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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>February 1, 2007</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>On December 1, 2006, eight members of Miami Jackson's staff attended the final session of the "Creating a High Performance Learning Culture" held at Miami Jackson Senior High School. One hundred percent (100%) of the Miami Jackson SUPI team attended this professional development session. Eight (8) staff members including the Co-Principals, the Vice Principal, an Assistant Principal, a Teacher, Math Coach, Counselor, and a Curriculum Support Specialist attended this session.</p> <p>The Vice Principal and the Lead Teacher for the Business and Finance Academy met with representatives from Miami-Dade Junior College (Wolfson Campus), Center for Financial Training and Ocean Bank on December 12, 2006. The proposed Ocean Bank Career Path Project "Future Bankers Camp" for this academy was discussed, including timelines for implementation, internships, business mentors, financial needs, transportation, and parent participation.</p>

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		<p>The High Schools That Work (HSTW) coordinator and the Magnet Lead Teacher participated in a planning session for academy development on January 10, 2007.</p> <p>Feedback from the High Schools That Work (HSTW) Technical Assistance Visit conducted on October 30, 2006, was delivered to the school in December. Promising Practices include the establishment of a system among school leadership and faculty resulting in effective communication to students of a standard of behavior that ensures an environment conducive to teaching and learning. The school is working to address the next steps, including the encouragement of greater teacher leadership and ownership of student achievement. The entire feedback report is available at the school site.</p> <p>Five members of the Small Learning Communities design team attended "Understanding by Design," on January 20, 2007, at DeVry University. The workshop emphasized the teacher's critical role as a designer of student learning.</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>The Assistant Principal for Curriculum and one counselor attended the Advanced Placement Counselor Workshop in Orlando, Florida December 4-5, 2006.</p> <p>Five teachers attended the College Board "Rise To Rigor" professional development on December 5, 2006. Five teachers per school were invited with one-hundred percent (100%) participation from Miami Jackson High School.</p> <p>In conjunction with the "Rise To Rigor" initiative, a representative from the College Board met with the Co-Principals and the Assistant Principal for Curriculum on December 12, 2006.</p> <p>On December 19, 2006, the Student Services Department Chairperson for Miami Jackson Senior High School met with staff members from the feeder pattern for an articulation meeting at Allapattah Middle School.</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, and January 29, 2007. Future meetings will occur in March and May, 2007.</p>

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		<p>The Division of Student Services conducted Technical Assistance Visits on January 22-24, 2007, at Allapattah Middle, one of Miami Jackson's feeder middle schools. The purpose of the visits was to conduct walkthroughs and provide feedback on best practices and next steps for the implementation of Making Middle Grades Matter.</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 graders in 2006, the contract will be for 4 years.</i></p>	<p style="text-align: center;">Ongoing</p> <p>A total of four hundred thirty-five (435) Family-Student-School Agreements have been completed. This represents one hundred percent (100%) of the four hundred thirty-five (435) ninth grade students presently enrolled. Continued efforts are in place to enroll students as they register through the ninth grade counselor and the Community Involvement Specialist (CIS).</p> <p>On December 2, 2006 six (6) teachers participated in a professional development on implementing the "Classroom, Inc." program for the ninth grade students. One hundred percent (100%) of all ninth grade transition teachers utilizing "Classroom, Inc." have been trained.</p> <p>Ninth grade students have logged a total of 4500 contact hours with the "Dream 101" computer program. The program uses life simulation software to drop students into a virtual world. This program enables students the opportunity to progress through High School, find part-time jobs, go to college, travel, and work in different careers.</p>

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SBE Approved
5.14.06:

Extended learning program with transportation

Amended 6.20.06 to include:

Districts must document extent of participation

Ongoing

One hundred percent (100%) of the 1,515 students participate in an extended day program through the mandatory eight-period schedule. All ninth grade students are enrolled in Freshman Experience (Tools for Success) and all tenth grade students are enrolled in an Intensive Writing course.

Tutoring attendance data above and beyond the eight period day is shown in the following charts.

Reading

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	440	32	0	24	56
Tenth	442	12	55	52	119
Retakers	471	20	10	46	76

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 tutoring, mentoring and support for high school success.

Four hundred forty-one (441) students are participating in after-school tutoring with Supplemental Education Services (SES) providers.

