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

	Requirements	Updated Status <i>December 1, 2006</i>
1	<p><u>SBE Approved</u> <u>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>As previously reported in the October report, Requirement #1 has been completed.</p>
2	<p><u>SBE Approved</u> <u>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>One Social Studies and one Mathematics teacher from Miami Central Senior High participated in the HSTW Technical Assistance visit held at Miami Jackson Senior High on October 30, 2006.</p> <p><i>HSTW</i> conducted a Technical Assistance Visit on November 15, 2006. HSTW returned on November 21, 2006, to provide feedback and make recommendations for implementation of academies and increased classroom rigor.</p> <p>On November 2, 2006, the District Division of Schools of Choice visited Miami Central to meet with the lead teacher of Academy of Information Technology (AOIT) and review equipment and courses.</p> <p>Miami Central Sr. High's Leadership Learning Community (Critical Friends Group) met on November 8, 2006.</p>

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		<p>Pete Bermudez and Linda Emm continue to facilitate Small Learning Communities training for a cohort of teachers (Department Chairs, Academy Leaders, Student Services representatives, HSTW and SLC Coordinators) as part of the implementation of the school wide reform model. On November 8, 2006, twenty-four (24) teachers participated in the Small Learning Communities training at Miami Central.</p> <p>Literacy Training was conducted on November 17, 2006, for <i>Making Middle Grades Matter (MMGM)</i> and <i>High Schools that Work (HSTW)</i> Schools. Six (6) teachers and one Co-Principal participated. The teachers then shared their learning with other teachers at the school site.</p>
<p>3</p>	<p><u>SBE Approved</u> <u>5.14.06:</u> <i>Implement and align schoolwide reform model in feeder schools</i></p>	<p style="text-align: center;">Ongoing</p> <p>The second Vertical Planning workshop at Westview Middle School was held November 29, 2006. Thirteen (13) teachers and counselors from Miami Central participated, and fifty-three (53) teachers and counselors from Westview Middle participated. Teachers discussed the following:</p> <ul style="list-style-type: none"> ▪ What benchmarks have and have not been taught? ▪ What does the data indicate about the progress of the students on the benchmarks? ▪ Which benchmarks are students mastering? ▪ Which benchmarks are students not mastering? ▪ Grade Level Expectations "Must Knows" for entering ninth graders. ▪ Sharing of instructional strategies and best practices that have been successful or are currently being utilized. <p>The Division of Student Services conducted the workshop <i>Creating a High Performance Learning Culture</i>. Eight (8) teachers participated in the training at Miami Jackson Senior High School on October 13-14, 24, and November 27, 2006.</p> <p>On November 3, 2006, an Aerospace Academy Recruitment Fair sponsored by the NASA Science, Engineering, Mathematics and Aerospace Academy (SEMAA) Program was held at the Ninth Grade Center for all of Central's Ninth Grade students and selected eighth grade students from Westview Middle School. The Fair included a general session with presentations from the Division of Mathematics and Science Executive Director, and NASA Personnel. Upon completion of the general session, students participated in breakout</p>

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		<p>sessions with presenters from the Fire Department, Homeland Safety, Security, and Technology, and Forensic Science. Students were also engaged in a hands-on science experiment during the recruitment fair. The intent of the Fair was to expose students to the various careers that encompass both math and science.</p> <p>Both Vice-Principals and the Assistant Principal for Curriculum meet as part of a Professional Learning Community for Secondary School Administrators to share best practices within and across feeder patterns. The first meeting was held on November 1, 2006. The next meeting will be held December 6, 2006.</p> <p>All principals from the Miami Central Senior High feeder pattern participate in vertical articulation professional learning conversations monthly throughout the school year. Meetings were held on September 19, October 17, and November 21, 2006. The next meeting will be held on December 12, 2006. Future meeting dates are January 16, February 20, and April 17, 2007.</p>
4	<p><u>SBE Approved</u> <u>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>As previously reported in the October report, Requirement #4 has been completed.</p>
5	<p><u>SBE Approved</u> <u>5.14.06:</u></p> <p><i>School guarantees parents of entering ninth grade students remediation, interventions, rigorous programs, and extended day programs</i> <u>Amended 6.20.06 to</u></p>	<p style="text-align: center;">Ongoing</p> <p>The total number of ninth grade students currently attending Miami Central is 564. As of November 27, 2006, a total of five hundred thirty-one (531) Family-Student-School Agreements have been signed and returned. To date, ninety-four percent (94%) of all incoming ninth graders have satisfied this requirement. The Community Involvement Specialists (CIS) and Social Workers are conducting home visits to facilitate the completion of the Family-Student-School Agreements.</p>

