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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>February 1, 2007</i>
1	<p><u>SBE Approved 4.18.06:</u></p> <p><i>School Restructure Plan:</i></p> <p><i>Change the grade configuration of the school and the programs offered.</i></p>	<p>Completed</p> <p>As previously reported in the October report, Requirement #1 has been completed.</p>
2	<p><u>SBE Approved 5.14.06:</u></p> <p><i>Implement a schoolwide reform model for ALL students.</i></p>	<p>Ongoing</p> <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, High Schools that Work (HSTW) and Small Learning Communities (SLC) Coordinators) as part of the implementation of the school wide reform model. Teachers met December 14, 2006, and January 18, 2007, to engage in this Professional Development activity. Pete Bermudez and Linda Emm are also facilitating a Critical Friends Professional Development activity for Miami Central's administrative team. The Critical Friends Group met on December 6, 2006, and January 10, 2007.</p> <p>Feedback from the High Schools That Work (HSTW) Technical Assistance Visit conducted on November 14, 2006, was delivered to the school in December. Promising practices include high morale and pride from faculty and students, and a visible, supportive administration. The school is working to address the next steps, such as developing teacher leadership within the academies. The full feedback report is available at the school site.</p>

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3	<p><u>SBE Approved 5.14.06:</u> Implement and align schoolwide reform model in feeder schools</p>	<p style="text-align: center;">Ongoing</p> <p>The third Vertical Planning workshop was conducted January 31, 2007, at Westview Middle School. Student Performance Data from the January Interim Assessment was the primary focus of discussion. Teachers discussed the following points:</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>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 two most recent meetings took place December 6, 2006, and January 10, 2007.</p> <p>Miami Central's Co-Principals articulate on an ongoing basis with the feeder middle school principals in regards to scheduling students for the 2007-2008 school year. Both feeder school principals have agreed to increase the number of high school courses being offered at the middle schools. A critical component of the articulation process for the 2007-2008 school year will include academy selection for incoming ninth grade students matriculating to Miami Central.</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, November 21, December 12, 2006, and January 16, 2007. Future meeting dates are February 20, and April 17, 2007.</p> <p>The Division of Student Services conducted a Technical Assistance Review of implementation of Making Middle Grades Matter at both feeder pattern middle schools, Madison Middle and Westview Middle. The visits were conducted the week of January 22, 2007.</p>

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4	<p><u>SBE Approved 4.18.06:</u></p> <p><i>Local school board-approved funding for schoolwide interventions to each individual F school</i></p>	<p style="text-align: center;">Completed</p> <p>As previously reported in the October report, Requirement #4 has been completed.</p>
5	<p><u>SBE Approved 5.14.06:</u></p> <p><i>School guarantees parents of entering ninth grade students remediation, interventions, rigorous programs, and extended day programs</i> <u>Amended 6.20.06 to include:</u></p> <p><i>This will be a contract with parents, and starting with the incoming ninth graders in 2006, the contract will be for 4 years.</i></p>	<p style="text-align: center;">Ongoing</p> <p>The total number of ninth grade students currently attending Miami Central is five hundred and fifty five (555). Currently, 100% of all ninth grade students attending Miami Central have completed the Family-Student-School Agreements.</p> <p>As part of the Ninth Grade Transition class, a second semester course, Classroom Inc. is currently being implemented. The course is designed to help students solve problems, work as part of a team, and practice reading, writing and math skills. Classroom Inc. allows students to develop and strengthen academic skills while applying them in real-life contexts through industry-based computer simulations. The computer-based simulations provide students with engaging, instructionally sound and content rich curricula.</p>
6	<p><u>SBE Approved 5.14.06:</u></p> <p><i>Extended learning program with transportation</i> <u>Amended 6.20.06 to</u></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 2,182 students. The reason only ninety-</p>

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include:

Districts must document extent of participation

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. **The tutoring program targets students' weaknesses in specific areas, as indicated by the results of bi-weekly and interim assessments.**

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.