Mathematics

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	440	10	20	9	39
Tenth	442	9	100	20	129
Retakers	275	14	77	16	107

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 tutoring, mentoring and support for high school success.

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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	442	NA	120	17	137

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	358	NA	22	8	30

Four hundred forty-one (441) students are participating in after-school tutoring with Supplemental Education Services (SES) providers.

Science pull-out tutoring for selected eleventh grade students who are not enrolled in a science course began in January.

Tutorial sessions have started for Limited English Proficient (LEP) students. **One hundred percent (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 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.

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		<p>Efforts to target ESOL students are being made through their Language Arts/Reading classes.</p> <p>Saturday tutoring continues 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 has increased 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 was conducted 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 forty-one (441) 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> <p>The December DCAT meeting was held December 19, 2006. Members discussed curriculum updates, anticipated growth in each area of the FCAT, staff incentives, and best practices being used for overall success. The January DCAT meeting was held January 16, 2007. Members discussed curriculum updates, tutorials being provided for students, and plans for the new school. The DCAT report due January 31, 2007, was submitted to the DOE.</p>

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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 94% in 2005 to 91% in 2006. Therefore, additional professional development on the Reading programs</u></p>	<p style="text-align: center;">Ongoing</p> <p>Staff members continue 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;"> <thead> <tr style="background-color: yellow;"> <th style="text-align: center;">DATE</th> <th style="text-align: center;">DESCRIPTION</th> <th style="text-align: center;"># OF ATTENDEES</th> <th style="text-align: center;">DESCRIPTION OF ATTENDEES</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">12/1</td> <td>High Schools That Work (HSTW) – <i>Creating a High Performance Learning Culture</i> Professional Development activity (Miami Jackson)</td> <td style="text-align: center;">8</td> <td>Each school had a team of 8. 100% of Miami Jackson's SUPI team participated.</td> </tr> <tr> <td style="text-align: center;">12/1</td> <td>Thinking Maps (Miami Jackson)</td> <td style="text-align: center;">4</td> <td>100% of math coaches</td> </tr> <tr> <td style="text-align: center;">12/2</td> <td>GZMOS Training (Miami Jackson)</td> <td style="text-align: center;">1</td> <td>1 Math teacher</td> </tr> <tr> <td style="text-align: center;">12/2</td> <td>Classroom, Inc (Miami Jackson)</td> <td style="text-align: center;">6</td> <td>100% of all Classroom, Inc. teachers</td> </tr> <tr> <td style="text-align: center;">12/4 & 5</td> <td>College Board, Advanced Placement Leadership Conference -Counselor Workshop (Orlando, Florida)</td> <td style="text-align: center;">2</td> <td>1 APC and 1 counselor</td> </tr> <tr> <td style="text-align: center;">12/5</td> <td>College Board - Rise to Rigor</td> <td style="text-align: center;">5</td> <td>5 per school were invited. 5 teachers participated</td> </tr> <tr> <td style="text-align: center;">12/6</td> <td>AP/VP Training – (Allapattah Middle School)</td> <td style="text-align: center;">1</td> <td>Vice Principal a</td> </tr> <tr> <td style="text-align: center;">12/6</td> <td>GZMOS – Day 2 (Miami Jackson)</td> <td style="text-align: center;">12</td> <td>92% of science teachers and 1 math teacher participated</td> </tr> <tr> <td style="text-align: center;">12/6- 8</td> <td>10th Grade English & Writing Teachers Training – “Element of Support in Essays” (Miami Jackson)</td> <td style="text-align: center;">8</td> <td>100% of English and Writing teachers</td> </tr> <tr> <td style="text-align: center;">12/6- 8</td> <td>Safe Crisis Training</td> <td style="text-align: center;">2</td> <td>67% of EH/SED teachers have been trained.</td> </tr> <tr> <td style="text-align: center;">12/6</td> <td>Electronic Grade Book Training Planning</td> <td style="text-align: center;">20</td> <td>Refresher training for 18</td> </tr> </tbody> </table>	DATE	DESCRIPTION	# OF ATTENDEES	DESCRIPTION OF ATTENDEES	12/1	High Schools That Work (HSTW) – <i>Creating a High Performance Learning Culture</i> Professional Development activity (Miami Jackson)	8	Each school had a team of 8. 100% of Miami Jackson's SUPI team participated.	12/1	Thinking Maps (Miami Jackson)	4	100% of math coaches	12/2	GZMOS Training (Miami Jackson)	1	1 Math teacher	12/2	Classroom, Inc (Miami Jackson)	6	100% of all Classroom, Inc. teachers	12/4 & 5	College Board, Advanced Placement Leadership Conference -Counselor Workshop (Orlando, Florida)	2	1 APC and 1 counselor	12/5	College Board - Rise to Rigor	5	5 per school were invited. 5 teachers participated	12/6	AP/VP Training – (Allapattah Middle School)	1	Vice Principal a	12/6	GZMOS – Day 2 (Miami Jackson)	12	92% of science teachers and 1 math teacher participated	12/6- 8	10 th Grade English & Writing Teachers Training – “Element of Support in Essays” (Miami Jackson)	8	100% of English and Writing teachers	12/6- 8	Safe Crisis Training	2	67% of EH/SED teachers have been trained.	12/6	Electronic Grade Book Training Planning	20	Refresher training for 18
