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State Board of Education Plan for Repeating F Schools: District: Dade School: Miami Jackson 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>A \$40,000 Innovation Fair Matchmaker Grant was submitted for the Academy of Health and Public Service (Fire Rescue) on October 30, 2006.</p> <p>Training for Professional Learning Communities was held for team leaders on Saturday, November 4, 2006 at Miami Jackson Senior High. One hundred (100%) of all team leaders have now completed the training.</p> <p>A Co-Principal, Assistant Principal for Curriculum, and the Student Services Department Chairperson met on November 6, 2006 with District representatives of Secondary School Reform and the National Academy Foundation to review and revise the academy matrix tables for long-term Career Academy development.</p> <p>A Co-Principal and three (3) teachers attended the National Academy Foundation Leadership Summit on November 15-18, 2006, in Orlando, Florida. Topics included: Academy Development,</p>

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		<p>Relationships and Trust Building, Staging and Goal Setting, and Commitment and Designing. These staff members shared the information gained on such topics with the rest of the faculty.</p> <p>On October 22, 2006, Mr. Fred Reed, <i>High Schools that Work</i> (HSTW) representative, met with the leadership team to review the Technical Assistance Guide for Site Visits. He also met with the HSTW coordinator on October 27, 2006, in preparation for the Technical Assistance Visit (TAV).</p> <p>The Technical Assistance Visit by HSTW was conducted on October 30, 2006. Each member of the HSTW Technical Assistance Visit team received an informational binder that included comprehensive school data. Members were given an overview of the school and current initiatives; visited classrooms; and interviewed administrators, teachers, counselors and students. Preliminary findings of the HSTW Technical Assistance Visit were presented to the leadership team on November 1, 2006. This information was shared with all staff members through department and team meetings.</p> <p>Team leaders met on November 7, 2006 to discuss interdisciplinary units and projects, first quarter data and the results of the HSTW Technical Assistance visit.</p> <p>Literacy training was held on November 17, 2006 for Making Middle Grades Work and HSTW Schools. Four (4) teachers and the HSTW Coordinator attended the training. These staff members shared the information with appropriate personnel.</p> <p><i>Creating a High Performance Learning Culture</i> training occurred on October 13-14, and 24, 2006. The final session will take place on December 1, 2006. Eight (8) participants attended, representing the Superintendent's Urban Principal Initiative (SUPI) and HSTW. As a follow-up, these participants conducted a Miami Jackson Faculty Fair where staff members completed the SUPI protocol that dealt with school climate and culture.</p>
3	<p><u>SBE Approved</u> <u>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>In conjunction with the "Rise to Rigor" initiative, a College Board Pre-AP Vertical Teaming professional development workshop for the Miami Jackson Feeder Pattern was held on October 26, 2006, at Miami Jackson Senior High School. Sixteen (16) members of Miami Jackson's staff, including administrators, guidance counselors, and teachers (Reading, Language Arts, Mathematics, Science, Social</p>

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		<p>Studies and Special Education) attended. Attendees identified requisite skills for students to move from level to level. Follow-up sessions are being scheduled for December and in the Spring. One hundred percent (100%) of the Miami Jackson feeder pattern middle and elementary schools have now participated in Rise to Rigor training.</p> <p>The following activities were conducted by the Division of Student Services:</p> <p>One hundred percent (100%) of the Principals from the Miami Jackson Senior High feeder pattern participate in vertical articulation professional learning conversations throughout the school year. Meetings were held on August 23 and October 17, 2006. Future meetings will occur in January, March, and May, 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></p> <p><u>Amended 6.20.06 to include:</u> <i>This will be a contract with parents, and starting with the incoming ninth</i></p>	<p style="text-align: center;">Ongoing</p> <p>As of November 22, 2006, a total of four hundred (400) Family-Student School Agreements have been completed. This represents ninety percent (90%) of the four-hundred thirty-nine (439) ninth grade students. One hundred percent (100%) of students have completed the contract with the school. The ninth grade counselor and the Community Involvement Specialists (CIS) are working to complete the remaining contracts. The CIS and Social Worker are conducting home visits to facilitate the completion of the Family-Student-School Agreements.</p> <p>On October 10, 2006, the Division of Student Services provided training for six (6) teachers implementing <i>Tools for Success: Preparing Students for High School and Beyond</i>. One hundred percent (100%) of all ninth grade transition teachers utilizing Tools for Success have been trained.</p>

