

IMPLEMENTATION PLAN FOR MIAMI-DADE COUNTY PUBLIC SCHOOLS THAT REQUIRE CORRECTIVE ACTION

OVERVIEW OF PLAN FOR SCHOOLS OF CONCERN

Currently, Miami-Dade County Public Schools has two schools designated as repeating “F” schools in 2005-2006 – **Miami Edison Senior High School and Miami Central Senior High School**. The designation of these schools as repeating “F” schools indicates the need for significant and profound change. Although these schools have been part of reform efforts of the School Improvement Zone since 2004-05 school year, it is apparent that our reform efforts need further attention. In order to meet the needs of these diverse school communities, the District Plan must reflect the unique challenges and opportunities inherent in each school and create a new infrastructure to affect positive and enduring change.

The following plan reflects the continuation of existing reform efforts that have proven to be effective as well as modification and expansion of these efforts to better meet the needs of the schools.

The plans for corrective action at each of these schools include continued curriculum reform efforts such as Secondary School Reform, the provision of additional personnel and support services at the 9th grade satellite centers, implementation of significant professional development activities based on student achievement data, continued participation of parents and the community. Staff at each of these schools will be informed of the proposed changes upon Board approval, and will be given the opportunity to transfer in or out of these schools prior to the opening of the 2006-07 school year.

MIAMI EDISON SENIOR HIGH SCHOOL

Miami Edison Senior High School continues its planning and implementation of national research on secondary school reform. The “new” Miami Edison Senior High School will become one of the forerunners of the reform initiative in M-DCPS, and will incorporate small learning communities (a smaller, more personalized instructional setting), industry focus academies (specific career path courses of study), and multiple opportunities for students to engage in real world experiences. Proposed curricular changes will be developed in collaboration with the City of Miami, the University of Miami and other community members, and may include the following academy themes:

- Hotel and Restaurant Management, including Culinary Arts
- Health Sciences and Biomedical Engineering
- Law Studies and Criminal Justice (including Law Enforcement)
- Business and Finance

Miami Edison Senior High School students in grades 9-12 will have the opportunity to choose an interest-based academy theme. Participation in this academy will provide students with an instructional program that is both engaging and relevant to their postsecondary opportunities (e.g., university, work force, military), in addition to the required high school curriculum. Further, the specialized courses of study will serve as an incentive for other students across the District to seek admission to Miami Edison. In addition to the curricular changes at the school, significant facility upgrades will be completed to accommodate and enhance the new academic programs and to be more conducive to effective teaching and learning.

Curriculum, Instruction and Support Services:

- All students will participate in a small learning community with a core team of teachers. This core content area teachers (language arts, reading, mathematics, science and social studies) will be scheduled with a cohort group of students to provide a more personalized instructional setting to integrate academic and occupation-related classes as a way to enhance real-world relevance and maintain high academic standards.
- Each career academy will implement an Advisory Board to ensure that what is being taught correlates to the industry requirements.
- The academies will provide students additional opportunities to transfer learning and exposure to industry demands through job shadowing, summer and school year internships, and presentations by guest speakers from the community. Students will be encouraged to join the academies' career service organizations where they can engage in problem solving activities and gain better interpersonal relationships.
- Ninth grade students will be part of a "9th Grade Freshman Academy" at Miami Edison Middle School. The main campus will house the "Academy Model" as part of the Secondary School Reform and will be structured to offer an innovative program of study that will allow students to choose a career of interest. The career academies will combine key principles of the school-to-career movement - integrating academic and vocational instruction, providing work-based learning opportunities for students, and preparing students for post-secondary education and employment. All current established academies will organize a specific Advisory Board to ensure that what is being taught in the vocational classes is what is required by work force. Additionally, the freshman transition course will be required for all students entering ninth grade. The career exploratory classes will be designed to set the context for high school as a pathway to college and careers. The "Tools for Success" curriculum will be utilized to provide students access to intellectually challenging career/technical

studies in high-demand fields that emphasize the higher-level mathematics, science, literacy and problem-solving skills needed in the workplace and in further education.