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<p><u>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 test-takers, n=56), 61% scored at Level 1 and 21% at Level 2.</u> <u>According to the 2005-06</u></p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;"></td> <td style="width: 40%;">Periods (Miami Jackson)</td> <td style="width: 10%;"></td> <td style="width: 40%;">teachers</td> </tr> <tr> <td>12/6</td> <td>Focus on Grammar</td> <td>5</td> <td>100% of ESOL teachers</td> </tr> <tr> <td>12/7</td> <td>FDOE Facts.org (Miami Jackson)</td> <td>12</td> <td>100% counselors and 7 teachers</td> </tr> <tr> <td>12/8</td> <td>Bureau of School Improvement- (West Palm Beach, Florida)</td> <td>2</td> <td>1 math coach and curriculum support specialist</td> </tr> <tr> <td>12/8-11</td> <td>SACS National Conference- (Atlanta, Georgia)</td> <td>2</td> <td>Vice Principal and High Schools That Work Coordinator</td> </tr> <tr> <td>12/8-9</td> <td>Foundations of Mentoring- (Airport Hilton)</td> <td>4</td> <td>25 % attended</td> </tr> <tr> <td>12/12</td> <td>Knowledge Building & Coaching (Miami Jackson)</td> <td>4</td> <td>100% of Reading Coaches</td> </tr> <tr> <td>12/13</td> <td>Focus on Grammar – ESOL (Miami Jackson)</td> <td>4</td> <td>100% of ESOL teachers</td> </tr> <tr> <td>12/14</td> <td>Multiple Intelligences</td> <td>3</td> <td>1 Math Coach/1 Science Coach/1 SIZ Curriculum Support Specialist</td> </tr> <tr> <td>12/19</td> <td>School Improvement Zone meeting Reading Coaches</td> <td>4</td> <td>100% of Reading coaches</td> </tr> <tr> <td>All Month</td> <td>Mentoring new teachers</td> <td>26</td> <td>100% new teachers w/ Mentors</td> </tr> </table> <p>PROFESSIONAL DEVELOPMENT ACTIVITIES: JANUARY</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: yellow;"> <th style="width: 10%;">DATE</th> <th style="width: 40%;">DESCRIPTION</th> <th style="width: 10%;"># OF ATTENDEES</th> <th style="width: 40%;">DESCRIPTION OF ATTENDEES</th> </tr> </thead> <tbody> <tr> <td>1/10</td> <td>Professional Learning Community (Madison Middle)</td> <td>2</td> <td>Vice Principal and Assistant Principal</td> </tr> <tr> <td>1/10</td> <td>FCAT Focus Strategies (Miami Jackson)</td> <td>45</td> <td>Teachers</td> </tr> <tr> <td>1/10</td> <td>Using Graphing Calculators in the Math & Science Classroom TI 83 and TI 84 (Miami Jackson)</td> <td>12</td> <td>12 Mathematics and Science teachers 40% participation</td> </tr> <tr> <td>1/10</td> <td>Interim Assessment Training (Miami Jackson)</td> <td>125</td> <td>Admin, Teachers, Counselors, Paraprofessionals</td> </tr> <tr> <td>1/16</td> <td>Professional Learning Communities</td> <td>1</td> <td>Curriculum Support Specialist</td> </tr> <tr> <td></td> <td></td> <td></td> <td>Vice Principal and Assistant</td> </tr> </tbody> </table>		Periods (Miami Jackson)		teachers	12/6	Focus on Grammar	5	100% of ESOL teachers	12/7	FDOE Facts.org (Miami Jackson)	12	100% counselors and 7 teachers	12/8	Bureau of School Improvement- (West Palm Beach, Florida)	2	1 math coach and curriculum support specialist	12/8-11	SACS National Conference- (Atlanta, Georgia)	2	Vice Principal and High Schools That Work Coordinator	12/8-9	Foundations of Mentoring- (Airport Hilton)	4	25 % attended	12/12	Knowledge Building & Coaching (Miami Jackson)	4	100% of Reading Coaches	12/13	Focus on Grammar – ESOL (Miami Jackson)	4	100% of ESOL teachers	12/14	Multiple Intelligences	3	1 Math Coach/1 Science Coach/1 SIZ Curriculum Support Specialist	12/19	School Improvement Zone meeting Reading Coaches	4	100% of Reading coaches	All Month	Mentoring new teachers	26	100% new teachers w/ Mentors	DATE	DESCRIPTION	# OF ATTENDEES	DESCRIPTION OF ATTENDEES	1/10	Professional Learning Community (Madison Middle)	2	Vice Principal and Assistant Principal	1/10	FCAT Focus Strategies (Miami Jackson)	45	Teachers	1/10	Using Graphing Calculators in the Math & Science Classroom TI 83 and TI 84 (Miami Jackson)	12	12 Mathematics and Science teachers 40% participation	1/10	Interim Assessment Training (Miami Jackson)	125	Admin, Teachers, Counselors, Paraprofessionals	1/16	Professional Learning Communities	1	Curriculum Support Specialist				Vice Principal and Assistant
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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 3 and above. Out of the 319 students taking the 2006 science FCAT, 69% scored at level 1, 23% scored at level 2,