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	<p><i>graders in 2006, the contract will be for 4 years.</i></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 style="text-align: center;">Ongoing</p> <p>One hundred percent (100%) of the 1,594 students participate in an extended day program through the mandatory eight-period schedule. All ninth students are enrolled in Freshman Experience (Tools for Success) and all tenth grade students are enrolled in an Intensive Writing course.</p> <p>Tutoring attendance data above and beyond the eight period day is shown in the following charts.</p> <p>Reading</p> <table border="1" data-bbox="659 976 1482 1264"> <thead> <tr> <th>Grade Level</th> <th>School Total</th> <th># of Students attending Tutoring AFTER SCHOOL</th> <th># of Students Provided with Pull-Out Tutoring</th> <th># of Students Attending Tutoring on Saturdays</th> <th>Total # of Students Provided with Tutorial Services</th> </tr> </thead> <tbody> <tr> <td>Ninth</td> <td>441</td> <td>18</td> <td>0</td> <td>9</td> <td>27</td> </tr> <tr> <td>Tenth</td> <td>441</td> <td>29</td> <td>0</td> <td>12</td> <td>41</td> </tr> <tr> <td>Retakers</td> <td>498</td> <td>24</td> <td>20</td> <td>18</td> <td>62</td> </tr> </tbody> </table> <p>Note: One hundred percent (100%) of ninth grade students are enrolled in Freshman Experience as part of the eight period class schedule, which is a transitional course (Tools for Success) for ninth graders to provide them with support for high school success.</p> <p>Note: Four hundred fifty-one (451) students are participating in after-school tutoring with Supplemental Education Services (SES) providers.</p> <p>Mathematics</p> <table border="1" data-bbox="659 1644 1482 1862"> <thead> <tr> <th>Grade Level</th> <th>School Total</th> <th># of Students attending Tutoring AFTER SCHOOL</th> <th># of Students Provided with Pull-Out Tutoring</th> <th># of Students Attending Tutoring on Saturdays</th> <th>Total # of Students Provided with Tutorial Services</th> </tr> </thead> <tbody> <tr> <td>Ninth</td> <td>441</td> <td>15</td> <td>15</td> <td>1</td> <td>31</td> </tr> </tbody> </table>	Grade Level	School Total	# of Students attending Tutoring AFTER SCHOOL	# of Students Provided with Pull-Out Tutoring	# of Students Attending Tutoring on Saturdays	Total # of Students Provided with Tutorial Services	Ninth	441	18	0	9	27	Tenth	441	29	0	12	41	Retakers	498	24	20	18	62	Grade Level	School Total	# of Students attending Tutoring AFTER SCHOOL	# of Students Provided with Pull-Out Tutoring	# of Students Attending Tutoring on Saturdays	Total # of Students Provided with Tutorial Services	Ninth	441	15	15	1	31
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Retakers	280	12	42	5	59
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Note: One hundred percent (100%) of ninth grade students are enrolled in Freshman Experience as part of the eight period class schedule, which is a transitional course (Tools for Success) for ninth graders to provide them with support for high school success.

Note: Four hundred fifty-one (451) students are participating in after-school tutoring with Supplemental Education Services (SES) providers.

Writing

Grade Level	School Total	# of Students attending Tutoring AFTER SCHOOL	# of Students Provided with Pull-Out Tutoring	# of Students Attending Tutoring on Saturdays	Total # of Students Provided with Tutorial Services
Tenth	441	0	0	0	0

Note: One hundred percent (100%) of Level One tenth grade students are enrolled in an Intensive Writing class. These students are enrolled in a Writing class created exclusively for the purpose of intensive Writing instruction. The remaining tenth graders receive in-class support for Writing with the school's Writing coach, who works alongside the Language Arts teachers in the classrooms on a daily basis. Therefore, the chart does not reflect the intense schoolwide focus on Writing for **all tenth grade students**.