- A 9th Grade Orientation program will be implemented to prepare parents and students to become familiar with the challenges of high school learning requirements and the challenges of peer and community pressure while working toward future career goals.
- Ninth Grade students will remain housed at Miami Edison Middle School within a small learning community environment. The ninth grade satellite center will be equipped with appropriate technology, media center accessibility, enhanced academic offerings, and a restructured lunch program.
- *High Schools that Work* (HSTW) will continue to be implemented and all students will be actively engaged in rigorous and challenging proficient level assignments to motivate students to meet high expectation. HSTW will be expanded by implementing *Making Middle Grades Work* accordingly throughout the feeder pattern.
- All students will be part of alternative block scheduling (8-period day). Alternative scheduling will be conducive to arranging for work-based learning opportunities and integrating business and community volunteers into the curriculum to support academic achievement. It will provide extended class periods that assist teachers with the time necessary for in-depth lessons and experiential learning. The 8-period day will set a schedule that best suit students' needs and facilitates elective choices for students. Additionally, counselors will assist students with setting goals, selecting courses, reviewing the student's progress and suggesting appropriate interventions as necessary to ensure that students' academic history is closely monitored until graduation. This scheduling framework will be within the scheduling framework of Secondary School Reform.
- All level 1 and level 2 students and 11th and 12 grade retakers will be enrolled in Intensive Reading classes. Students will be provided a daily 90 minute literacy block of instruction, utilizing research-based instructional materials (Read 180, Read XL, Great Source and Advantage), a common Reading/Language Arts series (Mc Dougal Little), and methodologies aligned with the K-12 Comprehensive Research-based Reading Plan.
- A comprehensive K-12 Science Plan and newly adopted science textbooks will be utilized to enhance instruction of science standards and support students' mastery of those standards.
- All students will participate in District Interim Assessments to monitor student progress. The District Interim Assessments will be scored utilizing EUSOFT to facilitate the process of data collection, analysis of the data (benchmarks), and curriculum data-driven instruction.

School Leadership and Personnel:

- The District will ensure that Miami Edison Senior High School and the 9th grade Academy at Miami Edison Middle are staffed with highly qualified instructional personnel, who are committed to the school's improvement initiatives, on the first day of school and throughout the year.
- Miami Edison Senior High School will continue the co-principal model to provide the vision for the redesign of the curricular programs and to support the instructional program of the students.
- The Satellite Center will be supported with additional personnel to ensure that challenges are met for teaching and learning every minute of every day. They will include a vice-principal, an assistant principal, two counselors, a student activities director/test chairperson, reading coach, mathematics coach, technology support specialist, clerical support staff, and two pool substitutes.
- The Small Learning Communities will be supported with one Lead teacher and four academy leaders to monitor the academic core teams. The Leaders will monitor the implementation of integrated curriculum maps, project-based learning, departmental meetings, and common planning of teams. All instructional staff will be assigned to work with one academy throughout the school year to ensure high academic standards for all students. The structural framework of the school will be reorganized to house teachers within the same academy to be in close proximity of each other.

Professional Development:

Site specific Professional Development will be identified, developed, and delivered on-site with follow-up activities in joint partnership between the Office of Professional Development, the school site Professional Development Team, and the School Improvement Zone. The Professional Development Plan will be based on data analysis on current student achievement indicators and target areas of concern, expected outcome, follow-up activities and support, as well as the assessment of the impact. It will also align and support the elements of the School Improvement Plan. Additionally, the Office of Professional Development will also provide the following:

- Teachers will participate in significant professional development that supports individual teacher needs and the academic needs of their students.
- A special focus on research-based instructional strategies that have been successful in meeting the needs of struggling readers at the secondary level will be included in the professional development menu. Follow-up training will support the initial training delivered to core academic and elective teachers in reading across the curriculum strategies.
- Teachers will be provided priority to complete the add-on reading endorsement, reading endorsement for ESOL teachers (REESOL), and gifted endorsement.
- Follow up training will be provided to teachers and administrators as the school begins its second year implementation of the Continuous Improvement Model (CIM). CIM process checks will be conducted at the school three times during the year by a professional development specialist.
- Specialized training in coaching and mentoring will be provided to teachers at the school selected to be mentors for new teachers at the school. Every new teacher will be provided with a one-to-one, on-site mentor.
- Administrators will be supported through the establishment of a cohort learning community and mentors for those new and early career administrators.
- Priority will be given to the staff at Miami Edison Senior High School to participate in Summer Heat training offerings.