1/17	Region Meeting – All APs	4	Principals
1/17	Socratic Learning, Inc Training (Miami Jackson)	2	Vice Principal & Lead Teacher
1/17	Science FCAT Training	2	APC & Science Coach
1/17	FCAT Writing Data Analysis (Miami Jackson)	7	Vice Principal, Writing Coach, Writing Teachers
1/17	Looking at Student Work in the Geometry Class (Miami Jackson)	8	Math Coaches & Geometry Teachers
1/17	Read 180 – Differentiated Instruction (Miami Jackson)	10	Reading Teachers & Reading Coaches
1/17	SPED Continuation (Miami Jackson)	11	Teachers
1/18	New Educator Support Training (N.E.S.T.) (Miami Jackson)	22	New Teachers
1/19	High Schools That Work – <i>Next Steps</i>	3	VP, HSTW Coordinator, Math Coach
1/20	Write Traits Workshop (Miami Jackson)	3	Writing Teachers
1/20	Small Learning Communities Differentiated Instruction	5	Teachers
1/24	Reading Coaches Professional Development	4	100% of reading coaches
1/24	Using the PSAT Results training	4	3 counselors and 1 teacher
1/24-25	Small Learning Communities – Academy Planning	3	3 counselors
1/27	READ 180 Day 3	2	2 teachers

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.

- 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 (100%) of these teachers attend these weekly professional development sessions.**
- **One hundred percent (100%)** of Reading teachers participate in Data Talks with Co-Principals on a bi-weekly