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	378	0	0	6	6

Note: Four hundred fifty-one (451) students are participating in after-school tutoring with Supplemental Education Services (SES) providers.

Additionally, Science pull-out tutoring for selected eleventh grade students who are not enrolled in a science course will begin next month.

Tutorial sessions have started for Limited English Proficient (LEP) students. **100% of LEP** students are eligible for tutoring. Forty (40) students are attending tutoring **above and beyond the mandatory eighth period extended day program**. Thirteen (13) students

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		<p>attend tutoring after school, and another twenty-seven (27) students attend tutoring on Saturdays, for a total of twenty-four percent (24%) of eligible LEP students. Seventy-five (75) students, comprising forty-four percent (44%) of the eligible LEP population, are being tutored through the Home Language Assistance Program (HLAP) during the school day. These sessions service students currently enrolled in ESOL and those students who have exited the program during the past two years. Efforts to target ESOL students are being made through their Language Arts/Reading classes.</p> <p>Saturday tutoring has started for Advanced Placement students. Sixty-four percent (64%) of AP Biology students are attending sessions above and beyond the mandatory eighth period extended day program.</p> <p>Additional efforts are being made to recruit more students for after-school tutorial sessions. These students attend tutoring above and beyond the mandatory eighth period extended day program. Aggressive recruiting efforts to increase attendance at tutorials continue.</p> <ul style="list-style-type: none"> • Attendance at Saturday tutorials is increasing and special recruiting efforts are being made to target 11th grade students for science tutoring. The Science Curriculum Support Specialist from the School Improvement Zone (SIZ) created flyers and sent letters to parents informing them of the availability of the services. In addition, an assembly has been planned to review tutorial opportunities available to students. • Free breakfast is provided each Saturday morning and the after school activity bus takes students to their individual homes. <p>Four hundred fifty-one (451) students have enrolled in Supplemental Educational Services (SES). The District will continue to market SES to parents who have not availed themselves of these services as well as to those who have elected not to receive services.</p>
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 DCAT committee meets monthly.</p> <ul style="list-style-type: none"> • The DCAT meeting was held November 21, 2006, at 9:00 a.m. Members reviewed the data from the first quarterly DOE report and conducted classroom visitations. The December 1 report has been submitted to the DOE. • The DCAT Performance Assistance Plus Update was submitted on October 30, 2006.

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8	<p><u>SBE Approved</u> <u>4.18.06:</u></p> <p><i>Schoolwide staff development</i></p> <p><u>READING:</u> <u>With 64% of 9th grade students scoring at Level 1 in 2006 FCAT Reading and 24% scoring Level 2, a strong emphasis on professional development in Reading is essential in our efforts to impact student achievement.</u></p> <p><u>The Reading programs currently utilized at Miami Jackson Senior High School are making gains in student achievement. According to the School Accountability Report, 44% made learning gains in Reading and 58% of the lowest 25% made learning gains in Reading. 65% met high standards in Writing as well.</u></p> <p><u>In addition, according to the 2005-06 Adequate Yearly Progress (AYP) Report, even though only 9% scored at or above grade level in Reading, the percentage of students who did not score at or above grade level, decreased from</u></p>	<p style="text-align: center;">Ongoing</p> <p>The following professional development (PD) specifically references those offerings listed in the Corrective Action Plan, as well as many additional formal and informal offerings during the month.</p> <ul style="list-style-type: none"> • Developing Global Thinkers training was held on October 28, and November 4, 2006, and three (3) teachers attendance. These teachers shared their learning with other teachers at the school. • Strategic Learning Practices for the Diverse Secondary Classroom training was held on October 30, 2006, and three (3) teachers participated. • Learning Communities training for one Co-Principal and four teachers took place over four days. • <i>Best Practices in the Provision of Instruction to ESOL/Special Education (SPED) Students in General Education: Meeting the Needs of Diverse Learners in Inclusive/Specialized Settings</i> training was held on the following dates: Fourteen (14) teachers participated on November 8, 2006; Twelve (12) teachers participated on November 15, 2006; Ten (10) teachers participated on November 29, 2006. This represents an average of seventy-one percent (71%) participation. • The Read On! workshop was held on November 7, 2006. All teachers of FCAT Level 2 students and all Reading coaches were trained. • READ 180 training was held on November 4 and 7, 2006, for two (2) new teachers. One hundred percent (100%) of READ 180 teachers have been trained. • An in-house Writing Standards workshop was held on October 31, 2006, and four (4) Language Arts teachers attended. • Differentiated Instruction (DI) in Mathematics, day two, was conducted on October 28, 2006, and three (3) mathematics teachers participated. • Current Issues and Strategies in Science was held on November 14, 2006, and seven (7) Science teachers attended, representing sixty-four percent (64%) of Science teachers. • IEP Training was held on November 7, 2006, and thirteen

