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

	Requirements	Updated Status <i>October 1, 2006</i>
1	<p><u>SBE Approved 4.18.06:</u></p> <p><i>School Restructure Plan:</i></p> <p><i>Change the grade configuration of the school and the programs offered.</i></p> <p style="text-align: center;">Completed</p>	<p>A separate and discrete ninth-grade center has been established on the campus of Miami Edison Middle School with all the resources as described in the plan submitted to the DOE on August 7, 2006.</p>
2	<p><u>SBE Approved 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>The master schedule is aligned to <i>High Schools That Work (HSTW)</i> key practices as verified at the Progress Monitoring Meeting conducted by Dr. Geneva Woodard on September 1, 2006.</p> <p>Advisory Boards for each of the identified academies have been established:</p> <ul style="list-style-type: none"> - Medicine and Health: First meeting August 23, 2006. - Law and Public Service: First meeting August 24, 2006. - Business and Finance: First meeting August 30, 2006. <p>A member of the Southern Regional Educational Board (SREB) conducted professional development for all instructional personnel on <i>HSTW</i> key practices on August 3, 2006.</p> <p>A professional development activity on the <i>High Schools That Work</i> key principles was held on August 23, 2006.</p> <p>The M-DCPS Student Services department held a meeting with the <i>HSTW</i> Leadership Team on September 21, 2006 to</p>

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		<p>address progress in the implementation of the reform efforts. The district entered into a professional services contract in August, 2006, with SREB to implement the <i>HSTW</i> school reform, and assigned a <i>HSTW</i> Site Coordinator.</p> <p>The next <i>High Schools That Work (HSTW)</i> visit is scheduled for October 17, 2006</p> <p>Pete Bermudez meets weekly with the staff to assist them in the development of Small Learning Communities.</p>
3	<p><u>SBE Approved 5.14.06:</u></p> <p><i>Implement and align schoolwide reform model in feeder schools</i></p> <p>Ongoing</p>	<p>The <i>Making Middle Grades Matter</i> reform model has been adopted by both middle schools in the feeder pattern: Miami Edison Middle and Horace Mann Middle. The initial professional development in the implementation of the reform model was conducted on August 1, 2006 at Miami Edison Middle School. There were 47 participants from the targeted schools that included teachers, counselors, and administrators. Ongoing professional development has been planned for October, 2006; January, 2007; April, 2007; and July, 2007.</p> <p>Co-Principals are articulating with the principals of Miami Edison Middle and Horace Mann Middle to discuss the <i>Making Middle Grades Matter</i> concept and training proposal. A continuous articulation program with middle school administrators and staff will be ongoing at each monthly School Improvement Zone principals meeting to foster key concepts to support schoolwide reform and alignment throughout the feeder pattern. The next principals meeting will be held on October 6, 2006.</p>
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>Completed</p>	<p>Local school board funding in the amount of \$726,666 was provided as previously reported to the DOE on August 16, 2006.</p>

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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 style="text-align: center;">Ongoing</p>	<p>The Parent-Student-School Agreement was translated into Spanish and Haitian Creole for September distribution to all students. Schools conducted assemblies and informed students of their responsibilities as outlined in the contract as of September 12, 2006.</p> <p>As of September 29, 2006 eighty-seven agreements out of 213 were returned signed by each family. Counselors scheduled parent conferences with parents who have not signed the agreements. In addition, counselors will conduct home visits of parents who have not signed the agreements.</p>
6	<p><u>SBE Approved 5.14.06:</u></p> <p><i>Extended learning program with transportation</i></p> <p><u>Amended 6.20.06 to include:</u></p> <p><i>Districts must document extent of participation</i></p> <p style="text-align: center;">Ongoing</p>	<p>Miami Edison Senior offers an after school tutorial program specifically for the lowest 25% in reading. The program is entitled TRACK. The program was to be funded by the 21st Century Grant. Unfortunately, Miami Edison did not receive this grant. However, the tutorial program is still being offered and tutoring services began on September 5, 2006. Saturday school tutoring is also held every week.</p>
7	<p><u>SBE Approved 5.14.06:</u></p> <p><i>District Community Assessment Team –</i></p>	<p>The District Community Assessment Team (DCAT) elected its new membership for the 2006-2007 school year and presented the membership roster to FLDOE on August 31, 2006.</p>

