeting the Needs of All Students. August 24, 2006.</p> <p>The Parent-Student-School Agreement was translated into Spanish and Haitian Creole for September distribution to all students. The school conducted assemblies and informed students of their responsibilities as outlined in the contract as of September 14, 2006.</p>

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	<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>Ongoing</p>	<p>Eight Bilingual Parent Outreach meetings have been scheduled and began on September 20, 2006.</p> <p>Students have been scheduled into appropriate remediation classes (Read 180, Read XL, Cognitive Tutor and Writing).</p> <p>The Parent Resource Center is fully operational and has been relocated to an area near the front of the school.</p> <p>A ninth grade orientation meeting for parents, teachers and students was held on August 6, 2006.</p> <p>Contracts were presented to ninth grade parents at Open House on September 14, 2006. Efforts are being made to have all ninth grade parents sign the contracts.</p> <p>A PTSA office has been established to increase the lines of communication.</p>
<p>6</p>	<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>Ongoing</p>	<p>Saturday tutorials commenced on August 26, 2006 and are in place and operational. Approximately 10 students attend Saturday school each week. Intensive recruiting efforts are underway to bring in more students.</p> <p>After-School Tutoring began August 21, 2006, Monday through Thursday from 3:40 - 4:40 p.m. Approximately 50 students attend each day.</p> <p>An activity bus is being arranged for students to attend after school tutorials and activities.</p>
<p>7</p>	<p><u>SBE Approved 5.14.06:</u></p> <p><i>District Community Assessment Team –</i></p>	<p>The District Community Assessment Team (DCAT) elected its new membership for the 2006-2007 school year and present the membership roster to FLDOE on August 31st.</p> <p>The DCAT held it first meeting on August 31, 2006 and will</p>

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	<p>FLDOE, Parent, Business, Educator, Community Member, Local Government representation</p> <p style="text-align: center;">Ongoing</p>	<p>meet on the 3rd Tuesday of each month. Meeting minutes are available upon request available upon request.</p>
<p>8</p>	<p><u>SBE Approved 4.18.06:</u></p> <p>Schoolwide staff development</p> <p style="text-align: center;">Ongoing</p> <p><u>READING</u></p> <p><u>With 67% of 9th 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.</u></p> <p><u>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.</u></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, the percentage of students who did not score at or above grade level, decreased</u></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. 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.</p> <p>The following courses were cancelled because the targeted 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.</p> <p>The following professional development meetings have taken place:</p> <ol style="list-style-type: none"> 1. CIM training - 9/27 - leadership team of 8 participated. 2. AP Data Analysis - 9/19 - 3 teachers attended. 3. <i>High Schools That Work</i> - 9/21 - met with principals to review action plans. 4. Current Issues & Strategies in Science - 9/26 - 11 teachers attended. 5. Learning Community Training - 9/15 & 9/16 - 9 teachers attended a two-day session. 6. On September 26, 2006 the Vice Principal and math and reading coach attended the Interim Assessment Program Informational Meeting. 7. On September 27, 2006 administrators and teachers attended the following professional development sessions: <ul style="list-style-type: none"> ▪ Just Read, Florida! For content area teachers ▪ FLARE Rise to the Rigor ▪ Overview of PSAT ▪ Continuous Improvement Model (CIM) ▪ FCAT Testing Training ▪ Southern Associations of Colleges and Schools Council on Accreditation and School Improvement (SACS) ▪ Co-Principal, Assistant Principal, and Math Coach have been selected to participate in the Superintendent Urban Principal Initiative

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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.)

WRITING

With 44% of the 10th 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.

ELL

READING

Among 9th graders (n=65), 95% scored at Level 1 on the 2006 FCAT SSS, and 5% scored at Level 2.

Among 10th graders (first-time test-takers, n=34), 100% scored at Level 1.

MATHEMATICS

Among 9th graders (n=63), 65% scored at Level 1 on the 2006 FCAT SSS, and 18% scored at Level 2.

Among 10th graders (first-time test-takers, n=34), 71% scored at Level 1 and 15% at Level 2.

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.

(SUPI).

- Staff attended Cognitive Tutor Algebra I Part Two on September 27, 2006.

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. 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 sessions are facilitated by district Beginning Teacher Staff.

Twenty-one of the 23 mentors have received the first day of mentoring training. The 21 mentors that have been trained have begun providing mentoring support for new teacher two hours a week. The remaining two mentors will be trained the first week in October. New Educator Support Team (NEST) sessions conducted by district Beginning Teacher will begin on October 5, 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. 21 new teachers and 22 of the mentors attended the first day of the three-day mentoring training. Additional initial training to accommodate mentor teachers' schedules took place on September 6, 7, and 9, 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.