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	<p><u>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>On October 10, 2006, the Division of Student Services provided training for five (5) teachers implementing Tools For Success: Preparing Students For High School and Beyond.</p>																								
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 style="text-align: center;">Ongoing</p> <p>Two thousand sixty-eight (2,068) students receive tutoring during the mandatory extra eighth period. This is an extra period in the school day that is unique to Miami Central and schools within the School Improvement Zone. The number of students receiving tutoring represents ninety-four percent (94%) of the total student enrollment of 2,209 students. The reason only ninety-four percent (94%) of the students receive tutoring during the mandatory extra eighth period is because the remaining six percent (6%) are magnet students who are not enrolled in remediation. These students are meeting FCAT standards. Tutoring targets students' weaknesses in specific areas, as indicated by the results of bi-weekly and interim assessments.</p> <p>Students in the EMH, TMH, HI and Autistic programs receive support services during the additional eighth period because they take alternative assessments as indicated on their IEPs.</p> <p>Tutoring data is reflected in the following charts:</p> <p>Reading</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #e0e0e0;"> <th style="padding: 5px;">Grade Level</th> <th style="padding: 5px;">School Total</th> <th style="padding: 5px;"># of Students attending Tutoring during the extra 8th Period</th> <th style="padding: 5px;"># of Students Provided with Pull-Out Tutoring</th> <th style="padding: 5px;"># of Students Attending Tutoring on Saturdays</th> <th style="padding: 5px;">Total # of Students Provided with Tutorial Services</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">Ninth</td> <td style="padding: 5px;">564</td> <td style="padding: 5px;">512 (29 SPED*)</td> <td style="padding: 5px;">170</td> <td style="padding: 5px;">27</td> <td style="padding: 5px;">541</td> </tr> <tr> <td style="padding: 5px;">Tenth</td> <td style="padding: 5px;">584</td> <td style="padding: 5px;">NA</td> <td style="padding: 5px;">160</td> <td style="padding: 5px;">51</td> <td style="padding: 5px;">211</td> </tr> <tr> <td style="padding: 5px;">Retakers</td> <td style="padding: 5px;">693</td> <td style="padding: 5px;">294</td> <td style="padding: 5px;">NA</td> <td style="padding: 5px;">78</td> <td style="padding: 5px;">294</td> </tr> </tbody> </table>	Grade Level	School Total	# of Students attending Tutoring during the extra 8 th Period	# of Students Provided with Pull-Out Tutoring	# of Students Attending Tutoring on Saturdays	Total # of Students Provided with Tutorial Services	Ninth	564	512 (29 SPED*)	170	27	541	Tenth	584	NA	160	51	211	Retakers	693	294	NA	78	294
Grade Level	School Total	# of Students attending Tutoring during the extra 8 th Period	# of Students Provided with Pull-Out Tutoring	# of Students Attending Tutoring on Saturdays	Total # of Students Provided with Tutorial Services																					
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Retakers	693	294	NA	78	294																					

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Mathematics

Grade Level	School Total	# of Students attending Tutoring during the 8 th Period	# of Students Provided with Pull-Out Tutoring	# of Students Attending Tutoring on Saturdays	Total # of Students Provided with Tutorial Services
Ninth	568	NA	170	27	197
Tenth	587	NA	160	51	211
Retakers	400	235	NA	78	313

Writing

Grade Level	School Total	# of Students attending Tutoring During the 8 th Period	# of Students Provided with Pull-Out Tutoring	# of Students Attending Tutoring on Saturdays	Total # of Students Provided with Tutorial Services
Tenth	584	555 (33 SPED*)	400	40	555

Science

Grade Level	School Total	# of Students attending Tutoring During the 8 th Period	# of Students Provided with Pull-Out Tutoring	# of Students Attending Tutoring on Saturdays	Total # of Students Provided with Tutorial Services
Eleventh	532	485 (27 SPED*)	NA	NA	485

A specific emphasis is being placed on Writing for all tenth grade students. Four-hundred (400) students are provided with additional pull out writing instruction in university-style symposiums with approximately thirty (30) students at a time during the school day. Students are pulled out of selected classes other than their core subjects.

