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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>December 1, 2006</i>
1	<p><u>SBE Approved</u> <u>4.18.06:</u></p> <p><i>School Restructure Plan:</i></p> <p><i>Change the grade configuration of the school and the programs offered.</i></p>	<p style="text-align: center;">Completed</p> <p>As previously reported in the October report, Requirement #1 has been completed.</p>
2	<p><u>SBE Approved</u> <u>5.14.06:</u></p> <p><i>Implement a schoolwide reform model for ALL students.</i></p>	<p style="text-align: center;">Ongoing</p> <p>The following activities were conducted by the Division of Student Services:</p> <ul style="list-style-type: none"> • Literacy Training was held on November 17, 2006, for <i>Making Middle Grades Matter (MMGM)</i> and <i>HSTW</i> Schools. Eight (8) participants, one Co-Principal and seven teachers from Miami Edison Senior High School, plus two (2) participants each from Horace Mann Middle School and Miami Edison Middle School, attended this training. • <i>Tools for Success: Preparing Students for High School and Beyond</i> training was held on October 10, 2006, for five (5) teachers implementing Tools for Success. • <i>Creating a High Performance Learning Culture</i> training was held on October 13-14, 24, and November 27, 2006, for eight (8) teachers. Administrators follow up by monitoring the implementation of the strategies learned in the training.

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<p>3</p>	<p><u>SBE Approved</u> <u>5.14.06:</u></p> <p><i>Implement and align schoolwide reform model in feeder schools</i></p>	<p style="text-align: center;">Ongoing</p> <p>Ten (10) teachers, five (5) English teachers and five (5) mathematics teachers, from Miami Edison Senior High School participated in the Rise to Rigor Vertical Teaming Workshop held on October 25, 2006. Representatives from each of Edison's feeder schools also attended. A total of twenty (20) teachers attended from Miami Edison and Horace Mann Middle Schools. Eight (8) teachers attended from the elementary feeder schools. A total of thirty-eight (38) teachers attended.</p> <p>Additional teachers will attend future monthly workshops in Vertical Teaming that have already been scheduled, beginning December 2006. The series of workshops will occur monthly. By the end of the year, all teachers from Miami Edison Senior, Miami Edison and Horace Mann Middle Schools will have participated in the Vertical Teaming Workshops.</p> <p>To strengthen the articulation between the senior high schools and feeder middle schools, a representative from the Reading, Mathematics, Language Arts, Science and Social Studies Departments from Miami Edison Senior and Miami Edison Middle Schools engage in monthly professional learning conversations. These discussions focus on student data (8th and 9th grade), alignment of middle school and senior high school core curricula, FCAT benchmarks (strengths and weaknesses), course offerings, and curriculum activities. One-hundred percent (100%) of teachers attended the meetings held on September 27 and October 25, 2006 and future meetings have been scheduled for November 29, 2006, January 10, February 28, March 28, April 25, and May 30, 2007.</p> <p>One Vice-Principal and the Assistant Principal for Curriculum meet as part of a Professional Learning Community for Secondary School Administrators in the School Improvement Zone to share best practices within and across feeder patterns. The first meeting was held on November 1, 2006. The next meeting will be held December 6, 2006.</p> <p>All principals from the Miami Edison Senior High feeder pattern participate in vertical articulation professional learning conversations throughout the school year. The first meeting was held on August 23, 2006. The October meeting was cancelled. Future meetings will occur on January 25, March 22 and April 17, 2007.</p>
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4	<p><u>SBE Approved</u> <u>4.18.06:</u></p> <p><i>Local school board-approved funding for schoolwide interventions to each individual F school</i></p>	<p>Completed</p> <p>As previously reported in the October report, Requirement #4 has been completed.</p>
5	<p><u>SBE Approved</u> <u>5.14.06:</u></p> <p><i>School guarantees parents of entering ninth grade students remediation, interventions, rigorous programs, and extended day programs</i></p> <p><u>Amended 6.20.06 to include:</u></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>Ongoing</p> <p>As of November 28, 2006, a total of two-hundred fifteen (215) ninth grade contracts have been completed. The total number of ninth grade students is two-hundred seventeen (217), meaning that ninety-nine percent (99%) of all incoming ninth graders and their families have completed the contract. One hundred percent (100%) of students have completed the contract with the school.</p>
6	<p><u>SBE Approved</u> <u>5.14.06:</u></p> <p><i>Extended learning</i></p>	<p>Ongoing</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>As of November 7, 2006, one-hundred percent (100%) of all students participate in the Extended Day learning program through the mandatory eighth period schedule, which includes an extra period. Additionally, four hundred seven (407) students participate in before and after school, pull-out and Saturday tutoring programs for Reading at Miami Edison Senior High. Three hundred thirty-four (334) students participate in before and after school, pull-out and Saturday tutoring programs for Mathematics at Miami Edison Senior High. One hundred sixty (160) elected to participate in tutorial services provided by Title I SES.</p> <p>One-hundred percent (100%) of students identified as the lowest forty-percent (40%) in reading and mathematics are participating in the Extended Learning pull-out tutorial program at Miami Edison Senior High. Two hundred twenty-eight (228) students receive Reading tutoring and one-hundred seventy-eight (178) students receive Mathematics tutoring in grades nine and ten.</p> <p>In addition, one hundred seventeen (117) tenth grade students are receiving additional support in Writing through pull-out tutoring, and an additional thirty-eight (38) students are receiving support in Writing during after-school tutoring. These students were selected for tutoring based on their performance on practice tests. Fifty-three (53) eleventh grade students are receiving additional support in Science through pull-out tutoring. These students were selected for tutoring based on their performance on bi-weekly and quarterly assessments.</p> <p>One hundred sixty (160) students have enrolled in Supplemental Educational Services (SES). The District will continue to market SES to parents who have not availed themselves of these services as well as to those who have elected not to receive services.</p> <p>Additional strategies to increase enrollment in tutorial programs include the following:</p> <ul style="list-style-type: none"> * Incentives (field trips, prizes, extra credit, etc.) * Parent and Student Meetings * Implementation of "Classroom Pickup Program" <p>Tutoring data is shown in the charts.</p>
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Reading