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<p><u>94% in 2005 to 91% in 2006. Therefore, additional professional development on the Reading programs reflected to the right, along with follow-up and monitoring of the 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.)</u></p> <p><u>WRITING</u></p> <p><u>With 43% 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.</u></p> <p><u>ELL</u></p> <p><u>READING</u> <u>Among 9th graders (n=86), 97% scored at Level 1 on the 2006 FCAT SSS, and 3% scored at Level 2.</u> <u>Among 10th graders (first-time test-takers, n=145), 95% scored at Level 1 and 3% at Level 2.</u></p> <p><u>MATHEMATICS</u> <u>Among 9th graders (n=83), 77% scored at Level 1 on the 2006 FCAT SSS, and 18% scored at Level 2.</u> <u>Among 10th graders (first-time</u></p>	<p>(13) Special Education (SPED) teachers participated, representing seventy-six percent (76%) of SPED teachers.</p> <ul style="list-style-type: none"> • A "Writing Standards Workshop for Senior High Schools" professional development session was held on November 1, 2006, at McArthur North. Seventy-five percent (75%) of Miami Jackson's writing teachers participated. • The writing coach meets weekly with tenth grade Language Arts, Writing and ESOL teachers. These sessions are devoted to training for the Six Traits of Writing strategies and curriculum planning based on data results. One hundred percent of these teachers attend these weekly professional development sessions. • One Mathematics teacher and one Science teacher attended a professional development session, "Explore Learning: Gizmos," on October 21 and November 4, 2006. The Gizmos program is being provided to Mathematics and Science teachers through the School Improvement Zone (SIZ). The two teachers who attended the workshops will train the other teachers in their departments. The entire Science Department was trained in the use of Gizmos on November 29, and December 6, 2006. The entire Mathematics Department will be trained on December 2, and 9, 2006. • The Curriculum Support Specialist for Reading from the SIZ presented a lesson on November 8, 2006, to all mathematics teachers on how to incorporate CRISS strategies into mathematics lessons. • Professional development was offered for Science teachers entitled, "Current Issues and Strategies on Science-Part I, Content and Strategies for Secondary Science". Six (6) teachers participated in the November 14, 2006 session, representing fifty-five percent (55%) of Science teachers. • An <i>Edusoft</i> data training session for Science teachers was held on November 7, 2006. Of the eleven (11) Science teachers and three (3) SPED Science teachers, six (6) were trained, two (2) had been previously trained and the remaining six (6) are scheduled to be trained in December. One hundred percent (100%) of Science and SPED Science teachers will be trained. • The USA Today Newspaper in Education workshop was held on October 25, 2006, and four (4) teachers attended. These teachers trained other teachers at the school site. 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. • One hundred percent (100%) of Reading teachers participate in Data Talks with Co-Principals on a bi-weekly basis.
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test-takers, n=56), 61% scored at Level 1 and 21% at Level 2.

According to the 2005-06 AYP Report, the percentage of those scoring below Level 3 decreased from 90 to 85 (17% improvement) between 2005 and 2006.