Parent and Community Involvement:

- A School-based Accountability Board, comprised of parents and community partners was an invaluable source of feedback to the school and to the district regarding program effectiveness and implementation at Miami Edison Senior High School. This Board will continue to meet and will:
 - participate with District and school staff in the planning and development of a new curriculum to be implemented in the 2006-07 school year;
 - measure and report quarterly results to the Superintendent related to academic progress, reform efforts, community involvement and other pertinent activities;
 - provide feedback on the overall progress and impact of the change process;

- convene meetings to report to the community on the pace, quality and evidence of dramatic changes in the school; and
 - review school-based improvement plans and budget prior to administrative submission.
 - expand to include district personnel to serve as a liaison with the Florida Department of Education.
- The Parent Resource Center is fully functional and continuously monitored. The school provides information and access to resources for parents and the community, based on the needs assessment and best practices research.
 - Staff from the Office of Parental Involvement, the Office of Community Services and The Parent Academy will work with the school and community will continue to provide classes and support services that meet the diverse needs of the school community.
 - The District PTA/PTSA will continue to provide additional support and training for the school's local PTA/PTSA.
 - The calendar of course offerings provided by the Bilingual Parent Outreach Program will continue to be made available to the community for implementation at the school.
 - The District will continue to work closely with the Haitian neighborhood community centers, e.g., Sant La, to strengthen leadership, build capacity, and bridge the gap between the school and community to promote student achievement.

Teaching and Learning Environment:

- Staff from the school will continue to work with the community to address issues related to appropriate student dress code and improvement of conduct and attendance.
- Facilities will be upgraded to accommodate and enhance academic themes.

MIAMI CENTRAL SENIOR HIGH SCHOOL

Like Miami Edison Senior High School, Miami Central Senior High School will implement new programs and new staff and will continue the restructuring efforts that were begun in the 2005-06 school year. In addition, Central will implement High Schools That Work, beginning in grade 9, and will ensure that the feeder schools are implementing Making Middle Grades Work. This school will reflect the national research on secondary school reform, and will incorporate small learning communities (a smaller, more personalized instructional setting), industry focus academies (specific career path courses of study), and multiple opportunities for students to engage in real world experiences. Proposed curricular changes will be developed in collaboration with the school community, and may include the following academy themes:

- ◆ Academy of Information Technology
- ◆ Bio-medical Academy
- ◆ School-to-Career and Entrepreneurship

Miami Central Senior High School students in grades 9-12 will have the opportunity to choose an interest-based academy theme. Participation in the academies will provide students with an instructional program that is both engaging and relevant to their postsecondary opportunities while maintaining the rigor of the required high school curriculum. Additionally, significant facility upgrades will continue in order to accommodate and enhance the new academic programs to be more conducive to effective teaching and learning.

What will be different during 2006-2007?

Curriculum, Instruction and Support Services:

- Students in the academy model will participate in a small learning community with a core team of teachers. This means that core content area teachers (language arts, reading, mathematics, science and social studies) will be scheduled with a cohort group of students to provide a more personalized instructional setting, to facilitate cross-curricular instructional opportunities, and to implement targeted, research-based strategies designed to improve student achievement.
- Ninth grade students will be part of a "9th Grade Freshman Academy" at Westview Middle School. The main campus will house the "Academy Model" as part of the Secondary School Reform and will be structured to offer an innovative program of study that will allow students to choose a career of interest. The career academies will combine key principles of the school-to-career movement - integrating academic and vocational instruction, providing work-based learning opportunities for students, and preparing students for post-secondary education and employment. All current established academies will organize a specific Advisory Board to ensure that what is being taught in the vocational classes is what is

required by work force. Additionally, the freshman transition course will be required for all students entering ninth grade. The career exploratory classes will be designed to set the context for high school as a pathway to college and careers. The “Tools for Success” curriculum will be utilized to provide students access to intellectually challenging career/technical studies in high-demand fields that emphasize the higher-level mathematics, science, literacy and problem-solving skills needed in the workplace and in further education.

- The academies will provide students additional opportunities to transfer learning and exposure to industry demands through job shadowing, summer and school year internships, and presentations by guest speakers from the community. Students will be encouraged to join the academies’ career service organizations where they can engage in problem solving activities and gain better interpersonal relationships.
- The 9th grade satellite center will be enhanced with appropriate technology, media center access, enhanced academic offerings, and a restructured lunch program.
- A 9th Grade Orientation program will prepare parents and students to become familiar with the challenges of high school learning requirements and the challenges of peer and community pressure while working toward future career goals.
- All students will continue to be provided with an extended day and extended school year to provide additional time on task, which is a necessary element to effect positive gains in student performance.
- All students will participate in a daily 90 minute literacy block of instruction, utilizing the research-based Read 180 program and methodologies aligned with the K-12 Comprehensive Research-based Reading Plan. In addition, students will be instructed from a common Language Arts series (McDougal Little) to address the learning needs of struggling readers.
- A comprehensive K-12 Science Plan and newly adopted science textbooks will be utilized to enhance instruction of science standards and support students’ mastery of those standards
- A youth tutoring program will be developed to identify and train high school and university students and community volunteers to provide high quality, individualized assistance to struggling students.

