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

	Requirements	Current Status
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>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), career/professional 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 National Academy Foundation (NAF), and the University of Miami and other community members, and include the following academy themes:</p> <ul style="list-style-type: none"> ○ Medicine and Health ○ Law Studies and Public Service ○ Business and Finance ○ Communications and Digital Technology <p>Miami Edison Senior High School students in grades 10 -12 will have the opportunity to choose an interest-based academy theme. The academy model will allow students the opportunity to take college preparation courses, earn college credit, prepare for the world of work, and earn industry certification. Participation in these academies 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. Mentors and tutors from the world of work will provide applied knowledge and skills to this curriculum initiative. Further, the specialized courses of study will serve as an incentive for other students across the District to seek admission to Miami Edison based on their career/professional interests and aspirations.</p>

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		<p>The Career Academy model as delineated in the <i>M-DCPS Secondary School Reform (SSR) Plan</i> adopted by the School Board of Miami-Dade County, Florida at its May, 2006 meeting, will provide students additional opportunities to transfer learning and receive 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 technical service organizations where they can engage in problem-solving activities and gain better skills in interpersonal relationships.</p> <p>As one of the schools selected to participate in M-DCPS Secondary School Reform, Miami Edison has adopted the six principles guiding the Secondary School Reform initiative:</p> <ul style="list-style-type: none">• Personalized Learning Environments;• Academic Engagement of All Students;• Empowered Educators;• Accountable Leaders;• Engaged Community and Youth; and• Integrated System of High Standards, Curriculum, Instruction, Assessments and Supports. <p>Projected student outcomes are as follows:</p> <ul style="list-style-type: none">• Students graduate with standard diploma plus any additional certifications (e.g., vocational license or certification)• Students are prepared for 13th grade transition (college, university, technical, school, or career)• Students work in teams, collaborating with peers to solve problems using industry standard application programs and technology tools• Students complete an internship experience in selected career path• Students are prepared for the world of work• Students participate in character education/ethics instruction• Students are able to present solutions to an audience• Students develop career/professional portfolios• Students are able to articulate fluently• Students will complete a Capstone Project <p>Ninth grade students will be part of a "Ninth Grade</p>
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		<p>Transition Academy” that will be housed at Edison Middle School in an effort to create a small learning environment in a specially designated area of the facility. Additional personnel, including 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 substitute teachers, have been allocated to the satellite center to help ensure the successful implementation of these initiatives. In addition to the existing school site technology resources, the ninth grade satellite center will be provided with media center accessibility and enhanced academic offerings. Further, a restructured lunch program to enhance the social interactions and to mirror a high school dining experience will be initiated. Additionally, the freshman transition course will be required for all students entering ninth grade. The first semester transition component will include “Tools for Success” classes that are designed to set the context for high school as a pathway to college and careers. The “Tools for Success” curriculum, designed to address the issues and competencies that impact student transition, 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 second semester component will be Classroom Inc., a course designed to incorporate team building/cooperative learning, and leadership development. All ninth-grade faculty including student services personnel will be trained in this curriculum prior to the opening of school.</p> <p>For the 2006-2007 school year, the Tools for Success lessons will be expanded to include the following additional topics:</p> <ul style="list-style-type: none">• understanding of the global/current economy;• correlation between local environment, county, and country;• relationship between adults and students, e.g., teachers, parents, civilians, police, etc.• personal attitudes, appropriate social behavior, social grace, appropriate life styles, manners, etiquette;• school ownership and pride.
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		<p>All lessons incorporate literacy skills, home-learning/parent components and accommodations for diverse learners. The lessons are aligned with the Comprehensive Student Services Program PK-Adult's Standard Development Framework, Sunshine State Standards, FCAT Benchmarks, and the Competency-Based Curriculum.</p> <p>The main campus will house students in grades 10-12 who will participate in the "Academy Model" as part of the <i>SSR Plan</i>. The academies at Edison Senior will be structured to offer an innovative program of study that will allow students to choose a career/profession of interest. The curriculum for the academies will combine key principles of the school-to-career movement that will integrate academic and vocational instruction, will provide work-based learning opportunities for students, and will prepare students for postsecondary education and employment.</p> <p>Each career academy will be structured around one of the career path themes previously identified and will be monitored for compliance for industry standards by an industry-specific Advisory Board. The members of the Advisory Board will provide expertise in aligning curriculum offerings with real world applications, serve as student/teacher mentors, and afford opportunities for student internships and teacher externships.</p>
2	<p><u>SBE Approved 5.14.06:</u> <i>Implement a schoolwide reform model for ALL students.</i></p>	<p>High Schools that Work (HSTW) will be implemented as the school wide reform model in order to ensure that all students will be actively engaged in rigorous and challenging proficient level assignments that will motivate them to meet high expectations. The leadership team received training on year-one implementation of HSTW, and further professional development in this area is planned for instructional personnel on August 3, 2006. The leadership team at Miami Edison Senior has collected baseline data to determine future areas of growth and opportunities for improvement. The implementation of HSTW will be monitored and supported by the Division of Student Services.</p> <p>Currently, all students have been scheduled to ensure that they receive four credits in English with content and performance standards of college-preparatory English; four credits in mathematics with content and performance standards of college-preparatory Algebra I, Geometry and Algebra II; four science courses, including two credits in courses with content and performance standards of college-preparatory Biology, Chemistry, Physics or Applied Physics; and at least four courses in an academic or a career/technical major. In addition, the master schedule</p>