MATHEMATICS

In Math, 65% made learning gains according the 2005-06 School Accountability Report, and 28% met high standards in Mathematics.

49% of 9th grade students scored at Level 1 in Math, with an additional 30% scoring at Level 2 in FCAT Mathematics.

Additionally, according to the 2005-06 Adequate Yearly Progress (AYP) Report, even though only 24% scored at or above grade level in Mathematics, the percentage of students who did not score at or above grade level, increased from 75% in 2005 to 76% in 2006. Additional coaching and skills building for mathematics teachers is planned as well as training in Cognitive Tutor.

SCIENCE

In the 2006 science FCAT, 92% of the student population scored achievement levels 1 and 2, only 8% of the student population attained mastery by scoring achievement levels

The following classes listed for November 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.

NEW TEACHERS

At Miami Jackson Senior High School there are twenty-seven (27) new teachers. Participation in the New Educator Support Team (NEST) sessions that are scheduled twice per month has been high with eighty percent (80%) 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. A review of mentoring logs indicates that the support is being provided primarily in the following areas: classroom management strategies, lesson planning, time management in terms of instructional pacing, and general preparation of paperwork.

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 the PD and Curriculum Support Specialists assigned full-time to the school.

One hundred percent (100%) of teachers have participated in PD beyond the school day since school began in July.

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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3 and above. Out of the 319 students taking the 2006 science FCAT, 69% scored at level 1, 23% scored at level 2, 8% at level 3, and 0% scored at levels 4 and 5. The mean points earned by content area were consistently low (below 40%) across all 4 content areas.

GIFTED/ADVANCED PLACEMENT

- Number of AP courses offered: 14
 - Number of students enrolled in AP:
 - *123 – Unduplicated count
 - *181 – 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. 0% of SWD showed 10% improvement in Math and Reading percent not above grade level. The majority of SWD are also classified as Limited English Proficient.

Additionally, only 10.57% of SWD are included in the general education classroom for 80% of the day (May, 2006). This impacts the SWD

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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 Jackson Senior High for the 2006-07 school year.

NEW/EARLY CAREER 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 onsite training being offered at Miami Jackson Senior High School.

Additionally, mentoring and coaching services have proven to increase the

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effectiveness of the integration in the classroom of the skills learned through professional development offerings. The delivery of job-embedded professional development has shown to increase the application of skills learned.

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

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

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

In addition, according to the 2005-06 Adequate Yearly Progress (AYP) Report, even

ASSISTANCE *plus*

	<p><u>though only 9% scored at or above grade level in Reading, 91% of those students not above grade level showed 10% improvement. Therefore, additional professional development on the Reading programs reflected to the right, along with follow-up and monitoring of the validity of the implementation of these current Reading programs, is a valid educational course of action. (Updated 8/10/06)</u></p>	
<p>9</p>	<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 Areas and Teaching Reading at the High School Level.</p> <p>To date, ninety-five (95) teachers have received CRISS training which represents eighty-six (86%) of all classroom teachers. As new teachers transfer to the school, they are encouraged to enroll in CRISS training specifically offered for the Corrective Action Schools, or they can attend CRISS training at other schools in the District.</p> <p>The Curriculum Support Specialist for Reading and the Professional Development Specialists assigned to the school model CRISS implementation when providing support in the classrooms. The PD and Curriculum Support Specialist, as well as CRISS trained teachers, also provide CRISS strategy refresher sessions at faculty meetings and collaborative planning meetings. Vocabulary enhancement activities are modeled weekly by the Curriculum Support Specialist for Reading from the SIZ. The Reading Curriculum Support Specialist also meets with teachers, including members of the Physical Education Department, to provide support and strategies to infuse focus calendars' benchmarks into the literacy period. The Curriculum Support Specialist from the Office of Professional Development provides professional development in reading strategies for Social Studies teachers.</p> <p>Two members of the Miami Jackson's Reading Department</p>