Tutoring data is reflected in the following charts:

Reading

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	555	503 (29 SPED)	*264	40	532
Tenth	564	NA	160	51	211
Retakers	693	294	NA	78	294

*All ninth-grade students are participating in small group symposiums in preparation for FCAT.

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	555	NA	*264	40	304
Tenth	564	NA	160	51	211
Retakers	400	235	NA	78	313

*All ninth-grade students are participating in small group symposiums in preparation for FCAT.

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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	564	535 (33 SPED)	380	51	535

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	535	488 (27 SPED)	120	NA	515

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.

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.

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		<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. 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 offered to students who attend tutoring. 																								
7	<p><u>SBE Approved 5.14.06:</u></p> <p><i>District Community Assessment Team – FLDOE, Parent, Business, Educator, Community Member, Local Government representation</i></p>	<p 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 meetings were held December 14, 2006, January 11 and January 25, 2007. The DCAT report due January 31, 2007, has been submitted to the DOE.</p>																								
8	<p><u>SBE Approved 4.18.06:</u></p> <p><i>Schoolwide staff development</i></p> <p><u>READING</u></p> <p><u>With 67% of 9th grade students scoring at Level 1 in 2006 FCAT Reading and 22% scoring Level 2, a strong emphasis on professional development in Reading is essential in our efforts to impact student achievement.</u></p> <p><u>The Reading programs currently utilized at Miami Central Senior High School are making gains in student achievement. According to the</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 December and January, the following professional development activities were provided:</p> <p>PROFESSIONAL DEVELOPMENT ACTIVITIES: DECEMBER</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: yellow;"> <th style="text-align: left;">DATE</th> <th style="text-align: left;">DESCRIPTION</th> <th style="text-align: left;"># OF ATTENDEES</th> <th style="text-align: left;">DESCRIPTION OF ATTENDEES</th> </tr> </thead> <tbody> <tr> <td>11/30/06</td> <td>READ XL</td> <td>6</td> <td>6 teachers 100% participation</td> </tr> <tr> <td>12/15/06</td> <td>Feeder Pattern Articulation Meeting</td> <td>1</td> <td>Counselor 100% participation</td> </tr> <tr> <td>12/1/06</td> <td>SUPI @ Jackson</td> <td>7</td> <td>SUPI & HSTW Teams 100% participation</td> </tr> <tr> <td>12/1/06</td> <td>Interim Assessment Data Workshop</td> <td>5</td> <td>VP/Coaches & Science Dept. Chair 100% participation</td> </tr> <tr> <td>12/2/06</td> <td>Classroom, Inc.</td> <td>8</td> <td>9th grade Freshman Experience teachers 100% participation</td> </tr> </tbody> </table>	DATE	DESCRIPTION	# OF ATTENDEES	DESCRIPTION OF ATTENDEES	11/30/06	READ XL	6	6 teachers 100% participation	12/15/06	Feeder Pattern Articulation Meeting	1	Counselor 100% participation	12/1/06	SUPI @ Jackson	7	SUPI & HSTW Teams 100% participation	12/1/06	Interim Assessment Data Workshop	5	VP/Coaches & Science Dept. Chair 100% participation	12/2/06	Classroom, Inc.	8	9 th grade Freshman Experience teachers 100% participation
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<p><u>School Accountability Report, 43% made learning gains in Reading and 59% of the lowest 25% made learning gains in Reading. 63% met high standards in Writing as well.</u></p> <p><u>In addition, according to the 2005-06 Adequate Yearly Progress (AYP) Report, even though only 10% scored at or above grade level in Reading, the percentage of students who did not score at or above grade level, decreased 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.)</u></p> <p><u>WRITING</u></p> <p><u>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.</u></p> <p><u>ELL</u></p> <p><u>READING</u> <u>Among 9th graders (n=65), 95% scored at Level 1 on the 2006 FCAT SSS, and 5% scored at</u></p>	12/2/06	Writing Workshop	5	Writing teachers 83% participation																								
	12/6/06	VP meeting @ Madison Middle	1	VP 100% participation																								