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	<p><i>FLDOE, Parent, Business, Educator, Community Member, Local Government representation</i></p> <p style="text-align: center;">Ongoing</p>	<p>The DCAT held it first meeting on September 13, 2006 and will meet on the 2nd Wednesday of each month. Meeting minutes are available upon request. The next meeting is scheduled for October 11, 2006.</p>
<p>8</p>	<p><u>SBE Approved 4.18.06:</u></p> <p><i>Schoolwide staff development</i></p> <p style="text-align: center;">Ongoing</p> <p><u>READING</u></p> <p><u>With 67% of 9th grade students scoring at Level 1 in 2006 FCAT Reading and 22% scoring Level 2, a strong emphasis on professional development in Reading is essential in our efforts to impact student achievement.</u></p> <p><u>The Reading programs currently utilized at Miami Central Senior High School are making gains in student achievement. According to the School Accountability Report, 43% made learning gains in Reading and 59% of the lowest 25% made learning gains in Reading. 63% met high standards in Writing as well.</u></p> <p><u>In addition, according to the 2005-06 Adequate Yearly Progress (AYP) Report, even though only 10% scored at or above grade level in Reading, the percentage of students who did not score at or above grade level, decreased</u></p>	<p>The professional development calendar of monthly offerings previously submitted to the DOE is closely monitored by staff in the Office of Professional Development.</p> <p>The training for PD Teams took place in September. The Division of Language Arts/Reading provided staff development for Writing Standards, a course for Best Practices in teaching of writing, to the faculty on July 31 and August 1, 2006.</p> <p>The following courses were cancelled because the targeted teachers are enrolled in reading endorsement classes which covers the intended subject in more depth: Adolescent English Language Learners, Developing Literacy in Second Language Learners, and Developing Language and Content Knowledge for English Language Learners.</p> <p>The Superintendent's Urban Principals Initiative will commence in October instead of September as stated on the plan. Travel for a presenter had to be rescheduled because of Hurricane Ernesto. All other professional learning sessions have taken place or are scheduled to be completed by the end of September. Also, New Educator Support Team (NEST) sessions will begin on Wednesday, September 27, 2006 at the school to provide an additional level of support for the new teachers. The NEST session will be facilitated by District Beginning Teacher Staff.</p> <p>Mentors for all new teachers have been selected and assigned. The first day of a required three-day mentor training took place on August 26, 2006. Edison has 16 new teachers and 14 of the mentors attended the first day of the three-day mentoring training. Additional initial training to accommodate mentor teachers' schedules took place on September 6, 7, and 9, 2006. New Educator Support Team (NEST) sessions began on Wednesday, September 27, 2006, at the school to provide an additional level of support for the new teachers. The NEST session will be facilitated by the District's Beginning Teacher Staff. Two additional days of mentor training, which will be conducted by the New</p>

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from 91% in 2005 to 90% in 2006. Therefore, additional professional development on the Reading programs reflected to the right, along with follow-up and monitoring of the fidelity of the implementation of these current Reading programs, is a valid educational course of action. (See section #9 below for additional professional development support for reaching student achievement goals in Reading.)

WRITING

With 44% of the 10th grade students scoring below Level 3.5 in the 2006 FCAT Writing +, a strong emphasis on professional development in writing is essential in our efforts to impact student achievement.

ELL

READING

Among 9th graders (n=65), 95% scored at Level 1 on the 2006 FCAT SSS, and 5% scored at Level 2.

Among 10th graders (first-time test-takers, n=34), 100% scored at Level 1.

MATHEMATICS

Among 9th graders (n=63), 65% scored at Level 1 on the 2006 FCAT SSS, and 18% scored at Level 2.