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		<p>participated in READ 180 professional development sessions on November 4 and 7, 2006,. One hundred percent (100%) of all READ 180 teachers are fully trained.</p> <p>One hundred percent (100%) of Level 2 Reading teachers and Reading coaches received training on the research-based program Read On!</p> <p>Bi-monthly professional development sessions are provided by the Reading Curriculum Support Specialist from the SIZ for beginning teachers on vocabulary enhancement activities. Ninety-five percent (95%) of beginning teachers have participated in each session.</p> <p>Reading Endorsement classes continue. Of the nineteen (19) teachers targeted at Jackson for participation in reading endorsement classes, eight (8) are currently enrolled in courses which severely limit their ability to participate in PD after school hours.</p>
10	<p><u>SBE Approved</u> <u>5.14.06:</u></p> <p><i>District full-time staff assigned to each school</i></p>	<p style="text-align: center;">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></p> <p><i>Identification and hiring of proven educational leaders¹</i></p>	<p style="text-align: center;">Completed</p> <p>Ms. Milagros Fornell, Mentor Principal, former principal of Felix Varela Senior High School and Assistant Superintendent for Secondary Education in Curriculum and Instruction, continues to provide mentoring services to the co-principals of Miami Jackson Senior High. This month she provided 12 and ½ hours of mentoring for a total of approximately forty-eight (48) mentoring hours.</p>
12	<p><u>SBE Approved</u> <u>5.14.06:</u></p> <p><i>All instructional staff must reapply for their jobs, and must have</i></p>	<p style="text-align: center;">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.

ASSISTANCE *plus*

	<i>evidence of being highly effective.²</i>	
13	<p><u>SBE Approved 5.14.06:</u></p> <p><i>Differentiated pay (Incentives)</i></p> <p><u>Amended 6.20.06 to include:</u> <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 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>

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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ASSISTANCE *plus*

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. However, to provide even greater security, a Raptor Technologies security system for visitors was purchased in November and is presently functioning and fully implemented.</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>Miami Jackson remains 100% fully staffed. District staff continue to provide assistance as needed.</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><i>All reading coaches must be approved by the Department.</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 previously reported in the October report, the District provided funding to hire four reading coaches. All coaches are actively working with staff and students.</p> <p>9th Grade Reading Coach: Sylvia Quinones 10th Grade Reading Coach: Deborah Stewart 11th Grade Reading Coach: Lula Randall 12th Grade Reading Coach: Aldene Longley</p> <p>The Reading coaches are involved in a number of activities. An hour of each instructional block is spent in classroom visitations for modeling lessons and/or coach-teacher conferences. Each reading coach has been assigned a grade level and meets with teachers weekly. The instructional focus calendar is maintained and revised as needed by the reading coaches, along with the bi-weekly assessment preparations. Coaches help to impact the instruction of the targeted benchmarks as outlined on the instructional focus calendar. Coaches facilitate the implementation of the MAZE assessment and the administration of the ORF assessment. Coaches engage in data analysis activities with teachers which include data discussions of benchmark assessments and strategies to impact instruction. The coaches meet every Tuesday with the administration, educational specialist, and curriculum support</p>

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		<p>personnel, to discuss the progress of the reading department and the content areas as well. Each coach meets daily with an identified teacher in need of instructional support. Other activities include: modeling instructional and classroom management strategies, co-teaching and conducting small group instruction, assisting with lesson planning, mentoring new and Assistance Plus teachers, and conferencing with teachers as part of the coaching model.</p>
<p>18</p>	<p><u>SBE Approved</u> <u>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 previously reported in the October report, the District provided funding to hire four Mathematics coaches. All coaches are actively working with staff and students.</p> <p>9th Grade Mathematics Coach: Charles Martin 10th Grade Mathematics Coach: Ronald Wright 11th Grade Mathematics Coach: Mary Garrastazu 12th Grade Mathematics Coach: Chanell Madison</p> <p>Training and follow-up support for Cognitive Tutor implementation has been provided to help teachers implement the new curriculum. Following each bi-weekly assessment, mathematics coaches review individual teacher data and discuss instructional modifications. In addition to the tasks noted above, Mathematics coaches mentor teachers, model instructional strategies, provide guidance for classroom management, prepare bi-weekly assessments and analyze data in data chats with teachers, prepare practice FCAT assessments, and provide small group instruction. Each Mathematics coach has been assigned a grade level and meets with</p>