	12/6/06	Focus on Grammar	6	ESOL Teachers 100% participation																								
	12/8/06	Using the Graphing Calculator in the Classroom (T1Navigator)	8	Math department 100% participation																								
	12/8-9/06	Under-representation of African-Americans and Males in Advanced Academics	2	1 teacher and 1 counselor 100% participation																								
	12/8/06	Bureau of School Improvement	2	VP/Science Department Chair 100% participation																								
	12/9/06	FCAT Writes + Writing Workshop	5	Writing teachers 83% participation																								
	12/12/06	NEST	11	New teachers 79% participation																								
	12/12/06	Advance Placement Audit training	2	VP/Testing Chair 100% participation																								
	12/13/06	Fiscal Management	1	SUPI teacher 100% participation																								
	12/19/06	NEST	14	New teachers 100% participation																								
	12/4-5	Advance Placement Counselor Workshop	2	VP/CAP Advisor 100% participation																								
	12/6-8	Safe Crisis Management	2	ESE teachers																								
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<p><u>Level 2.</u> <u>Among 10th graders (first-time test-takers, n=34), 100% scored at Level 1.</u></p> <p>MATHEMATICS <u>Among 9th graders (n=63), 65% scored at Level 1 on the 2006 FCAT SSS, and 18% scored at Level 2.</u> <u>Among 10th graders (first-time test-takers, n=34), 71% scored at Level 1 and 15% at Level 2.</u> <u>According to the 2005-06 AYP Report, the percentage of those scoring below Level 3 decreased from 84 to 80 (5% improvement) between 2005 and 2006.</u></p> <p>MATHEMATICS</p> <p><u>In Mathematics, 68% made learning gains according the 2005-06 School Accountability Report, and 34% met high standards in Mathematics.</u></p> <p><u>48% of 9th grade students scored at Level 1 in Math, with an additional 31% scoring at Level 2 in FCAT Mathematics.</u> <u>Additionally, according to the 2005-06 Adequate Yearly Progress (AYP) Report, even though only 29% scored at or above grade level in Mathematics, the percentage of students who did not score at or above grade level, decreased from 77% in 2005 to 71% in 2006. Additional coaching and skills building for mathematics teachers is planned as well as training in Cognitive Tutor.</u></p>				
	1/16/07	NEST	10	New teachers 71% participation
	1/17/07	Regional AP Meeting	5	VP/AP AP teachers 100% participation
	1/17/07	Action Plan for 2007 FCAT Science 8 th and 11 th grade	2	AP/Department Chair 100% participation
	1/17/07	Marginal Note-Taking Selective Highlighting	57	Separate meetings for Academies 92% participation
	1/17/07	Adobe Acrobat Professional workshop	1	BTE Department chair 100% participation
	1/17/07	Classroom, Inc.	4	9 th grade teachers 50% participation
	1/17/07	Antisocial Behavior	13	Special Education 87% participation
	1/10-11	Smaller Learning Communities: Evaluating Achievement/Changing Lives	4	SLC Team 100% participation
	<p>READING ENDORSEMENT Fifteen (15) teachers participated in a face-to-face Reading Endorsement course offered during Winter Break. To date, fourteen (14) teachers have completed Competency One, nineteen (19) teachers have completed Competency Two, one (1) teacher has completed Competency Three, and one (1) teacher has completed Competencies Four and Five. One (1) teacher has completed Competency Six, thus receiving the Reading Endorsement. Currently, two (2) teachers are enrolled in Competency One, three (3) teachers are enrolled in Competency Two, ten (10) teachers are enrolled in Competence Three, and ten (10) teachers are enrolled in Competencies Four and Five.</p> <p>NEW TEACHERS As part of the NEST training, new teachers at Miami Central) have been engaged in a variety of professional development activities used to improve instructional delivery and alleviate potential classroom management problems. Since October 2006, teachers have met twice a month with Gloria Kotrady and Cindy Caldwell, NEST trainers for Miami Central. Previous in-services have included Long-Range and Short-Range Planning, Classroom Management Techniques, Powerful Instructional Techniques, Differentiated Instruction, Creating A High Performing</p>			

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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:
 - *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.