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 listed in the Corrective Action Plan that are offered district wide that are available to school site personnel.
3. Professional Development and Support Scheduling Options form provided to Principals.
4. An Administrative Overview of Inclusive Practices was provided to Principals on September 8, 2006.

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<p><u>MATHEMATICS</u></p> <p><u>In Mathematics, 68% made learning gains according the 2005-06 School Accountability Report, and 34% met high standards in Mathematics.</u></p> <p><u>48% of 9th 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.</u></p> <p><u>SCIENCE</u></p> <p><u>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.</u></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 1, 2006, to coordinate the Science Professional Development which was held 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 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.</p> <p>Additionally, the Office of Performance Improvement, Accountability and Systemwide Performance has provided the following training:</p> <ol style="list-style-type: none"> 1. MEP Performance Management System (including scorecards) for Vice Principals. 2. MEP Performance Management System (including scorecards) for Assistant Principals
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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:
12
 - 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.

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OPERATIONAL/PEDAGOGY

Emphasis on assisting teachers 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

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

These resources are being 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 9th grade students scoring at Level 1 in 2006 FCAT Reading and 22% scoring Level 2.

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	<p><u>a strong emphasis on professional development in Reading is essential in our efforts to impact student achievement.</u></p> <p><u>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.</u></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> <i>Updated 8/10/06</i></p>	
<p>9</p>	<p><u>SBE Approved 5.14.06:</u></p> <p><i>Staff development in reading in the content area</i></p> <p><i>Ongoing</i></p>	<p>Baseline data has been collected on content area teachers who have previously been trained in Project CRISS. Seventy-nine teachers have taken all three days of Project CRISS training and 15 teachers have participated in two days of training with the third day scheduled for October 2006.</p> <p>The PD Specialist assigned to the school visits classrooms to determine if teachers 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-</p>

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		<p>in sheet and flyers were placed in all teachers' mailboxes announcing the course and the registration web-site.</p> <p>CRISS professional development was provided for all teachers. In addition, the School Improvement Curriculum Resource Specialist and Reading coaches presented recommended instructional strategies for use with the Instructional Focus Calendars to all staff members on August 16, 2006.</p> <p>Essentials of Reading for Content Area Teachers was held on Wednesday, September 27, 2006 at the school. The Office of Professional Development will continue to offer Project CRISS Training to all new content area teachers beginning October 2006 as part of the literacy requirement for new teachers.</p> <p>Staff from the Division of Language Arts/Reading provided professional development on Teaching Reading in the Content Area to content area teachers. The workshop was conducted on September 20, 2006 from 3:00pm to 5:00pm. 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>The Leadership Team met with a FLARE representative on Wednesday, September 27, 2006 from 3:30 - 4:30 p.m. and discussed professional development for staff members. In addition, District support personnel conduct ongoing bi-monthly professional development with beginning teachers.</p> <p>Writing support personnel has provided individual and group professional development with writing teachers and content area teachers. Content area teachers participated in a Reading in the Content Areas Professional Development on September 27, 2006.</p>
10	<p><u>SBE Approved 5.14.06:</u></p> <p><i>District full-time staff assigned to each school</i></p> <p>Completed</p>	<p>A District Supervisor, Ana Pazos, has been assigned to monitor the Corrective Action Plan and the School Improvement Plan.</p> <p>Ms. Marion Chase has been assigned to Jackson as the PD Specialist. Ms. Chase was a former reading coach at a senior high school. She has a Masters Degree in Reading and is reading endorsed. Responsibilities of the PD Specialist include:</p>

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		<ol style="list-style-type: none"> 1. Facilitate the delivery of courses delineated on the PD Plan: <ol style="list-style-type: none"> a. Advertise upcoming courses to staff. b. Track participation in the courses by appropriate staff. 2. Monitor the implementation of the PD Plan. 3. Identify potential barriers to the successful implementation of the Plan. 4. Monitor application of new skills learned in professional learning courses to classroom instruction: <ol style="list-style-type: none"> a. Identify teachers in need of additional support/coaching. 5. Coordinate the support provided to new teachers with Beginning Teacher Staff. 6. Provide specialized subject area support at all three schools. 7. Deliver on-site professional development and in-class coaching and plan.
11	<p><u>SBE Approved 4.18.06:</u></p> <p><i>Identification and hiring of proven educational leaders¹</i></p> <p style="text-align: center;">Completed</p>	<p>Ms. Millie Fornell, a former principal at Felix Varela Senior High (an A school under her leadership) and Assistant Superintendent of Secondary School Reform, has been assigned as the Mentor Principal and has had numerous contacts and meetings during August and September, 2006. Over 30 hours of support and mentoring have been provided to date.</p>
12	<p><u>SBE Approved 5.14.06:</u></p> <p><i>All instructional staff must reapply for their jobs, and must have evidence of being highly effective.²</i></p> <p style="text-align: center;">Completed</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><u>SBE Approved 5.14.06:</u></p>	<p>Information regarding the Reading Enhancement Supplement was distributed to principals on September 8,</p>