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		<p>allows for teachers to work together during common planning integrating curriculum.</p> <p>During the 2005-2006 school year, Miami Edison Senior High School participated in the High Schools That Work NAEP-referenced assessments of reading, mathematics, and science. The data collected from this assessment will be used during the 2006-2007 technical site visits to develop measurable goals and benchmarks.</p> <p>Miami Edison will conduct the following activities during the 2006-2007 school year to infuse HSTW ten key practices.</p> <ul style="list-style-type: none"> • During August 2006, a team of HSTW experts will perform a preliminary technical assistance visit. • A member of the Southern Regional Education Board (SREB) will conduct professional development for all instructional personnel on HSTW key practices prior to the beginning of school. • Members of Miami Edison's Student Services department will participate in professional development, July 2006, on HSTW key practice, actively engaging students in learning. • Ongoing coaching and site specific staff development will be provided to the instructional staff throughout the 2006-2007 school year by an SREB representative.
3	<p><u>SBE Approved 5.14.06:</u></p> <p><i>Implement and align schoolwide reform model in feeder schools</i></p>	<p>To meet the requirements of a reform model for the feeder patterns, and to provide appropriate articulation, HSTW will be expanded by implementing Making Middle Grades Work (MMGW) accordingly throughout the feeder pattern. The district will implement this program with the feeder middle schools through the Department of Career Initiatives by conducting professional development with the leadership team and instructional personnel and developing an implementation plan that will include timelines.</p> <p>Horace Mann and Edison Middle Schools, the two feeder pattern schools, will institute small-learning communities by creating interdisciplinary academic teams at every grade level. These teams will consist of four core teachers (language arts, mathematics, science, and social studies) who will share common planning time for the purpose of creating a more rigorous, relevant curriculum. Thematic units based on the career/professional academies offered at Miami Edison will provide middle school students with</p>