Environment, and Using the Electronic Gradebook program. In addition to hands-on training, teachers are also provided with classroom resource materials, FCAT and CRISS strategies, and opportunities for additional professional development via online or off campus. NEST sessions also include time for new teachers and mentors to discuss other issues such as combating first-year teaching obstacles, teacher observation expectations, and stress management.

Additionally, new teachers meet bi-weekly with the Assistant Principal assigned to new teachers, as well as the New Teacher Coordinator. These sessions include sharing best practices, updated training information, and assessment data. Teachers also continue to review the various components of the school site developed New Teacher Survival Packet.

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.

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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 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

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offerings and inservice training being offered at Miami Central Senior High School.

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

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

With 67% of 9th grade students scoring at Level 1 in 2006 FCAT Reading and 22% scoring Level 2, 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

ASSISTANCE *plus*

	<p><u>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>	
<p>9</p>	<p><u>SBE Approved 5.14.06:</u></p> <p><i>Staff development in reading in the content area</i></p>	<p style="text-align: center;">Ongoing</p> <p>During the holiday recess, Miami-Dade County Public Schools offered a Reading Endorsement class (Foundations of Research-Based Practices in Reading). Twenty (20) teachers from Miami Central High School participated. Two (2) Language Arts teachers attended; all other participants included teachers from other subject areas. Miami Central is pleased that so many content area teachers are seeking Reading Endorsement.</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, 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>

ASSISTANCE *plus*

		<p>The Reading Coaches provided an overview of the components of the Reciprocal Teaching Strategy. The goal of this Professional Development activity was to assist teachers with the implementation of this strategy within their content areas. Use of the Reciprocal Teaching strategy improves students' higher order thinking skills which aid in their comprehension of various texts.</p> <p>Additional professional development on Patterns of Organization was provided by the Reading Coaches to teachers across content areas. In this PD, the Coaches discussed the various ways text can be organized (i.e. comparison and contrast, cause and effect, and problem-solution). Teachers were given examples of each pattern and how to identify it within various texts. The goal of this PD was to refresh teachers' knowledge in order to provide students with greater support to increase student comprehension.</p>
10	<u>SBE Approved 5.14.06:</u> <i>District full-time staff assigned to each school</i>	<p style="text-align: center;">Completed</p> <p>As previously reported in the October report, Requirement #10 has been completed.</p>
11	<u>SBE Approved 4.18.06:</u> <i>Identification and hiring of proven educational leaders¹</i>	<p style="text-align: center;">Completed</p> <p>As previously reported in the October report, Requirement #11 has been completed.</p> <p>During the month of December, Dr. Donald Hoerschel, Mentor Principal, provided the Co-Principals at Miami Central Senior High School with nine (9) mentoring hours, and an additional twelve (12) mentoring hours in January, for a total of approximately seventy-three (73) hours of mentoring.</p>
12	<u>SBE Approved 5.14.06:</u> <i>All instructional staff must reapply for their jobs, and must have evidence of being highly effective.²</i>	<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.

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.

ASSISTANCE *plus*

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></p> <p><i>Differentiated pay must be provided only to those teachers identified as highly effective.³</i></p>	<p style="text-align: center;">Completed</p> <p>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 style="text-align: center;">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.

ASSISTANCE *plus*

15	<p><u>SBE Approved 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 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 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 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 targeted benchmarks to determine whether there</p>

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		<p>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>The Reading Coaches participated in the "Secondary Reading Coaches Meeting" with the School Improvement Zone on December 19th, 2006.</p>
18	<p><u>SBE Approved 4.18.06:</u> <i>District provides onsite math coaches</i> <u>Amended 6.20.06 to include:</u> <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> <i>All math 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 #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 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</p>