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

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

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	<p><i>Differentiated pay (Incentives)</i></p> <p><i><u>Amended 6.20.06 to include:</u></i></p> <p><i>Differentiated pay must be provided only to those teachers identified as highly effective.³</i></p> <p style="text-align: center;">Completed</p>	<p>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>
<p style="text-align: center;">14</p>	<p><i><u>SBE Approved 5.14.06:</u></i></p> <p><i>Performance Pay Plan</i></p> <p style="text-align: center;">Partial</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>
<p style="text-align: center;">15</p>	<p><i><u>SBE Approved 5.14.06:</u></i></p> <p><i>Dedicated district school safety and attendance personnel</i></p> <p style="text-align: center;">Completed</p>	<p>Two full time Community Involvement Specialists, a full time Social Worker and two full time Police Officers have been assigned. In addition, Truancy teams have been established to include: a grade level Assistant Principal, Community Involvement Specialist, the Social Worker and the Student Services Staff.</p> <p>Two additional security monitors have been allocated. The positions have been advertised.</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>

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

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16	<p><u>SBE Approved 4.18.06:</u></p> <p><i>Fully staffed entire school-year</i></p> <p style="text-align: center;">Ongoing</p>	<p>A Human Resources staff member, Cindy Soell, has been assigned to work with school administration at Miami Jackson to quickly fill any positions that may occur during the year with highly effective instructional staff.</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 style="text-align: center;">Ongoing</p>	<p>The District has provided funding to hire four reading coaches. All coaches are hired, on site and actively working with staff and students.</p> <p>9th Grade Reading Coach: Aldine Longley 10th Grade Reading Coach: Lula Randall 11th Grade Reading Coach: Debra Stewart 12th Grade Reading Coach: Sylvia Quinones</p> <p>The reading coaches are involved in a number of activities:</p> <ul style="list-style-type: none"> ▪ An hour of each instructional block is spent in classroom visitations for modeling lessons and/or coach-teacher conferences. ▪ The instructional focus calendar is maintained by the reading coaches, along with the bi-weekly assessment preparations. ▪ Coaches facilitate the implementation of the MAZE assessment and the administration of the ORF assessment. ▪ The coaches continuously analyze data from various assessments administered at Miami Jackson. Ongoing communication with the teachers on the data collected is discussed and disseminated to impact direct instruction in the classroom. ▪ They help to impact the instruction of the targeted benchmarks as outlined on the instructional focus calendar. ▪ The coaches meet every Tuesday with the administration, educational specialist, and curriculum support personnel, to discuss the progress of the reading department and the content areas as well.
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</u></p>	<p>The District has provided funding to hire four reading coaches. All coaches are hired, on site and actively working with staff and students.</p> <p>9th Grade Mathematics Coach: Charles Martin 10th Grade Mathematics Coach: Mary Garrastazu 11th Grade Mathematics Coach: Ronald Wright</p>

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	<p><u>include:</u></p> <p><i>District provides one math coach per grade level at each repeating F school; however, schools with a student population of less than 500 are required to have one math coach for the entire school.</i></p> <p><i>All math coaches must be approved by the Department.</i></p> <p style="text-align: center;">Ongoing</p>	<p>12th Grade Mathematics Coach: Chanell Madison</p> <p>In the month of September, the mathematics coaches successfully launched two Carnegie Cognitive Tutor labs. An Algebra 1 lab for the ninth grade Intensive Mathematics students and a Geometry lab for Intensive Mathematics students in tenth grade have been implemented. Training and follow-up support have been provided to help teachers transition into the new curriculum. Following each bi-weekly assessment mathematics coaches review individual teacher data and discuss instructional modifications. In addition to the above tasks math coaches daily:</p> <ul style="list-style-type: none"> ▪ Mentor teachers ▪ Model instructional strategies ▪ Provide guidance for classroom management ▪ Prepare biweekly assessment and analyze data ▪ Prepare practice FCAT assessments ▪ Provide small group instruction
<p style="text-align: center;">19</p>	<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 style="text-align: center;">Ongoing</p>	<p>All Level 1 and 2 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. Nineteen teachers at Jackson 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 Thursday, August 31, 2006.</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>