Among 10th graders (first-time test-takers, n=34), 71% scored at Level 1 and 15% at Level 2.

According to the 2005-06 AYP Report, the percentage of those scoring below Level 3 decreased from 84 to 80 (5% improvement) between 2005 and 2006.

Teacher Center at the University of California at Santa Cruz, is scheduled for October 2006. Mentors who have attended the first day of the required three-day mentoring training have begun providing two hours of one-to-one mentoring for new teachers.

All teachers new to READ 180, READ XL, and Cognitive Tutor have all received the required initial training to implement the programs. The following Professional Development activities have been completed by the school site: Instructional Focus for Reading, Instructional Focus for Mathematics, Tools for Success, Reading Plus, Academy Overview, Electronic Gradebook, PACES.

1. CIM training - 9/27 - leadership team of 8 participated
2. AP Data Analysis - 9/19 - 3 teachers attended
3. *High Schools That Work* - 9/21 - meeting with principals to review action plans

Additionally, the following activities have been completed by the Office of Exceptional Student Education:

1. Identification of Inclusive Practices Support Team that will provide school site technical assistance and follow-up on a weekly basis.
2. Identification of professional development sessions listed in the Corrective Action Plan that are offered district wide that are available to school site personnel.
3. Professional Development and Support Scheduling Options form provided to Principals.
4. An Administrative Overview of Inclusive Practices was provided to Principals on September 8, 2006.

The Science Team consisting of Dr. Vivian Stephenson, Dr. Nicole Jackson, and Ms. Julie Gilbert, and spearheaded by Dr. Gladys A. Barrio, District Supervisor, met on Friday, September 1, 2006 to coordinate Science Professional Development which was held on Friday September 8 - 9, 2006 for the 11th grade science teachers.

Cognitive Tutor Algebra I training sessions were held at Miami Jackson Senior High School computer lab on Saturday, August 19 and Saturday August 26. The sessions facilitated the teachers in aligning teaching to learning using standards-based curriculum, student-centered instruction, and the integration of technology. Throughout the sessions teachers learned best practices based on the latest research in *How People Learn* and were provided with the opportunity to see them in practice both from the perspective of a

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	<p><u>MATHEMATICS</u></p> <p><u>In Mathematics, 68% made learning gains according the 2005-06 School Accountability Report, and 34% met high standards in Mathematics.</u></p> <p><u>48% of 9th grade students scored at Level 1 in Math, with an additional 31% scoring at Level 2 in FCAT Mathematics. Additionally, according to the 2005-06 Adequate Yearly Progress (AYP) Report, even though only 29% scored at or above grade level in Mathematics, the percentage of students who did not score at or above grade level, decreased from 77% in 2005 to 71% in 2006. Additional coaching and skills building for mathematics teachers is planned as well as training in Cognitive Tutor.</u></p> <p><u>SCIENCE</u></p> <p><u>In the 2006 science FCAT, 99% of the student population scored achievement levels 1 and 2, only 1% of the student population attained mastery by scoring achievement level 3 and above.</u></p>	<p>student and as a teacher.</p> <p>A school wide SSR staff development plan was developed based on the individual needs of the school as reflected in student performance data, professional development surveys, and other identified professional development needs. Professional Development focus is on the establishment of small learning communities, literacy, mentoring, and developing critical thinking among students. Adjustments will be made based on student performance needs as reflected through ongoing process monitoring.</p> <p>Additionally, the Office of Performance Improvement, Accountability and Systemwide Performance has provided the following training:</p> <p>1-MEP Performance Management System (including scorecards) for Vice Principals was held during the last two weeks of September.</p> <p>2-MEP Performance Management System (including scorecards) for Assistant Principals was held during the last two weeks of September.</p>
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Out of the 167 students taking the 2006 science FCAT, 78% scored at level 1, 20% scored at level 2, 1% scored level 3, 0% scored at levels 4 and 5. The mean points earned by content area were consistently low (below 40%) across all 4 content areas.