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	<p><i>All math coaches must be approved by the Department.</i></p>	<p>teachers weekly. Each coach meets daily with an identified teacher in need of instructional support. Other activities include: assisting with lesson planning, mentoring new and Assistance Plus teachers, and conferencing with teachers as part of the coaching model. Coaches also revise the Instructional Focus Calendars as needed and provide strategies for implementation.</p>																																																		
<p>19</p>	<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: right; color: yellow;">Ongoing</p> <p>On August 16, 2006, presentations were made to all Intensive Reading teachers on options for obtaining Reading endorsement by August 2007. The options were face-to-face courses, online courses, or a combination of both. Nineteen teachers at Miami Jackson need to obtain Reading endorsement. Face-to-face classes on Competency 1 began on Monday, August 28, 2006 and classes on Competency 2 began on Thursday, August 31, 2006.</p> <p>Of the 19 teachers targeted at Miami Jackson for participation in Reading endorsement classes, eight are currently enrolled in courses as follows: six in Competency 1 and five in Competency 2. (Some teachers are enrolled in more than one course.) Two teachers are currently enrolled in a Masters Degree program at FIU.</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="5">Percent in Each Achievement Level</th> <th rowspan="2">Levels 3-5</th> </tr> <tr> <th>Level 1</th> <th>Level 2</th> <th>Level 3</th> <th>Level 4</th> <th>Level 5</th> </tr> </thead> <tbody> <tr> <td>10</td> <td>15</td> <td>13</td> <td>87</td> <td>13</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>11</td> <td>310</td> <td>11</td> <td>80</td> <td>18</td> <td>1</td> <td>0</td> <td>0</td> <td>1</td> </tr> <tr> <td>12</td> <td>148</td> <td>7</td> <td>81</td> <td>18</td> <td>1</td> <td>0</td> <td>0</td> <td>1</td> </tr> <tr> <td>13</td> <td>25</td> <td>8</td> <td>88</td> <td>8</td> <td>4</td> <td>0</td> <td>0</td> <td>4</td> </tr> </tbody> </table>	Grade	# of Students	Percent Passing	Percent in Each Achievement Level					Levels 3-5	Level 1	Level 2	Level 3	Level 4	Level 5	10	15	13	87	13	0	0	0	0	11	310	11	80	18	1	0	0	1	12	148	7	81	18	1	0	0	1	13	25	8	88	8	4	0	0	4
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20	<p><u>SBE Approved 5.14.06:</u></p> <p><i>For Level 1 students and 11th and 12th grade students required to retake the FCAT, intensive mathematics taught by top performing mathematics teachers.⁴</i></p>	<p style="text-align: center;">Completed</p> <p>As previously reported in the October report, Requirement #20 has been completed. 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>11</td> <td>-</td> <td>-</td> <td>-</td> <td>-</td> <td>-</td> <td>-</td> <td>-</td> </tr> <tr> <td>11</td> <td>202</td> <td>26</td> <td>61</td> <td>32</td> <td>6</td> <td>0</td> <td>0</td> <td>7</td> </tr> <tr> <td>12</td> <td>63</td> <td>21</td> <td>67</td> <td>25</td> <td>3</td> <td>5</td> <td>0</td> <td>8</td> </tr> <tr> <td>13</td> <td>5</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	11	-	-	-	-	-	-	-	11	202	26	61	32	6	0	0	7	12	63	21	67	25	3	5	0	8	13	5	-	-	-	-	-	-	-
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21	<p><u>SBE Approved 5.14.06:</u></p> <p><i>Extended Day Credit Recovery Program</i></p> <p><u>Amended 6.20.06 to include:</u></p> <p><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>The Co-Principals and counselors met with the Adult Education administrative staff on November 7, 2006, to plan for additional course credit recovery opportunities for students and test preparation classes. The team discussed methods to increase participation in these courses and to provide access for all students.</p> <p>A Senior Parent Night took place on November 1, 2006. The evening began with a spaghetti dinner followed by a session that included senior credit review and recovery options, obligations, upcoming events, and graduation requirements. Seventy-five percent (75%) of senior parents attended.</p> <p>Course Recovery Enrollment</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>Program(s)</th> <th># of eligible students enrolled in credit recovery</th> <th>% of eligible students enrolled in credit recovery</th> </tr> </thead> <tbody> <tr> <td>Adult Ed</td> <td>250</td> <td>75</td> </tr> <tr> <td>Virtual School</td> <td>2</td> <td>1</td> </tr> <tr> <td>Regular School Day</td> <td>88</td> <td>26</td> </tr> </tbody> </table>	Program(s)	# of eligible students enrolled in credit recovery	% of eligible students enrolled in credit recovery	Adult Ed	250	75	Virtual School	2	1	Regular School Day	88	26																																							
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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>Missing Credits</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">Missing Credits</th> <th style="width: 33%;"># of students</th> <th style="width: 34%;">% of total school enrollment (out of 1541)</th> </tr> </thead> <tbody> <tr> <td>1 credit</td> <td style="text-align: center;">166</td> <td style="text-align: center;">11%</td> </tr> <tr> <td>2 credit</td> <td style="text-align: center;">112</td> <td style="text-align: center;">7%</td> </tr> <tr> <td>3 credit</td> <td style="text-align: center;">36</td> <td style="text-align: center;">2%</td> </tr> <tr> <td>4 or more</td> <td style="text-align: center;">20</td> <td style="text-align: center;">1%</td> </tr> </tbody> </table> <p>Some students are enrolled in more than one credit recovery course. Therefore, the number of students participating in course recovery options may exceed the number of students eligible.</p>	Missing Credits	# of students	% of total school enrollment (out of 1541)	1 credit	166	11%	2 credit	112	7%	3 credit	36	2%	4 or more	20	1%
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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 document outreach to parents regarding this choice option.</i></p>	<p style="text-align: center;">Completed</p> <p>As previously reported in the October report, Requirement #22 has been completed.</p>															
23	<p><u>SBE Approved 6.20.06:</u></p> <p><i>Support school with Title I Funds, in accordance with</i></p>	<p style="text-align: center;">Completed</p> <p>As previously reported in the October report, Requirement #23 has been completed.</p>															