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		<p>Of the 19 teachers targeted at Jackson for participation in reading endorsement classes, 9 are currently enrolled in courses as follows: 9 in Competency 1, and seven in Competency 2. A few of the teachers are enrolled in more than one course.</p>
<p>20</p>	<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 style="text-align: center;">Ongoing</p>	<p>All Level 1 and 2 students and 11th and 12th Grade retakers are enrolled intensive mathematics and verification has been submitted to FLDOE.</p> <p>Cognitive Tutor is the remediation program utilized to improve mathematics performance.</p>
<p>21</p>	<p><u>SBE Approved 5.14.06:</u></p> <p><i>Extended Day Credit Recovery Program</i></p> <p><u>Amended 6.20.06 to include:</u></p> <p><i>Transportation must be provided and district must report percent of eligible students participating and success rate.</i></p>	<p>Classes for credit recovery have been scheduled during the school day, after school and in the evenings in the adult education program. 375 students are enrolled in credit recovery courses.</p> <p>Developed a parent agreement to be implemented during the first grading period, which includes specifics for credit recovery.</p>

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

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	Ongoing	
22	<p><u>Current law:</u></p> <p><i>Choice for all students to transfer to two or more schools performing at grade level C or above, with transportation provided</i></p> <p><u>Amended 6.20.06 to include:</u></p> <p><i>District must document outreach to parents regarding this choice option.</i></p> <p style="text-align: center;">Completed</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>
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 style="text-align: center;">Completed</p>	<p>Miami Jackson 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. Title I School Improvement funds have also been designated for the school in the amount of \$373, 965.00. An additional 15% funding has been provided through Title I (\$54, 122.00).</p>

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<p>24</p>	<p><u>SBE Approved 6.20.06:</u></p> <p><i>Aggressive efforts to have all eligible students receive State Approved SES. Outreach efforts specific to this school, and participation rates, must be documented and reported.</i></p> <p style="text-align: center;">Ongoing</p>	<p>The district will assure that Supplemental Educational Services are available to all eligible students at Miami Jackson Senior High School by allocating necessary funds from the 20% set-aside of the Title I Part A allocation for this purpose.</p> <p>In order to ensure that each eligible student has the opportunity to take advantage of Supplemental Educational Services the District will use a variety of strategies including: an aggressive campaign to reach the community by disseminating information to the tri-cultural community radio, television and newspapers; adding a new link to the M-DCPS website which can be accessed through the home page or at: nclbchoice.dadeschools.net; incorporating phone calls to parents using the automated and CONNECT-ED message systems; distributing flyers and brochures to parents at the school and throughout the community; and by mailing letters to each parent of an eligible student with comprehensive directory of state approved providers and enrollment application in 3 languages.</p> <p>Presentations on NCLB options will also be delivered through classes offered to parents via The Parent Academy and the Title I Parent Advisory meetings, as well as other venues in the community. The District has also collaborated with major employers throughout the county such as the members of Hotel Association, Miami-Dade County, The Greater Miami Chamber of Commerce as well as Chambers of Commerce of various municipalities to disseminate SES information at work-sites across the District.</p> <p>In addition, the District has reached out to the faith-based and community-based organizations in the neighborhood surrounding the school and requested their assistance in marketing the SES message and enrolling students.</p> <ul style="list-style-type: none"> • State approved Supplemental Educational Services (SES) are being advertised. • Service providers participate in the schools' Open House resource fair and parent outreach initiatives. • Flyers have been distributed in three languages and Connect-ed was also used to send messages. <p>Fourteen students have been approved for SES for the first period. In addition, 500 applications have been returned and are pending approval for the next period.</p>
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ASSISTANCE *plus*

25	<p><u>SBE Approved 6.20.06:</u></p> <p><i>District must document faithful implementation of the approved K-12 Reading Plan.</i></p> <p style="text-align: center;">Ongoing</p>	<p>Miami Jackson Senior High School will adhere to Miami-Dade County Public Schools State approved District Comprehensive Reading Plan. A Progress Monitoring Meeting with the Co-Principals was held on September 1, 2006 at the District Level with Dr. Geneva K. Woodard, Associate Superintendent to verify the current fidelity of implementation.</p>
26	<p><u>SBE Approved 6.20.06:</u></p> <p><i>District must report to the State Board monthly regarding progress.</i></p> <p style="text-align: center;">Ongoing</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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