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		greater exposure to career opportunities offered at the high school.
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>The School Board of Miami-Dade County has approved funding for Miami Edison Senior High School's reading and math intervention programs. The District will provide funding to hire four reading and math coaches, one per grade level. A District Supervisor will be placed at the site to monitor the corrective action plan. Additional personnel, including 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 substitute teachers, have been allocated to the ninth grade center to help ensure the successful implementation of these initiatives. Furthermore, the District has funded the following intervention programs: READ 180, READ XL, Cognitive Tutor, Reading Plus, and Learning Express.</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></p> <p><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>Edison Senior High School implements an eight-class schedule. Through this type of schedule, staff is able to provide all students with opportunities to access remediation, intervention, acceleration, and enrichment programs that exist at the school. In order to ensure that students access these opportunities, parents must not only be aware of their existence but must become active participants in the design of the program of study their sons/daughters will follow during their four year high school experience. To that end, a four-year program of study contract will be issued to all parents of incoming ninth grade students in order to provide a vehicle for the collaborative development of said program by parents, students, and school staff. This contract will be monitored throughout the year by student services personnel. Additionally, the contract will be updated quarterly to ensure that services being provided are meeting the needs of the students as agreed to by the parents and the school staff.</p> <p>Prior to the opening of school, a ninth-grade orientation program is scheduled for incoming 9th grade students and their parents. The purpose is to familiarize them with the challenges of current high school learning requirements and the additional challenges of peer and community pressure while working toward future career goals.</p>
6	<p><u>SBE Approved 5.14.06:</u></p> <p><i>Extended learning</i></p>	<p>All students will continue to be provided with an extended day (one extra hour per day) and extended school year (two extra weeks a year) to provide additional time on task, which is a necessary element to effect positive gains</p>

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	<p><i>program with transportation</i></p> <p><u>Amended 6.20.06 to include:</u></p> <p><i>Districts must document extent of participation</i></p>	<p>in student performance. Additionally, Miami Edison Senior will provide an after school supportive literacy tutorial program specifically designed for students identified as the Lowest 25% in reading. The TRACK (Teens Reading, Accelerating, and Creating Knowledge) program will provide an academic and enriching experience that will prepare students to:</p> <ul style="list-style-type: none"> • Demonstrate grade level proficiency of the Sunshine State Standards in reading as measured on the FCAT • Increase reading comprehension skills • Motivate students to excel in academic pursuits, and • Increase parental involvement in the student's education and promote literacy. <p>The TRACK program will engage students in various activities to increase skills such as technology-based learning, engaging small-group direct instruction, and enriching life experiences. An additional daily two-hour instructional block will be provided to the student participating in this program. Students will be afforded additional time-on-task, differentiated instruction, and learning resources not utilized during the school day.</p> <p>District provided activity buses will ensure that transportation is not an issue for attendance to this extended program.</p>
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>A District Community Assessment Team will be comprised of FLDOE, Parent, Business, Educator, Community member, and local government representation. The membership of the Board will be submitted to the Commissioner of Education.</p> <p>This Board will function and:</p> <ul style="list-style-type: none"> • participate with District and school staff in the planning and development of a new curriculum to be implemented in the 2006-07 school year; • convene monthly meetings to report to the community on the pace, quality, and evidence of substantive changes in the school in accord with said Corrective Action Plan; • report monthly results to the Superintendent related to academic progress, reform efforts,

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		<p>community involvement and other pertinent activities;</p> <ul style="list-style-type: none"> • review school-based improvement plans; • provide feedback on the overall progress and impact of the corrective change process;
8	<p><u>SBE Approved 4.18.06:</u></p> <p>Schoolwide staff development</p>	<p>The professional development plan for Miami Edison Senior High School will include both a core set of professional learning experiences and customized professional development that are specific to the needs of the faculty and administration at Miami Edison. All professional development offerings identified that are unique to the school will be delivered on-site. Additionally Miami Edison will have an arrangement of on-site professional development resources provided by the district Office of Professional Development.</p> <p>Core Professional Learning</p> <p>A set of core professional learning experiences have been identified for Miami Edison Senior High School. The core professional learning will be delivered on-site to all faculty and administrators and will include:</p> <ul style="list-style-type: none"> • High Schools That Work of professional development. MDCPS will contract with Southeastern Regional Education Board to provide the on-site professional development, on-site coaching (July-August) • Academy Overview (August) • Integrated Academy Curriculum (August) • Data Analysis and Student Progress Monitoring (July/August 2006) • Teaching Reading at the High School Level (foundational reading course for all secondary level teachers) (June – November 2006) • Learning Communities (July/August 2006) • Differentiated Instruction (July 2006-May 2007) • Tools for Success (all 9th grade teachers, July/August 2006) • Cognitive Tutor (all math teachers, July/August 2006) • Science for Secondary Level Science Teachers (September 2006) • Continuous Improvement Model Training for all faculty and on-site follow-up (all schools have completed initial CIM training; follow-up will be