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<p><u>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.</u></p> <p><u>GIFTED/ADVANCED PLACEMENT</u></p> <ul style="list-style-type: none"> • <u>Number of AP courses offered: 14</u> • <u>Number of students enrolled in AP:</u> <ul style="list-style-type: none"> *123 – Unduplicated count *181 – Duplicated count <p><u>2006 AP Exam results will not be available to the District until mid-August.</u></p> <p><u>SPECIAL EDUCATION</u></p> <p><u>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.</u></p> <p><u>Additionally, only 10.57% 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</u></p>	<p>basis.</p> <p>READING ENDORSEMENT: One hundred percent (100%) of Reading teachers seeking Reading Endorsement are currently enrolled in reading endorsement courses. Two (2) teachers participated in a face-to-face reading endorsement course that was offered during the holiday recess. To date, five (5) teachers have completed Competency One, eight (8) teachers have completed Competency Two, and one teacher (1) has completed Competency Three. Currently, two (2) teachers are enrolled in Competency One, eight (8) teachers are enrolled in Competency Two, eight (8) teachers are enrolled in Competencies Four and Five, and two (2) teachers are enrolled in Competency Six.</p> <p>NEW TEACHERS: At Miami Jackson Senior High School there are twenty-eight (28) 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.</p> <p>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.</p> <p>One hundred percent (100%) of teachers have participated in PD beyond the school day since school began in July.</p>
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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 effectiveness of the integration in the classroom of the skills learned through professional development

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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 though only 9% scored at or above grade level in Reading, 91% of those students not above grade level showed

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	<p><u>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 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>

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		<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. In December, Ms. Fornell provided the Co-Principals with nine (9) mentoring hours, and in January, she provided the Co-Principals with twelve (12) mentoring hours, for a total of approximately sixty-nine (69) 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.

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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	<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>

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> <p>Safe Crisis Training was held December 6-8, 2006. Two (2) teachers participated in this training. Sixty seven percent (67%) of EH/SED teachers have been trained.</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 continues 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 personnel, to discuss the progress of the reading department and</p>

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		<p>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 teachers, and conferencing with teachers as part of the coaching model.</p> <p>ADDITIONAL ACTIVITIES: The four Reading Coaches and the Writing Coach developed a "Reading Winter Recess Package" for distribution to all students during the winter break (December 25, 2006 - January 6, 2007).</p> <p>The Reading Coaches prepared and conducted a bi-weekly assessment for all Level 1 and Level 2 students in Language Arts and Reading classes December 7-8, 2006. The assessment addressed all content cluster benchmarks taught to date: Words and Phrases, Main Idea, Comparisons, and Reference and Research. The coaches disaggregated the data from this assessment and met with teachers to discuss strategies to drive instruction.</p> <p>In conjunction with the Just Read! Initiative, a FLARE meeting was held with Dr. Evan Lefsky on December 8, 2006. All four coaches attended this training session.</p> <p>Dr. Leslie Sommers conducted a FLARE training session with the coaches on "Knowledge Building" and "Coaching" on December 12, 2006. All four coaches attended this training session. This training session is part of the Just Read! initiative.</p> <p>The Reading Coaches attended the "Secondary Reading Coaches Meeting" with the School Improvement Zone on December 19th, 2006.</p>
18	<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</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</p>