GIFTED/ADVANCED PLACEMENT

- Number of AP courses offered:
12
 - Number of students enrolled in AP:
*139 – Unduplicated count
*292 – Duplicated count
- 2006 AP Exam results will not be available to the District until mid-August.

SPECIAL EDUCATION

0% of the students with disabilities (SWD) achieved proficiency in 2006 FCAT Reading and 0% of the SWD achieved proficiency in 2006 FCAT Math. 92% of SWD showed 10% improvement in Math percent not above grade level.

Additionally, only 12% of SWD are included in the general education classroom for 80% of the day (May, 2006). This impacts the SWD exposure to the scope and sequence of grade level curriculum and instruction and may negatively impact their achievement level.

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OPERATIONAL/PEDAGOGY

Emphasis on assisting teachers acquire additional tools to evaluate student data and adjust the instructional delivery to meet student needs is a major part of the professional development package for Miami Central Senior High for the 2006-07 school year.

NEW/EARLY CAREER TEACHERS

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LEADERSHIP TEAM

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**PROFESSIONAL
DEVELOPMENT RESOURCES**
(available on-site)

These resources are being deployed to assist with the implementation, monitoring, follow-up, and validation of the professional development offerings and inservice training being offered at Miami Central Senior High School.

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

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

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

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	<p><u>a strong emphasis on professional development in Reading is essential in our efforts to impact student achievement.</u></p> <p><u>The Reading programs currently utilized at Miami Central Senior High School are making gains in student achievement. According to the School Accountability Report, 43% made learning gains in Reading and 59% of the lowest 25% made learning gains in Reading. 63% met high standards in Writing as well.</u></p> <p><u>In addition, according to the 2005-06 Adequate Yearly Progress (AYP) Report, even though only 10% scored at or above grade level in Reading, 90% of those students not above grade level showed 10% improvement. Therefore, additional professional development on the Reading programs reflected to the right, along with follow-up and monitoring of the validity of the implementation of these current Reading programs, is a valid educational course of action.</u> <i>Updated 8/10/06</i></p>	
<p>9</p>	<p><u>SBE Approved 5.14.06:</u></p> <p><i>Staff development in reading in the content area</i></p> <p><i>Ongoing</i></p>	<p>Baseline data has been collected on content area teachers who have previously been trained in Project CRISS. Forty-nine teachers have taken all three days of Project CRISS training.</p> <p>A teacher/trainer from the Teacher Education Center visits classrooms to determine if teachers are appropriately utilizing the CRISS strategies. Based on the classroom observations, refresher or follow-up training will be scheduled. The Office of Professional Development is planning to offer Project CRISS training to all new content area teachers beginning in October 2006 as part of the literacy requirement for new teachers.</p>

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		<p>In an effort to encourage content area teachers to register to take the new state Content Area Reading PD (CARPD) online course, flyers have been posted at the teacher sign-in sheet and flyers were placed in all teachers' mailboxes announcing the course and the registration web-site.</p> <p>All staff will be required to complete the following:</p> <p>Teacher Reading at the High School Level Essentials of High School Writing Essentials of Reading</p> <p>Subject Area Teachers will complete Reading Across the Curriculum.</p> <p>Staff from the Division of Language Arts/Reading provided professional development on Teaching Reading in the Content Area to content area teachers on September 20, 2006 from 3:00pm to 5:00pm. The workshop focused on research based reading strategies that can be used effectively in social studies, science, language arts, and reading classes. Teachers received an explicit instructional framework that can be readily incorporated into their daily teaching practices.</p> <p>Essentials of Reading for Content Area Teachers was conducted on Wednesday, September 27, 2006. The class was led by the FLARE representative in conjunction with staff from the District's Language Arts/Reading department.</p>
10	<p><u>SBE Approved 5.14.06:</u></p> <p><i>District full-time staff assigned to each school</i></p> <p>Completed</p>	<p>T the PD Specialists assigned to Miami Jackson and Miami Central are assisting teachers at Miami Edison. In addition, teacher/trainers from the Teacher Education Center are providing support as needed.</p> <p>District Supervisor, Adolfo Costa, has been assigned the school full time to monitor the implementation of the Corrective Action Plan and the School Improvement Plan.</p> <p>Full time Curriculum Support Specialists are also assigned to Miami Edison: Dr. Vivian Stephenson, Science Princess Briggs, Reading</p>