Also, each administrator, Reading coach, and Mathematics coach is responsible for mentoring and monitoring fourteen to fifteen (14-15) of the students scoring in the lowest twenty-five percent (25%). Mentors review students' academic status, attendance, referrals and assessment data when meeting with students. There are three-hundred thirty (330) students who receive daily mentoring.

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		<p>Additionally, all eleventh grade students who are not enrolled in a science course are provided with tutorial services for Science during the extra eighth period.</p> <p>Saturday tutorials continue. The Connect-Ed caller is being used to inform parents and encourage students to take advantage of the services being offered during these tutorial sessions.</p> <p>Additionally, on November 13, 2006, a Literacy Family Unity Night (F.U.N.) was held for all ninth and tenth grade students and their parents to discuss FCAT Best Practices that parents can use at home with their children. Approximately one-hundred (100) students and parents were in attendance.</p> <p>Additional efforts to increase enrollment in tutorial programs include the following:</p> <ul style="list-style-type: none"> - Students are provided with breakfast and mid-day snacks on Saturdays. - Incentives such as grade level field trips, in-class extra credit, and raffles are provided to students who attend tutoring.
7	<p><u>SBE Approved</u> <u>5.14.06:</u></p> <p><i>District Community Assessment Team – FLDOE, Parent, Business, Educator, Community Member, Local Government representation</i></p>	<p style="text-align: center;">Ongoing</p> <p>The District Community Assessment Team (DCAT) is required to meet once per month; however, Miami Central’s Assessment Team meets bi-weekly on the second and fourth Thursday of the month. The most recent meeting was held on November 9, 2006. The DCAT committee visited the school for classroom observations on November 21, 2006. The DCAT December 1, 2006, report has been submitted to the DOE.</p>
8	<p><u>SBE Approved</u> <u>4.18.06:</u></p> <p><i>Schoolwide staff development</i></p> <p><u>READING</u></p>	<p style="text-align: center;">Ongoing</p> <p>Staff continues to participate in Professional Development (PD) activities outlined in the Assistance Plus Plan. During the months of October and November the following professional development activities were provided:</p>

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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.

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.)

WRITING

- Writing Standards was held on October 31, 2006, and two (2) additional teachers who had not attended the October 19, 2006, training attended.
- A Professional Learning Community for the Vice-Principals and Assistant Principals of Curriculum for the School Improvement Zone began on November 1, 2006. Twenty-five (25) administrators participated, including three (3) administrators from Miami Central. The next meeting will be December 6, 2006.
- READ 180 training, "Using Materials More Effectively," was held on November 1, 2006, and twenty (20) teachers utilizing the program attended.
- Differentiated Instruction (DI) in Mathematics, Day Two, was held on October 28, 2006, and six (6) mathematics teachers attended.
- Cognitive Tutor Algebra training was held on November 18, 2006, and the six (6) mathematics teachers utilizing the program participated. **One-hundred percent (100%)** of mathematics teachers implementing Cognitive Tutor attended the training.
- MAZE training was conducted for twenty-three (23) Language Arts/Reading teachers, three (3) ESOL teachers and two (2) Special Education teachers.
- The USA Today Newspaper workshop was held on October 25, 2006. Three (3) teachers attended this training and subsequently trained teachers at the school. The Division of Student Services sends two hundred (200) copies of USA Today twice each week for classroom use for a total of four hundred (400) newspapers. USA Today is being used every day to enhance reading comprehension skills.
- Literacy Training was conducted on November 17, 2006, for *Making Middle Grades Matter (MMGM)* and *High Schools that Work (HSTW)* Schools. Six (6) teachers and one Co-Principal participated. The teachers then shared their learning with other teachers at the school site.