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<p><i>with a student population of less than 500 are required to have one math coach for the entire school.</i></p> <p><i>All math coaches must be approved by the Department.</i></p>	<p>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 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. The coaches also revise the Instructional Focus Calendars as needed and provide strategies for implementation.</p> <p>ADDITIONAL ACTIVITIES:</p> <p>The Mathematics Coaches prepared and conducted a bi-weekly assessment on December 7-8, 2006. The assessment addressed Algebraic Thinking and Data Analysis. Students in ninth (9th) and tenth (10th) grade were assessed in their Algebra I and Geometry classes. Retakers in eleventh (11th) and twelfth (12th) grade were assessed in their Intensive Math classes. The coaches disaggregated the data from this assessment and met with teachers to discuss strategies to drive instruction.</p> <p>All four mathematics coaches attended a "Thinking Maps" professional development session on December 1, 2006 at the Teacher Education Center. The coaches trained the teachers upon return from the winter break.</p> <p>The Mathematics Coaches and Science Coach developed a "Math and Science Winter Recess Package" for distribution to all students during our winter break (December 25, 2006 - January 6th, 2007).</p> <p>Tenth grade Geometry teachers and mathematics coaches attended an in-house session on "Looking at Student Work" on January 17, 2007. One hundred percent (100%) of invited teachers and coaches attended.</p>
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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: right;">Ongoing</p> <p>One hundred percent (100%) of Reading teachers seeking Reading Endorsement are currently enrolled in reading endorsement courses. Two (2) teachers participated in a face-to-face reading endorsement course that was offered during Winter Break. To date, five (5) teachers have completed Competency One, eight (8) teachers have completed Competency Two, and one teacher (1) has completed Competency Three. Currently, two (2) teachers are enrolled in Competency One, eight (8) teachers are enrolled in Competency Two, eight (8) teachers are enrolled in Competencies Four and Five, and two (2) teachers are enrolled in Competency Six. Some teachers are enrolled in more than one course. Two (2) teachers are currently enrolled in a Masters Degree program in Reading at FIU.</p>
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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: right;">Completed</p> <p>As previously reported in the October report, Requirement #20 has been completed.</p>																											
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: right;">Ongoing</p> <p>Three hundred and six (306) students are currently enrolled in Miami Jackson Senior High School Adult Education course credit recovery opportunities and test preparation classes. Eighty-five percent (85%) percent of eligible students are enrolled in credit recovery.</p> <p>Course Recovery Enrollment</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th style="width: 35%;">Program(s)</th> <th style="width: 30%;"># of eligible students enrolled in credit recovery</th> <th style="width: 35%;">% of eligible students enrolled in credit recovery</th> </tr> </thead> <tbody> <tr> <td>Adult Ed</td> <td style="text-align: center;">306</td> <td style="text-align: center;">85</td> </tr> <tr> <td>Virtual School</td> <td style="text-align: center;">2</td> <td style="text-align: center;">1</td> </tr> <tr> <td>Regular School Day</td> <td style="text-align: center;">88</td> <td style="text-align: center;">26</td> </tr> </tbody> </table> <p>Missing Credits</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 35%;">Missing Credits</th> <th style="width: 30%;"># of students</th> <th style="width: 35%;">% of total school enrollment (out of 1541)</th> </tr> </thead> <tbody> <tr> <td>1 credit</td> <td style="text-align: center;">121</td> <td style="text-align: center;">8%</td> </tr> <tr> <td>2 credit</td> <td style="text-align: center;">124</td> <td style="text-align: center;">8%</td> </tr> <tr> <td>3 credit</td> <td style="text-align: center;">31</td> <td style="text-align: center;">2%</td> </tr> <tr> <td>4 or more</td> <td style="text-align: center;">13</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>	Program(s)	# of eligible students enrolled in credit recovery	% of eligible students enrolled in credit recovery	Adult Ed	306	85	Virtual School	2	1	Regular School Day	88	26	Missing Credits	# of students	% of total school enrollment (out of 1541)	1 credit	121	8%	2 credit	124	8%	3 credit	31	2%	4 or more	13	1%
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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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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 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</i></p>	<p style="text-align: center;">Ongoing</p> <p>As of January 23, 2007, a total of five-hundred thirty-eight (538) students meeting eligibility requirements have enrolled in Supplemental Educational Services (SES). Four hundred forty-one (441) students have been assigned to providers as a result of the first and second enrollment periods. The parents of the remaining ninety-seven (97) students declined SES. In order to ensure that all students have ample opportunity to receive this free tutorial services, Title I Administration has developed a flyer to remind the parents</p>

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	<p><i>school, and participation rates, must be documented and reported.</i></p>	<p>who already have submitted an enrollment form for SES, about the availability of this program. The flyer was developed in English, Spanish and Haitian-Creole to provide full opportunities for the participation of all eligible students. In addition, the District will be delivering an automated message to parents of all students that have been assigned to providers, but have not been engaged in services.</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>According to the 2006 FCAT scores all Reading Level 1 students continue to be scheduled into Scholastic READ 180 classes. According to the 2006 FCAT scores 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. Forty six (46) retakers passed the FCAT assessment.</p> <p>The Writing Coach developed a Writing resource binder with materials dealing with teaching conventions through strategies in "Mechanically Inclined" and class sets of practice materials reviewed and instructional use discussed for specific identified areas of weakness as per practice test data.</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. In addition, a second FCAT Writing+ multiple-choice type test was distributed for use as part of the midterm examination in tenth grade Language Arts, ESOL, ESE, and Writing classes.</p>

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26	<u>SBE Approved</u> <u>6.20.06:</u> <i>District must report to the State Board monthly regarding progress.</i>	Ongoing 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.
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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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