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		<p>interim assessments, collect data and provide an analysis of student performance on targeted benchmarks to determine whether there is a need to revise the instructional focus calendar and reteach 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>
<p style="text-align: center;">19</p>	<p><u>SBE Approved 5.14.06:</u></p> <p><i>For Level 1 students and 11th and 12th grade students required to retake the FCAT, intensive reading taught by reading endorsed teachers.</i></p>	<p style="text-align: center;">Ongoing</p> <p>Fifteen (15) teachers participated in a face-to-face Reading Endorsement course offered during Winter Break. To date, fourteen (14) teachers have completed Competency One, nineteen (19) teachers have completed Competency Two, one (1) teacher has completed Competency Three, and one (1) teacher has completed Competencies Four and Five. One (1) teacher has completed Competency Six, thus receiving the Reading Endorsement. Currently, two (2) teachers are enrolled in Competency One, three (3) teachers are enrolled in Competency Two, ten (10) teachers are enrolled in Competence Three, and ten (10) teachers are enrolled in Competencies Four and Five.</p>
<p style="text-align: center;">20</p>	<p><u>SBE Approved 5.14.06:</u></p> <p><i>For Level 1 students and 11th and 12th grade students required to retake the FCAT, intensive mathematics taught by top performing mathematics</i></p>	<p style="text-align: center;">Completed</p> <p>As previously reported in the October report, Requirement #20 has been completed.</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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	<i>teachers.</i> ⁴																												
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>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> <p>Course Recovery Enrollment</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th style="width: 40%;">Program</th> <th style="width: 30%;"># of eligible students (out of 297) enrolled in credit recovery</th> <th style="width: 30%;">% of eligible students enrolled in credit recovery</th> </tr> </thead> <tbody> <tr> <td>Adult Ed</td> <td style="text-align: center;">200</td> <td style="text-align: center;">49%</td> </tr> <tr> <td>Virtual School</td> <td style="text-align: center;">27</td> <td style="text-align: center;">7%</td> </tr> <tr> <td>Regular School Day</td> <td style="text-align: center;">176</td> <td style="text-align: center;">44%</td> </tr> </tbody> </table> <p>Missing Credits</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;">Missing Credits</th> <th style="width: 30%;"># of students</th> <th style="width: 40%;">% of total school enrollment (2,238)</th> </tr> </thead> <tbody> <tr> <td>1 credit</td> <td style="text-align: center;">179</td> <td style="text-align: center;">8%</td> </tr> <tr> <td>2 credit</td> <td style="text-align: center;">108</td> <td style="text-align: center;">5%</td> </tr> <tr> <td>3 credit</td> <td style="text-align: center;">74</td> <td style="text-align: center;">3%</td> </tr> <tr> <td>4 or more</td> <td style="text-align: center;">42</td> <td style="text-align: center;">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 as well as 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</p>	Program	# of eligible students (out of 297) enrolled in credit recovery	% of eligible students enrolled in credit recovery	Adult Ed	200	49%	Virtual School	27	7%	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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		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 program enrollment.
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>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 applicable federal laws</i></p>	<p>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,</i></p>	<p>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>

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	<p>and participation rates, must be documented and reported.</p>	
<p>25</p>	<p><u>SBE Approved 6.20.06:</u></p> <p><i>District must document faithful implementation of the approved K-12 Reading Plan.</i></p>	<p style="text-align: center;">Ongoing</p> <p>Miami Central continues to implement the K-12 Reading Plan effectively. All administrators, along with the four Reading Coaches conduct classroom walkthroughs daily to ensure that students are engaged in meaningful activities. Reading Coaches continue to assist teachers by modeling instruction that will provide remediation, maintenance and enrichment for Miami Central's students.</p> <p>All Reading Level 1 students continue to be scheduled into Scholastic READ 180 classes. All Reading Level 2 students continue to be scheduled into Read XL classes. Retakers who passed the October FCAT have been scheduled into regular elective classes to allow for greater concentration of effort with students in grades 11 and 12 who still need to pass the FCAT Reading test.</p> <p>The second "Learning Express" persuasive essay prompt was administered on December 11-12, 2006. Teachers holistically scored "Learning Express" essays using the FCAT Writing+ rubric in order to calibrate their scoring with that of Measurement, Inc. which scores the "Learning Express" essays. The third assessment was administered January 17-18, 2007.</p> <p>Efforts are underway to increase the reading skills of the ninth grade students during the mandatory eighth period. All tenth grade students are enrolled in a Writing class to prepare them for the FCAT Writing test.</p>
<p>26</p>	<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>

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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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