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11	<p><u>SBE Approved 4.18.06:</u></p> <p><i>Identification and hiring of proven educational leaders¹</i></p> <p style="text-align: center;">Completed</p>	<p>Dr. Carmen Marinelli, Assistant Superintendent for Special Programs and former principal at Southwest Senior High, has been assigned as the Mentor Principal and has had numerous contacts and meetings during August and September, 2006. Dr. Marinelli, a former District Principal of the Year, has provided over thirty hours of support and mentoring to the Co-Principals. The principal mentoring plan was previously provided to the DOE on September 7, 2006 and was approved by the Board of the DOE on September 19, 2006.</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 style="text-align: center;">Completed</p>	<p>The plan for the instructional staffing was submitted to the DOE on September 11, 2006, and approved by the Board of the DOE on September 19, 2006.</p>
13	<p><u>SBE Approved 5.14.06:</u></p> <p><i>Differentiated pay (Incentives)</i></p> <p><u>Amended 6.20.06 to include:</u></p> <p><i>Differentiated pay must be provided only to those teachers identified as highly effective.³</i></p> <p style="text-align: center;">Completed</p>	<p>Information regarding the Reading Enhancement Supplement was distributed to principals on September 8, 2006. Qualified applicants for the Reading Enhancement submitted applications by September 29, 2006. The first retroactive payment to eligible applicants will begin on October 27, 2006, and will continue as long as the reading teachers and reading coaches continue performing the duties of their positions.</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.

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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14	<p><u>SBE Approved 5.14.06:</u></p> <p><i>Performance Pay Plan</i></p> <p style="text-align: center;">Partial</p>	<p>The Office of Performance Improvement, Accountability and Systemwide Performance has provided the following training in preparation for performance pay. Training occurred during the last two weeks of September.</p> <ol style="list-style-type: none"> 1. MEP Performance Management System (including scorecards) for Vice Principals. 2. MEP Performance Management System (including scorecards) for Assistant Principals
15	<p><u>SBE Approved 5.14.06:</u></p> <p><i>Dedicated district school safety and attendance personnel</i></p> <p style="text-align: center;">Completed</p>	<p>Two full time School Resource officers have been assigned to Miami Edison Senior High. (Officer Einsley Joseph and Officer Jose Echezebal). One full time social worker has been assigned to Miami Edison Senior High School. (Woodlyne Altidor) One full time Community Involvement Specialist has been assigned to Miami Edison Senior High School. (Renant Laleau) An additional Community Involvement Specialist position has been allocated. The administration is currently scheduling interviews for this position.</p> <p>Student Services has developed a non-violence/anti-bullying plan district wide to address school safety. Each M-DCPS feeder pattern school received Professional Development and developed a non-violence/anti-bullying plan to be implemented by each school.</p>
16	<p><u>SBE Approved 4.18.06:</u></p> <p><i>Fully staffed entire school-year</i></p> <p style="text-align: center;">Ongoing</p>	<p>A Human Resources staff member, Frank Castellon, has been assigned to work with school administration at Miami Edison to quickly fill any positions that may occur during the year with highly effective instructional staff.</p>