School Leadership and Personnel:

- The co-principals will continue to provide vision for the redesign of the curricular programs and to support the instructional program of the students. The district will assess the performance of the current co-principals to determine if new assignments are warranted, and will continue to provide professional development in the co-principal model.

- The District will ensure that Miami Central Senior High School and the 9th grade satellite at Westview Middle School are staffed with highly qualified instructional personnel, who are committed to the school's improvement initiatives, on the first day of school and throughout the year.
- The 9th Grade Academy at the satellite center will be supported with additional personnel to ensure that challenges are met for teaching and learning every minute of every day. They will include a vice-principal, an assistant principal, two counselors, a student activities director/test chairperson, reading coach, mathematics coach, technology support specialist, clerical support staff, and two pool substitutes.
- Instructional staff assigned to work within the Small Learning Communities will be provided with common planning periods. This will allow for a close, personal environment in which teachers can serve as mentors, analyze data, and share their proven best practices that will encourage high academic achievement for all students.

Professional Development:

Site specific Professional Development will be identified, developed, and delivered on-site with follow-up activities in joint partnership between the Office of Professional Development, the school site Professional Development Team, and the School Improvement Zone. The Professional Development Plan will be based on data analysis on current student achievement indicators and target areas of concern, expected outcome, follow-up activities and support, as well as the assessment of the impact. It will also align and support the elements of the School Improvement Plan. Additionally, the Office of Professional Development will also provide the following:

- Teachers will participate in significant professional development that supports individual teacher needs and the academic needs of their students.
- A special focus on research-based instructional strategies that have been successful in meeting the needs of struggling readers at the secondary level will be included in the professional development menu. Follow-up training will support the initial training delivered to core academic and elective teachers in reading across the curriculum strategies.
- Teachers will be provided priority to complete the add-on reading endorsement, reading endorsement for ESOL teachers (REESOL), and gifted endorsement.
- Follow up training will be provided to teachers and administrators as the school begins its second year implementation of the Continuous Improvement Model (CIM). CIM process checks will be conducted at the

school three times during the year by a professional development specialist.

- Specialized training in coaching and mentoring will be provided to teachers at the school selected to be mentors for new teachers at the school. Every new teacher will be provided with a one-to-one, on-site mentor.
- Administrators will be supported through the establishment of a cohort learning community and mentors for those new and early career administrators.
- Priority will be given to the staff at Miami Edison Senior High School to participate in Summer Heat training offerings.
- The School-based Accountability Board was an invaluable source of feedback to the school and to the district regarding the programs at Miami Central Senior High School. This Board will continue to meet and will:
 - participate with District and school staff in the planning and development of a new curriculum to be implemented in the 2006-07 school year;
 - report monthly results to the Superintendent and the Florida Department of Education related to academic progress, reform efforts, community involvement and other pertinent activities;
 - provide feedback to the administration on the overall progress and impact of the change process;
 - convene meetings to report to the community on the pace, quality and evidence of dramatic changes in the school; and
 - review school-based improvement plans and budget prior to administrative submission;
 - expand to include personnel to serve as a liaison with the Florida Department of Education.
- The Parent Resource Center will be fully functional and will be monitored to ensure that it provides information and access to resources for parents and the community, based on their needs and best practices research.
- Staff from the Office of Parental Involvement, the Office of Community Services and The Parent Academy will work with the school and community to provide classes at the school site and support services that meet the diverse needs of the school community.
- The District PTA/PTSA will be tapped to provide additional support and training for the school's local PTA/PTSA.
- Each career academy will implement an Advisory Board to ensure that what is being taught meets the industry requirements.

- The academies will provide students additional exposure to industry demands through job shadowing, summer and school year internships, and presentations by guest speakers from the community. Students will be encouraged to join the academies' career service organizations where they can engage in problem solving activities and gain better interpersonal relationships.

Teaching and Learning Environment:

- Staff from the school will work continue working with the community to address issues related to appropriate student dress, and improvement of conduct and attendance.
- Significant facility upgrades have been designed and are under construction to support the new instructional programs planned for the school. These renovations and upgrades include a new academic facility, media center and cafeteria, as well as a sports and cultural center.