The following professional development specifically references those offerings listed in the Corrective Action Plan; however, it does not represent many additional formal and informal offerings during the month.

- Scoring FCAT Writes: Using Rubrics was held on November 15, 2006, and twenty-three (23) Language Arts/Reading teachers attended
- Learning Express training, "Reviewing Student Results", was conducted on November 20, 2006, and twenty-three teachers implementing the program participated.

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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.

MATHEMATICS

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

48% of 9th grade students

- Developing Global Thinkers was held on November 4, 2006, and four (4) selected teachers attended who then shared their learning with other teachers.
- Positive Behavior Support and Interventions was scheduled for November 2, 2006, but no teachers participated.
- Professional Learning Communities workshop was held on November 9, 2006, and twenty-four (24) teachers participated.

The following classes have been rescheduled due to the trainer's availability.

- NCTM Principles and Standards training was rescheduled for January, 2007.
- Using Graphing Calculators was rescheduled for December 8, 2006.

READING ENDORSEMENT

Of the twenty-two (22) teachers targeted at Central for participation in reading endorsement classes, fourteen (14) are currently enrolled in courses

The Office of Special Education conducted a support meeting with the School Improvement Zone District Supervisor, Assistant Principals, and a Special Education teacher at the Ninth Grade Center on November 6, 2006. Topics covered included a review of inclusive programs, the professional development schedule and inclusive scheduling support.

NEW TEACHERS

At Miami Central Senior High School there are twenty-nine (29) new teachers. Participation in New Educator Support Team (NEST) sessions bi-monthly has been high with fifty-five percent (55%) of all new teachers participating during the first two sessions. Each new teacher receives mentoring services approximately two hours per week. Assigned mentors are on-site veteran teachers who have completed mentor training.

ADDITIONAL OFFERINGS:

- Collaborative Planning for the extra eighth period mathematics and science teachers was held on November 8, 2006, and twenty-three (23) teachers attended.
- "Explore Learning: Gizmos," training was held on October 21 and November 4, 2006. The Gizmos program is being provided to mathematics and science teachers through the SIZ. One (1) teacher participated and then demonstrated Gizmos to other teachers at the school.

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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: 12
- Number of students enrolled in AP:

- All Mathematics teachers met on November 15, 2006 to discuss mini-assessment data. These teachers meet bi-monthly at FCIM (Florida Continuous Improvement Model) meeting.

Please note that the information listed above does not reflect the variety of high quality, job-embedded professional learning activities offered for teachers through in-class modeling, demonstrations, and coaching provided by PD and Curriculum Support Specialists assigned full-time to the school.

District data reveals that ninety-eight and one-half percent (98.5%) of the teachers at Miami Central have participated in professional development beyond the school day since school started in August.

Attached is a PowerPoint presentation created by the Office of Professional Development that contains charts and graphs representing professional development activities in which teachers were engaged in formal trainings since July.

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*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 to 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

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TEACHERS

LEADERSHIP TEAM

PROFESSIONAL DEVELOPMENT RESOURCES (available onsite)

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.

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	<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, 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. Updated 8/10/06</u></p>	
9	<p><u>SBE Approved</u> <u>5.14.06:</u></p> <p><i>Staff development in reading in the content area</i></p>	<p style="text-align: center;">Ongoing</p> <p>Project CRISS training has been offered to all content area teachers. CRISS is the model selected by the School Improvement Zone Schools for the implementation of a coherent model for reading across all of the content areas. CRISS training meets the requirements approved by the DOE for Reading in the Content</p>