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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 style="text-align: center;">Ongoing</p>	<p>The District provided four Reading Coaches, one for each grade level.</p> <p style="padding-left: 40px;">Ninth Grade Reading Coach - Takima Wimbley Tenth Grade Reading Coach - Shawntai Dalton Eleventh Grade Reading Coach - Dana Wallace Twelfth Grade Reading Coach - Brenda Steward</p> <p>Reading coaches have provided support to teachers through modeling research-based literacy lessons in Intensive Reading and content area classrooms; facilitating the implementation of research based programs, including Read 180, Read XL, and Reading Plus; monitoring the implementation of differentiated instruction including modeling and teaching effective strategies to small groups; creating and supervising the administration of bi-weekly assessments; conducting bi-weekly data conferences with reading coaches, individual teachers and students; conducting needs assessments, classroom visitations and mentoring sessions with new teachers at least once per week; conferencing with teachers regarding lesson planning, grouping for instruction, and intervention strategies; providing professional development and scoring assistance in the administration of the MAZE Assessment; planning collaboratively with the reading department and grade groups to analyze data from the each bi-weekly assessment, adjusting instruction to reflect current data trends, and discussing best practices. The staff is in the process of developing an incentive program to recognize top performing students and support achievement on the Bi-Weekly Assessments. Finally, the coaches have increased their knowledge of Scientifically Based Reading Research (SBRR) through participation in professional development activities, the Literacy Leadership Team, and District coaches meetings.</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 include:</u></p> <p><i>District provides one math coach per grade level at each repeating F school; however,</i></p>	<p>The District provided four Mathematics Coaches, one for each grade level:</p> <p style="padding-left: 40px;">9th Grade Mathematics Coach – Jenita Lyons 10th Grade Mathematics Coach - Valerie Morris 11th Grade Mathematics Coach – Louise Muscarella-Daxon 12th Grade Mathematics Coach - Anthony Armbrister</p> <p>To date, the coaches have established rapport with the mathematics department through class visitations, small grade group meetings, the creation of a Critical Friends Group for the department and the institution of a departmental newsletter, highlighting best practices and</p>

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	<p><i>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;">Ongoing</p>	<p>individual and group accomplishments. Coaches have regularly supported instruction by conducting model lessons and/or assisting students working in whole and small group settings. They have assisted teachers in managing instruction in the computer lab and created a schedule that ensures all classes have access to the computer lab. They have developed an incentive program to recognize top performing students and support achievement on the Bi-Weekly assessments. Coaches collaborate with grade group members to analyze the data resulting from the Pre-Test and each Bi-Weekly assessment. Coaches conducted Data Talks amongst the coaches and each coach with their respective grade level teachers and with specific students. With the coaches' support, teachers have utilized the data from bi-weekly assessments, DOE FCAT data and Snapshot to reflect on lesson effectiveness and to make adjustments in addition to identifying those students performing in the lowest 30% of the population and those who scored 275-300 on the previous FCAT. Coaches have solicited funds through grant opportunities and District support to garner additional resources, such as calculators and books. The eleventh and twelfth grade coaches are co-teaching to present an FCAT Blitz for re-takers and they will host a review session on the upcoming workday to provide students with additional support before the first re-take exam.</p>
<p>19</p>	<p><u>SBE Approved 5.14.06:</u></p> <p><i>For Level 1 students and 11th and 12th grade students required to retake the FCAT, intensive reading taught by reading endorsed teachers.</i></p> <p style="text-align: center;">Ongoing</p>	<p>All Level 1 and 2 students and 11th and 12th Grade retakers are enrolled in intensive reading and verification has been submitted to FLDOE.</p> <p>On August 16, 2006, presentations were made to all intensive reading teachers on the options for obtaining reading endorsement by August 2007. The options were all face-to-face courses, all online courses, or a combination of both. Twenty-one teachers at Central need to obtain reading endorsement. Every teacher registered for one of the options listed above. Face-to-face classes on Competency One began on Monday, August 28, 2006 and classes on Competency Two began on Thursday, August 31, 2006.</p> <p>Across all three schools, eleven teachers attended the Competency One class and 15 attended the Competency two classes, and 23 have registered for an online class. Staff will track registration, attendance, and courses completed by school beginning in September 2006. The teachers of Level 1 students in 11th and 12th grade will be mentored by the reading</p>