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	<i>applicable federal laws</i>	
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;">Ongoing</p> <ul style="list-style-type: none"> • At the conclusion of the second State Approved Education Services (SES) enrollment period, a total of 523 parents of eligible students from Miami Jackson completed applications for SES of which 451 students have enrolled in SES and 72 parents chose not to receive services. The District will continue to market SES for parents who have not availed themselves of these services as well as for those who have elected not to receive services. • A State-Approved Supplemental Educational Services (SES) Fair was held at Miami Jackson’s media center on October 27, 2006.
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. Anna Humphrey, District Supervisor, Division of Language Arts/Reading, visited Miami Jackson Senior High on Monday, November 6, 2006 to verify fidelity to the implementation of the K-12 Reading Plan. Ms. Humphrey and Mr. Speziale, the Co-Principal, visited reading and English classes to review instructional practices. A bi-weekly assessment was administered in the reading classes to monitor students’ progress on the tested benchmarks.</p> <p>The students were engaged in lessons and the teachers were actively delivering instruction. Classrooms were exemplary with word walls, samples of student work, graphic organizers, classroom libraries, and targeted benchmarks. Since most of the Reading/Language Arts classes use Scholastic READ 180, differentiated instruction was evident.</p> <p>There is a concerted effort to keep the ninth grade students together in order to monitor their progress. Tenth grade students are enrolled in a Writing class to improve their FCAT Writing+ performance. Miami Jackson is also implementing the Secondary School Reform model through academies to increase rigor in the classroom.</p>

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26	<p><u>SBE Approved</u> <u>6.20.06:</u></p> <p><i>District must report to the State Board monthly regarding progress.</i></p>	<p style="text-align: right;">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>
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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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