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		<p>begin in July 2006)</p> <ul style="list-style-type: none"> • Strategies for ESOL/ESE students (August 2006) • Classroom Inc. • Reading Plus • Learning Express • Extended Day Enrichment Curriculum <p>New Teachers</p> <ul style="list-style-type: none"> • Mentor and Induction for New Teachers (MINT) (required for all new teachers) <ol style="list-style-type: none"> 1. Five Day Orientation (July 2006) <ul style="list-style-type: none"> • Classroom Management • Foundations of Literacy • Technology Tools • Curriculum Clinics in appropriate subject areas • Brain Based Teaching • Ready, Set, Go! (Strategies for the first month of teaching) 2. Five additional days of professional development throughout the year. (September 2006 –May 2007) 3. On-Site New/Early Educator Support Team Sessions (monthly) (August 2006-May 2007) targeting first year and second year teachers. <ul style="list-style-type: none"> • Led by National Board certified Teachers <ul style="list-style-type: none"> ○ Sessions will address needs in the areas of teaching and learning identified by the NEST cohort 4. On-Site Mentors (meet weekly starting August 2006) will be assigned to the six 1st year teachers. <p>Administrator Training The following professional development activities will be completed prior to the beginning of school:</p>
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		<ul style="list-style-type: none"> • “Digging in the Data” (July-August 2006) • Ongoing Progress Monitoring • Classroom Walkthrough Training (August 2006) • Differentiated Instruction for Administrators (August 2006) <p>In addition, ongoing professional development in the instructional leadership and urban leadership will be provided to the administrators which will include Douglas Reeves from Harvard University who will work with the principals throughout 2006-07 on Leadership Development and Leadership Mapping. Additionally, Pedro Noguera from New York University will provide the school leaders with an urban leadership development track. Lastly, Building a High Performing Learning Culture (SREB) will be completed during the 2006-07 school year.</p> <p>As part of the ongoing professional development experience the principals will participate in:</p> <ul style="list-style-type: none"> • Co-Principal Model Support (starting July 2006 throughout the school year) • Harvard Principals Center (Art of Leadership, July 2007) <p>Leadership Team Training</p> <ul style="list-style-type: none"> • Superintendent’s Urban Leadership Development Program (this year-long program, starts August 2006 and targets secondary level leadership teams, includes: monthly professional development sessions; monthly sharing sessions; support from Professional Partners) • Secondary School reform Cohort focused on gearing up for full implementation of SSR (June 2006) • Fordham University Leadership Team Institute (July 2006) <p>Professional Development Resources (available on-site starting in August 2006):</p> <ul style="list-style-type: none"> • Mentors for all new teachers with a ratio of 1:1 • Additional substitute funds to support coaching and observation of new and early career teachers • Monthly On-site New Educator Support Team sessions
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		<ul style="list-style-type: none"> • Professional Development Teams (teams have completed week-long training in June and July 2006 on effective professional development, learning communities, data analysis) • Learning Community Facilitator • Professional Development Specialist and Curriculum Support Specialist to provide on-site professional development and monitor follow-up • National Board Certified Teacher (NBCT) to lead cohort of NBCT applicants • Mentors for administrators will be current principals who have extensive high school experience and proven track record of high performance and achieving learning gains.
9	<p><u>SBE Approved 5.14.06:</u></p> <p><i>Staff development in reading in the content area</i></p>	<p>All staff will be required to complete:</p> <p>Teaching Reading at the High School Level (3-5 days) Provides increased understanding of the reading process including the 5 building blocks and essential components of reading.</p> <p>Essentials of High School Writing (2 days) Presents strategies for effective expository and persuasive writing.</p> <p>Essentials of Reading (2 days) Presents tools for assisting students make inferences from text, instructional strategies for increasing comprehension, fluency and vocabulary.</p> <p>Subject Area Teachers will complete Reading Across the Curriculum (1/2 day)</p> <p>All reading teachers will need to complete the following professional development: READ 180 (2 days) Read XL (1/2 day) Read XL Teaching Secondary Reading (CORE/Reading Boot Camp) Maze assessment (1/2 day) and progress monitoring and data analysis</p>
10	<p><u>SBE Approved 5.14.06:</u></p> <p><i>District full-time staff assigned to each school</i></p>	<p>Ms. America Bermudez, a District Instructional Supervisor from the School Improvement Zone, will be assigned to Miami Edison Senior High School to monitor the implementation of the Assistance Plus plan, monitor instruction, and to recognize and solve problems as they occur on a daily basis. Ms. Bermudez will report to the District School Improvement Zone office and provide</p>