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		<p>coach. Staff from the Division of Language Arts/Reading will train the reading coach that works with these teachers in Maze testing, interpreting data and best practices in reading instruction.</p> <p>Of the 17 teachers targeted at Edison for participation in reading endorsement classes, 11 are currently enrolled or have just completed courses as follows: 7 in Competency 1, five in Competency 2, one in Competency 3, one in Competency 4, two in Competency 6, and one is completing a Master's Degree Program in Reading. A few of the teachers are enrolled in more than one course</p>
20	<p><u>SBE Approved 5.14.06:</u></p> <p><i>For Level 1 students and 11th and 12th grade students required to retake the FCAT, intensive mathematics taught by top performing mathematics teachers.⁴</i></p> <p style="text-align: center;">Ongoing</p>	<p>All Level 1 and 2 students and 11th and 12th Grade retakers are enrolled in intensive mathematics and verification has been submitted to FLDOE.</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</i></p>	<p>Developed a parent-student-school agreement which was implemented during the first grading period, which includes specifics for credit recovery. The Credit Recovery Program is conducted during the Eighth period as part of the School Reform.</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>participating and success rate.</i></p> <p style="text-align: center;">Ongoing</p>	
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>M-DCPS has a structured plan to address this issue, and mailed notices on June 15, 2006, to parents/guardians of each student at the school site. The information has also been made available through the M-DCPS website and through local news media.</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>Miami Edison Senior High School has been allocated Title I funds based on the number of students eligible for free and reduced lunch as indicated in the District's Economic Survey. Additionally, the school has been provided a Title I funded full-time Reading Coach position. Title I School Improvement Initiative funds have also been designated for the school in the amount of \$286,225.00. An additional 15% funding (\$38, 293.00) has been provided through Title I</p>
24	<p><u>SBE Approved 6.20.06:</u></p> <p><i>Aggressive efforts to</i></p>	<p>The District will assure that Supplemental Educational Services are available to all eligible students at Miami Edison Senior High School by allocating necessary funds from the 20% set-aside of the Title I Part A allocation for</p>

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	<p>have all eligible students receive State Approved SES. Outreach efforts specific to this school, and participation rates, must be documented and reported.</p> <p style="text-align: center;">Ongoing</p>	<p>this purpose.</p> <p>In order to ensure that each eligible student has the opportunity to take advantage of Supplemental Educational Services the District will use a variety of strategies including: an aggressive campaign to reach the community by disseminating information to the tri-cultural community radio, television and newspapers; adding a new link to the M-DCPS website which can be accessed through the home page or at: nclbchoice.dadeschools.net; incorporating phone calls to parents using the automated and CONNECT-ED message systems; distributing flyers and brochures to parents at the school and throughout the community; and by mailing letters to each parent of an eligible student with comprehensive directory of state approved providers and enrollment application in 3 languages.</p> <p>Presentations on NCLB options will also be delivered through classes offered to parents via The Parent Academy and the Title I Parent Advisory meetings, as well as other venues in the community.</p> <p>The District has also collaborated with major employers throughout the county such as the members of Hotel Association, Miami-Dade County, The Greater Miami Chamber of Commerce as well as Chambers of Commerce of various municipalities to disseminate SES information at work-sites across the District.</p> <p>In addition, the District has reached out to the faith-based and community-based organizations in the neighborhood surrounding the school and requested their assistance in marketing the SES message and enrolling students.</p> <p>The District has held six Parental Choice Fairs strategically located throughout the District.</p>
25	<p><u>SBE Approved 6.20.06:</u></p> <p>District must document faithful implementation of the approved K-12 Reading Plan.</p> <p style="text-align: center;">Ongoing</p>	<p>Miami Edison Senior High School will adhere to Miami-Dade County Public Schools State approved District Comprehensive Reading Plan. A Progress Monitoring Meeting with the Co-Principals was held on September 1, 2006 at the District Level with Dr. Geneva K. Woodard, Associate Superintendent to verify the current fidelity of implementation.</p>

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26	<p><u>SBE Approved 6.20.06:</u></p> <p><i>District must report to the State Board monthly regarding progress.</i></p> <p>Ongoing</p>	<p>The District will submit a written report to the State Board on the first of every month regarding the progress of Corrective Action schools, commencing with October, 2006.</p>
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SBE Approved 6.20.06:

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

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

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