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		<p>Areas and Teaching Reading at the High School Level.</p> <p>To date, eighty-two (82) teachers of the one-hundred seventy-seven (177) teachers at Miami Central have received CRISS training. This represents forty-six percent (46%) of the teachers. As new teachers transfer to the school, they are encouraged to enroll in CRISS training specifically offered to the Corrective Action Schools, or they can attend CRISS training at other schools in the district.</p> <p>The Curriculum Support Specialists and PD Specialist assigned to the school model CRISS implementation in the classrooms. They also provide CRISS strategy refresher sessions at faculty meetings and collaborative planning meetings.</p>
10	<p><u>SBE Approved</u> <u>5.14.06:</u> <i>District full-time staff assigned to each school</i></p>	<p>Completed</p> <p>As previously reported in the October report, Requirement #10 has been completed.</p>
11	<p><u>SBE Approved</u> <u>4.18.06:</u> <i>Identification and hiring of proven educational leaders¹</i></p>	<p>Completed</p> <p>As previously reported in the October report, Requirement #11 has been completed. During the month of November, Donald A. Hoecherl, Mentor Principal, has provided the Co-Principals at Miami Central Senior High School with fourteen (14) mentoring hours, for a total of approximately fifty-two (52) mentoring hours since the beginning of the school year.</p>
12	<p><u>SBE Approved</u> <u>5.14.06:</u> <i>All instructional staff must reapply for their jobs, and must have evidence of being highly effective.²</i></p>	<p>Completed</p> <p>As previously reported in the October report, Requirement #12 has been completed.</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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13	<p><u>SBE Approved</u> <u>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>Completed</p> <p>As previously reported in the October report, Requirement #13 has been completed.</p>
14	<p><u>SBE Approved</u> <u>5.14.06:</u></p> <p><i>Performance Pay Plan</i></p>	<p>Partial</p> <p>District plans continue to move forward on the Managerial Exempt Personnel (MEP) Incentive Pay Plan. This plan is an integral part of the new Performance Management system for Miami-Dade County Public Schools, and was structured to improve the evaluation system's usefulness in providing consistent, practical, and timely feedback regarding job performance. In August, 2006, the School Board of Miami-Dade County Public Schools authorized the Superintendent to implement this incentive pay plan for approximately 1,400 school site and non-school site employees. The plan aligns objective job performance targets to the District's Strategic Plan, Board-approved reform initiatives, and the School Improvement Plans. By achieving designated goals and objectives, employees will receive a monetary reward for high performance. Incentive pay will be determined based on reaching the targets set on individualized scorecards.</p>

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

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15	<p><u>SBE Approved</u> <u>5.14.06:</u></p> <p><i>Dedicated district school safety and attendance personnel</i></p>	<p style="text-align: center;">Completed</p> <p>As previously reported in the October report, Requirement #15 has been completed.</p>
16	<p><u>SBE Approved</u> <u>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, Samuel Pongnon, has been assigned to work with the school administration at Central to quickly fill any vacancies that may occur during the year with highly effective instructional staff. The school is one hundred percent (100%) fully staffed.</p>
17	<p><u>SBE Approved</u> <u>4.18.06:</u></p> <p><i>District provides onsite 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 style="text-align: center;">Completed</p> <p>As previously reported in the October report, Requirement #17 has been completed.</p> <p>As reported in the October report, the District provided four reading coaches, one per grade level.</p> <p>9th grade: Danielle Cain 10th grade: Cinnamon Gadson 11th grade: Marchel Woods 12th grade: Donna Banks</p> <p>The assigned reading coaches provide the following support to the 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 the Lowest twenty-five percent (25%) performing students during the extra eighth period and they serve as a resource for the planning and implementation of professional development trainings. The coaches design and supervise the administration of bi-weekly and interim assessments, collect data and provide an analysis of student performance on</p>

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	<p><i>All reading coaches must be approved by the Department.</i></p>	<p>targeted benchmarks to determine whether there is a need to revise the instructional focus calendar and reteach specific 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>
<p>18</p>	<p><u>SBE Approved 4.18.06:</u></p> <p><i>District provides onsite math coaches</i></p> <p><u>Amended 6.20.06 to include:</u></p> <p><i>District provides one math coach per grade level at each repeating F school; however, schools with a student population of less than 500 are required to have one math coach for the entire school.</i></p>	<p style="text-align: center;">Completed</p> <p>As previously reported in the October report, Requirement #18 has been completed.</p> <p>As reported in the October report, the District provided four mathematics coaches; one per grade level.</p> <p>9th grade: Angela Preston 10th grade: Adam Nehme 11th grade: David Mahon 12th grade: Mealie Gilbert</p> <p>The assigned mathematics coaches provide the following support to the 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 tutoring services for Lowest twenty-five percent (25%) performing students during the extra eighth period and they serve as a resource for the planning and implementation of professional development trainings. The coaches design and supervise the administration of bi-weekly and interim assessments,</p>