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		<p>assistance and resources to the leadership team as needed.</p> <p>Staff within the Office of Curriculum and Instruction, and School Improvement will supervise Support Specialists in providing systemic on-site services to staff and students at Miami Edison Senior High aligned to the specific needs identified through the Districts Interim Assessments. Site visits will occur weekly, and staff will implement a structured monitoring plan to ensure the K-12 plan is implemented with fidelity.</p> <p>Professional development support will be provided through the deployment of: a professional development specialist who will be on-site daily to provide services; coordinate delivery of on-site training; work teacher-to-teacher as peer coach; facilitate on-site peer study groups.</p> <p>Learning Community Facilitator will be assigned to Edison to establish and sustain on-site learning community.</p>
11	<p><u>SBE Approved 4.18.06:</u></p> <p><i>Identification and hiring of proven educational leaders¹</i></p>	<p>Miami Edison Senior High School will continue to implement the co-principal model to provide the vision for the redesign of the curricular programs, to continue to reform the culture of the school toward high student and staff performance, and to continuously monitor and adjust the instructional program of the students as the data suggest. Under this leadership model the co-principals, Dr. Moore and Dr. Teal, effectively expanded the role of the principal. Under the leadership of these two principals Miami Edison Senior High demonstrated growth in all accountability areas. Ninth grade improved 1 % in reading and 5% in mathematics. Tenth grade improved by 5% in reading, 12% in mathematics and 2% in writing. In total Miami Edison increased their accountability points from 254 to 274, an improvement of 20 points.</p> <p>A mentor principal, with a proven record moving a school from a school grade of D or F to an A or B, will be hired and assigned as a consultant to assist and guide the co-principals in implementing effective, instructional and operational strategies.</p> <p>Dr. Jean Teal has 20 years as an educator, eight of which are in the area of administration. As a teacher and assistant principal, she participated in several successful action research projects in reading and mathematics to improve student achievement. As an assistant principal in</p>

¹ Proven educational leaders are administrators who have taken D or F schools and brought them up to A or B schools.

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a low performing middle school, Dr. Teal developed a school-wide mathematics plan that resulted in a twenty-two percentage point increase for students in grade six and a twenty-five percentage point increase for students in grade seven as assessed on the FCAT. While functioning as a principal of a low performing school, identified as an “F” school, she implemented scientifically based research and practices related to teaching and learning which resulted in an eleven percentage point increase in students meeting high standards in reading, an eleven percentage point increase in students making learning gains, and an eleven percentage point increase in the Lowest 25% making Adequate Yearly Progress as assessed on the FCAT. During 2004-2005, Dr. Teal moved her elementary school from a school grade of “C” to a school grade of “A”. Because of her strong instructional leadership, 68% of students met high standards in reading, 68% in mathematics, and 86% in writing. In addition, 72% made learning gains in reading and 85% in mathematics while 67% of the Lowest 25% made Adequate Yearly Progress, resulting in 446 school points.

Dr. David Moore is a professional educator who has dedicated his professional career to helping students identify their potential and then empowering them with skills and abilities to spend a lifetime achieving that potential. Dr. Moore has worked as an assistant principal at William H. Turner Technical Arts High School, a nationally recognized high school in career/technical arts education. He was also an assistant principal at Miami Douglas MacArthur Senior High School, an opportunity school designed to meet the needs of students who did not find success in the traditional high school setting. While at Miami Douglas MacArthur Senior High School, Dr. Moore worked as a Guidance Counselor and Athletic Director, beginning his initial career at South Dade Senior High School where he was hired as an ESE and Drama Teacher. Dr. Moore's doctoral dissertation focused on developing an Alternative Education School as a Learning Organization to meet the needs of “At-Risk” Learners. As an educator, Dr. Moore has been a leader in school reform. While at William H. Turner Technical Arts High School, Dr. Moore led the charge implementing Willard Daggett's Rigors and Relevance Framework. He also instituted a Critical Friends Group (CFG) solely for vocational/technical arts teachers. This CFG provided a forum of support and collegial reflection while learning how to infuse reading strategies in vocational/technical areas to enhance the skills of its group. Dr. Moore aligned the

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		<p>Continuous Improvement Model used for Miami Dade County Public School with the Southern Association of Colleges and School's accreditation model "The Next Generation in Accreditation". He has also done extensive work in developing William H. Turner Technical Arts High School as a pure Academy School based on the standard set forth by the National Career Academy Coalitions. While working at Miami Douglas MacArthur Senior High School, Dr. Moore focused on developing a true learning organization. He developed a culture of professional learners. While serving at Miami Douglas MacArthur Senior High School, student attendance increased by 11%, and disruptive behavior decreased by 23%. Under Dr. Moore's leadership during the 2005-2006 school year, Miami Edison improved their FCAT scores 20 points from 254 to 274. During this same time period Miami Edison's total student suspensions were reduced by a total of 254 fewer student suspensions when compared to the previous school year. Student attendance also improved during the 2005-2006 school year by 2.02% when compared to the previous school year.</p>
12	<p><u>SBE Approved 5.14.06:</u></p> <p><i>All instructional staff must reapply for their jobs, and must have evidence of being highly effective.²</i></p>	<p>As part of the Memorandum of Understanding (MOU) with the United Teachers of Dade (UTD), any staff member desiring to leave any ZONE school, which includes Miami Edison Senior High School, is provided with that opportunity on a yearly basis. This transfer process allows staff members who are not committed to the mission of the school to transfer to another school within the district.</p> <p>Teacher performance is a key component in the re-constitution efforts for a failing school. A close review on teacher performance based on FCAT data results is conducted annually. Teachers of reading, language arts, mathematics, science courses who do not attain 50% or higher of their student load to make a year's worth of learning gains could be transferred to another school within the district. Decisions will be made on a case by case basis. Additionally, staff members who have excessive absenteeism, have consistently high failure rates, and/or do not comply with guidelines will be transferred to a more appropriate setting.</p> <p>A Human Resources staff member has been assigned to work with school administration at Edison to quickly fill these positions with highly effective instructional staff.</p>

² Teachers who are highly effective are not identified by degrees or certification earned. Highly effective teachers are those for whom strong student learning gains can be documented.