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	<p><i>All math coaches must be approved by the Department.</i></p>	<p>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 specific 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>																																																			
19	<p><u>SBE Approved</u> <u>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>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-two (22) 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 Thursday, August 31, 2006.</p> <p>Of the 21 teachers targeted at Central for participation in reading endorsement classes, 14 are currently enrolled in courses as follows: 11 in Competency 1, three in Competency 2, and two in Competency 3. A few of the teachers are enrolled in more than one course. Two have completed Competency 1 and one has completed Competency 6 and fulfilled all requirements of the Reading Endorsement.</p> <p>At this point, three targeted teachers have failed to enroll in any course or have been withdrawn. Principals were given the list of the teachers on November 15, 2006 and they will meet with them and encourage them to sign up for the face-to-face courses offered over winter recess.</p> <p>Results of the Fall 2006 Florida Comprehensive Assessment Test (FCAT) Reading for retakers are shown in the chart below:</p> <p>Reading SSS</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th rowspan="2">Grade</th> <th rowspan="2"># of Students</th> <th rowspan="2">Percent Passing</th> <th colspan="6">Percent in Each Achievement Level</th> </tr> <tr> <th>Level 1</th> <th>Level 2</th> <th>Level 3</th> <th>Level 4</th> <th>Level 5</th> <th>Levels 3-5</th> </tr> </thead> <tbody> <tr> <td>10</td> <td>17</td> <td>24</td> <td>71</td> <td>24</td> <td>6</td> <td>0</td> <td>0</td> <td>6</td> </tr> <tr> <td>11</td> <td>441</td> <td>15</td> <td>73</td> <td>24</td> <td>2</td> <td>0</td> <td>0</td> <td>2</td> </tr> <tr> <td>12</td> <td>252</td> <td>10</td> <td>79</td> <td>20</td> <td>1</td> <td>0</td> <td>0</td> <td>1</td> </tr> <tr> <td>13</td> <td>38</td> <td>-</td> <td>-</td> <td>-</td> <td>-</td> <td>-</td> <td>-</td> <td>-</td> </tr> </tbody> </table>	Grade	# of Students	Percent Passing	Percent in Each Achievement Level						Level 1	Level 2	Level 3	Level 4	Level 5	Levels 3-5	10	17	24	71	24	6	0	0	6	11	441	15	73	24	2	0	0	2	12	252	10	79	20	1	0	0	1	13	38	-	-	-	-	-	-	-
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20	<p><u>SBE Approved</u> <u>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;">Completed</p> <p>As previously reported in the October report, Requirement #20 has been completed.</p> <p>Results of the Fall 2006 Florida Comprehensive Assessment Test (FCAT) Mathematics for retakers are shown in the chart below:</p> <p>Mathematics SSS</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th rowspan="2">Grade</th> <th rowspan="2"># of Students</th> <th rowspan="2">Percent Passing</th> <th colspan="6">Percent in Each Achievement Level</th> </tr> <tr> <th>Level 1</th> <th>Level 2</th> <th>Level 3</th> <th>Level 4</th> <th>Level 5</th> <th>Levels 3-5</th> </tr> </thead> <tbody> <tr> <td>10</td> <td>14</td> <td>14</td> <td>71</td> <td>29</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>11</td> <td>259</td> <td>20</td> <td>67</td> <td>25</td> <td>7</td> <td>1</td> <td>0</td> <td>8</td> </tr> <tr> <td>12</td> <td>141</td> <td>11</td> <td>76</td> <td>21</td> <td>4</td> <td>0</td> <td>0</td> <td>4</td> </tr> <tr> <td>13</td> <td>17</td> <td>12</td> <td>71</td> <td>29</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	Grade	# of Students	Percent Passing	Percent in Each Achievement Level						Level 1	Level 2	Level 3	Level 4	Level 5	Levels 3-5	10	14	14	71	29	0	0	0	0	11	259	20	67	25	7	1	0	8	12	141	11	76	21	4	0	0	4	13	17	12	71	29	0	0	0	0
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21	<p><u>SBE Approved</u> <u>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 style="text-align: center;">Ongoing</p> <p>One-hundred percent (100%) of Miami Central students are enrolled in an eight-class schedule with an extra eighth period 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, which includes the extra eighth period, transportation needs are met as a part of this eight-class schedule.</p> <p>After careful examination and diligent efforts to review academic records, all students in need of credit recovery have been identified. Two-hundred ninety-seven (297) of four-hundred three (403) students who are eligible for credit recovery are now enrolled in recovery courses, for a total of seventy-four percent (74%) of eligible students. As a result of the efforts by the guidance counselors at Miami Central to identify students with missing academic credits, the numbers reflected in the charts below provide the current status of credit recovery enrollment.</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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		<p>Course Recovery Enrollment</p> <table border="1"> <thead> <tr> <th>Program</th> <th># of eligible students (out of 297) enrolled in credit recovery</th> <th>% of eligible students enrolled in credit recovery</th> </tr> </thead> <tbody> <tr> <td>Adult Ed</td> <td>86</td> <td>21%</td> </tr> <tr> <td>Virtual School</td> <td>35</td> <td>9%</td> </tr> <tr> <td>Regular School Day</td> <td>176</td> <td>44%</td> </tr> </tbody> </table> <p>Missing Credits</p> <table border="1"> <thead> <tr> <th>Missing Credits</th> <th># of students</th> <th>% of total school enrollment (2,238)</th> </tr> </thead> <tbody> <tr> <td>1 credit</td> <td>179</td> <td>8%</td> </tr> <tr> <td>2 credit</td> <td>108</td> <td>5%</td> </tr> <tr> <td>3 credit</td> <td>74</td> <td>3%</td> </tr> <tr> <td>4 or more</td> <td>42</td> <td>2%</td> </tr> </tbody> </table> <p>The students who are enrolled in Intensive Reading in addition to their regular Language Arts class, and/or Intensive Mathematics in addition to their regular Mathematics courses, are the same students in need of credit recovery. As a result of their enrollment in these additional classes, many students need to earn recovery course credit through other methods. Therefore, aggressive efforts are underway to increase enrollment in credit recovery courses. Guidance counselors are scheduling students into credit recovery courses during the school day and during the mandatory eighth period, or are assisting students with Adult Education enrollment.</p>	Program	# of eligible students (out of 297) enrolled in credit recovery	% of eligible students enrolled in credit recovery	Adult Ed	86	21%	Virtual School	35	9%	Regular School Day	176	44%	Missing Credits	# of students	% of total school enrollment (2,238)	1 credit	179	8%	2 credit	108	5%	3 credit	74	3%	4 or more	42	2%
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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</i></p>	<p style="text-align: center;">Completed</p> <p>As previously reported in the October report, Requirement #22 has been completed.</p>																											