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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>Pending Board Approval: The Reading Teachers at Miami Edison Senior High School, who are certified/endorsed in Reading and teach a minimum of five intensive reading courses, or a READ 180 combination of intensive reading and Language Arts, will be eligible to receive an incentive payment at the end of the 2006-2007 school year. Reading Teachers whose assigned students achieve measurable improvement in reading performance, defined as 50 percent or more of their assigned students making one year of learning gains as reflected in FCAT results, or moving one or more FCAT levels, will receive a \$1000.00 incentive payment for the 2006-2007 school year.</p> <p>Reading Coaches, who meet the qualifications, are certified/endorsed in Reading and are working at Miami Edison Senior High School for the 2006-2007 school year, will be eligible to receive an incentive payment. Reading Coaches where at least 50 percent of the students in the Lowest 25 percent on the FCAT in the school make one year of learning gains as reflected in FCAT results, and/or move one or more FCAT levels, will receive a \$1000.00 incentive payment for the 2006-2007 school year.</p>
14	<p><u>SBE Approved 5.14.06:</u></p> <p><i>Performance Pay Plan</i></p>	<p>Miami-Dade County Public Schools will submit a performance pay plan in August/September 2006 to FDLOE to address Special Teachers Are Recognized (STAR).</p>
15	<p><u>SBE Approved 5.14.06:</u></p> <p><i>Dedicated district school safety and attendance personnel</i></p>	<p>Miami Edison Senior High School, designated as School Improvement ZONE school since 2004-2005 by this administration, will continue with the services of a School Resource Officer, a full-time social worker and a Community Involvement Specialist who will continue their assistance in the area of monitoring attendance and truancy on a daily basis.</p>
16	<p><u>SBE Approved 4.18.06:</u></p> <p><i>Fully staffed entire school-year</i></p>	<p>Staff within the Office of Curriculum, Instruction, and School Improvement, will supervise Support Specialists in providing systemic on-site services to staff and students at Miami Edison Senior aligned to the specific academic needs identified through the District Interim Assessments. Site visits will occur weekly, and staff will implement a structured monitoring plan to ensure the K-12 plan is implemented with fidelity.</p> <p>The District will ensure that Miami Edison Senior High School and the Ninth Grade Transition Academy at Miami Edison Middle are staffed with highly qualified instructional</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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		<p>personnel, who are committed to the school's improvement initiatives, on the first day of school and throughout the year.</p> <p>District efforts to address critical teacher shortages will also include district-wide teacher fairs, whereby advanced contracts are offered to prospective teachers; a dedicated Human Resources staff member assigned the specific responsibility of monitoring open positions at the school and assisting the administrative team with filling the positions quickly; a reserved pool of qualified teachers from which district personnel can assign teachers to open positions at these critical schools; ongoing national and international recruitment efforts such as Teach for America. Currently, Miami Edison Senior High School is scheduled to open the 2006-2007 school year fully staffed.</p>
17	<p><u>SBE Approved 4.18.06:</u></p> <p><i>District provides on-site 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>The District is providing four reading coaches, one for each grade level. Evidence will be provided at the August State Board Meeting.</p>
18	<p><u>SBE Approved 4.18.06:</u></p> <p><i>District provides on-site math coaches</i></p> <p><u>Amended 6.20.06 to</u></p>	<p>The District is providing four math coaches, one for each grade level. Evidence will be provided at the August State Board Meeting.</p>

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	<p><u>include:</u></p> <p><i>District provides one math coach per grade level at each repeating F school; however, schools with a student population of less than 500 are required to have one math coach for the entire school.</i></p> <p><i>All math coaches must be approved by the Department.</i></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>All level 1 and level 2 students and 11th and 12th 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,), a common Reading/Language Arts series (Mc Dougal Littel), and methodologies aligned with the K-12 Comprehensive Research-based Reading Plan.</p> <p>Further requirements dictate that level 1 students are enrolled in the research-based READ 180 program which is back-to-back daily for 90 minutes, with the intensive reading and Language Arts class linked, and taught by the same teacher.</p> <p>Assigned reading teachers will be certified and or endorsed in reading or be language arts certified which is infield for teaching reading.</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</i></p>	<p>All Mathematics level 1 and level 2 students and 11th and 12th grade retakers will be enrolled in Intensive Math classes with a teacher that has been proven to impact student achievement. Cognitive Tutor will be utilized at all grade levels to improve mathematics performance.</p> <p>Teachers who have demonstrated documented student learning gains will be selected to teach students identified as level one in math.</p>

⁴ Top performing mathematics teachers are not identified by degrees or certification earned. Top performing mathematics teachers are those for whom strong student learning gains can be documented.

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	<p><i>taught by top performing mathematics teachers.⁴</i></p>	
<p>21</p>	<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>Students in Miami-Dade County Public Schools must successfully complete twenty-four credits in order to graduate from high school. Miami Edison students are engaged in an eight-class schedule 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, transportation needs are met as a part of this regular eight-class schedule.</p>
<p>22</p>	<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>In order to ensure that all students are offered public school choice opportunities, M-DCPS has developed a structured and sequential plan for notifying parents of their options relative to their enrollment in selected higher-performing schools within the District. The parent/guardian of every student at each school received mailed notification by the District on June 15, 2006. This notification informs parents/guardians of their option to exercise public school choice by selecting to transfer their son or daughter to another school. Every effort is made to accommodate parental choice. Transportation is provided to all students who avail themselves of this opportunity to attend a higher- performing public school. M-DCPS also offers a wide array of choice options through magnet programs, administrative transfers, and the like, to ensure that no parent shall be compelled to enroll their child in a school that has been designated as low performing.</p> <p>Moreover, efforts to ensure all eligible students in these schools receive State approved Supplemental Educational Services (SES) focus on four aggressive strategies including:</p> <ul style="list-style-type: none"> ▪ take-home flyers in all three languages – English, Spanish, and Haitian-Creole ▪ PTA outreach in all three languages ▪ outreach to parents through the Title I District Advisory Council ▪ Information conferences involving parents

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		<p>and teachers at the beginning of the school year at each school site.</p> <p>Documentation to support this law is available at the school site/district and evidence will be provided in August and available upon request.</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>Miami Edison Senior High School has been allocated \$546,307 in Title I funds for the 2006-2007 school year, in accordance with applicable federal laws, to support the efforts of ensuring achievement of high academic standards by all students.</p>
24	<p><u>SBE Approved 6.20.06:</u></p> <p><i>Aggressive efforts to have all eligible students receive State Approved SES. Outreach efforts specific to this school, and participation rates, must be documented and reported.</i></p>	<p>The District has complied with both the spirit and the letter of the No Child Left Behind (NCLB) parental choice options by the aggressive and timely implementation of marketing strategies regarding the NCLB choice options for the parents of eligible students. Information has been disseminated in English, Haitian Creole and Spanish on SES and other NCLB options via posters, flyers, direct mailings, a dedicated telephone line, radio and television and distribution of SES information at local area businesses, community centers and faith-based organizations. The District has held six (6) Parental Choice Fairs at strategically located school sites and shopping malls throughout the school district, providing free transportation for those needing it. These fairs were held on Saturdays and weekdays evenings, providing the opportunity for parents to meet the State-approved providers. Suggested questions to ask providers, in three languages, were given to parents through the schools and at the fairs.</p> <p>Presentations on NCLB choice options were also delivered through classes offered to parents via The Parent Academy and the Title I Parent Advisory Council meeting, as well as other venues in the community. Many parents received personal live phone calls encouraging participation in one of the District's two enrollment periods.</p>
25	<p><u>SBE Approved 6.20.06:</u></p> <p><i>District must document faithful implementation of the approved K-12 Reading Plan.</i></p>	<p>Miami Edison Senior High School will adhere to the Miami-Dade County Public Schools state approved District Comprehensive K-12 Reading Plan as documented by the required quarterly school instructional review process. As a School Improvement Zone (SIZ) senior high school, the school will also be required to submit documentation of adherence to the required SIZ Reading Plan, which designates all level 1 and level 2 students are to be enrolled in intensive reading in a 90-minute block. Further requirements dictate that level 1 students are enrolled in</p>

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		<p>the research- based READ 180 program which is back-to-back daily for 90 minutes, with the intensive reading and Language Arts class linked, and taught by the same teacher. In addition, students designated as having decoding problems, will be enrolled in additional academic intervention utilizing the Reading Plus software program. Documentation of the fidelity of implementation will be verified through submission by the school site of the master schedule documenting evidence of level 1 and level 2 students scheduled as required. Additional documentation will be collected through the collection by Information Technology Services depicting data on level 1 and 2 students in appropriately scheduled courses, the collection of READ 180 data by the School Improvement Zone, and classroom walk through observations recorded by site administration, reading coaches, and the assigned District Supervisor.</p>
26	<p><u>SBE Approved 6.20.06:</u> <i>District must report to the State Board monthly regarding progress.</i></p>	<p>The District will report to the State Board of Education monthly regarding the progress of corrective action schools commencing with the August 2006 State Board of Education Meeting.</p>

SBE Approved 6.20.06:

The district is in compliance when 26 of the 26 school requirements are met.

Penalties for non-compliance will be voted on at the July 18, 2006 meeting.

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