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	<i>document outreach to parents regarding this choice option.</i>	
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>As previously reported in the October report, Requirement #23 has been completed.</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 style="text-align: center;">Not Applicable</p> <p><i>As previously reported in the October report, students at Miami Central Senior High School are not eligible for State-approved Supplemental Educational Services because the schools a new Title I school in the 2006-2007 school year.</i></p>
25	<p><u>SBE Approved 6.20.06:</u></p> <p><i>District must document faithful implementation of the approved K-12 Reading Plan.</i></p>	<p style="text-align: center;">Ongoing</p> <p>Ms. Karen Spigler, Administrative Director for the Division of Language Arts/ Reading visited the school on Monday, November 6, 2006, to verify fidelity to the implementation of the K-12 Reading Plan. She visited several reading and language arts classrooms. The students were engaged in meaningful activities in all of the classrooms visited. The students were in groups and teachers were differentiating instruction. The reading coaches visit each classroom every morning to be sure that the READ 180 equipment is working and the teachers are on task with the lesson plans for the day. The school has one new reading coach who is being supported by the</p>

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		<p>existing coaches. The coaches attend the District's professional development meetings for reading coaches and share the information with the staff.</p> <p>The Language Arts department chairperson is working on the writing component for the school's extra eighth period. Ms. Spigler will visit the school again in December during the extra eighth period in order to support the writing instruction.</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 of Education 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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