Grade Level	School Total	# of Students attending Tutoring AFTER SCHOOL	# of Students Provided with Pull-Out Tutoring	# of Students Attending Tutoring on Saturdays	Total # of Students Provided with Tutorial Services
Ninth	293	55	138	1	194
Tenth	279	20	90	1	111
Retakers	299	34	60	8	102

Note: One hundred percent (100%) of ninth grade students are enrolled in Freshman Experience as part of the eight period class schedule, which is a transitional course (Tools for Success) for ninth graders to provide them with support for high school success.

Mathematics

Grade Level	School Total	# of Students attending Tutoring AFTER SCHOOL	# of Students Provided with Pull-Out Tutoring	# of Students Attending Tutoring on Saturdays	Total # of Students Provided with Tutorial Services
Ninth	293	55	82	1	138
Tenth	279	20	96	1	117
Retakers	160	11	60	8	79

Note: One hundred percent (100%) of ninth grade students are enrolled in Freshman Experience as part of the eight period class schedule, which is a transitional course (Tools for Success) for ninth graders to provide them with support for high school success.

Writing

Grade Level	School Total	# of Students attending Tutoring AFTER SCHOOL	# of Students Provided with Pull-Out Tutoring	# of Students Attending Tutoring on Saturdays	Total # of Students Provided with Tutorial Services
Tenth	279	38	117	0	155

Note: One-hundred percent (100%) of tenth grade students are enrolled in an Intensive Writing class. These students are enrolled in a writing class created exclusively for the purposes of intensive writing instruction.

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		Science					
		Grade Level	School Total	# of Students attending Tutoring AFTER SCHOOL	# of Students Provided with Pull-Out Tutoring	# of Students Attending Tutoring on Saturdays	Total # of Students Provided with Tutorial Services
		Eleventh	260	2	51	0	53
		<p>Note: Although Science tutoring is offered after school and on Saturdays, most students who attend tutoring after school and on Saturdays elect to attend tutoring for Reading and Mathematics since they are Retakers. Also, ALL eleventh graders are enrolled in a Science class during the school day.</p>					
7	<p><u>SBE Approved</u> <u>5.14.06:</u></p> <p><i>District Community Assessment Team – FLDOE, Parent, Business, Educator, Community Member, Local Government representation</i></p>	<p>Ongoing</p> <p>The monthly DCAT meeting was held on November 8, 2006, at 6:30 p.m. The December 1 report has been submitted to the DOE.</p>					
8	<p><u>SBE Approved</u> <u>4.18.06:</u></p> <p><i>Schoolwide staff development</i></p> <p><u>READING</u></p> <p><u>With 75% of 9th grade students scoring at Level 1 in 2006 FCAT Reading and 20% scoring Level 2, a strong emphasis on professional development in Reading is essential in our efforts to impact student achievement.</u></p>	<p>Ongoing</p> <p>The following professional development (PD) specifically references those offerings listed in the Corrective Action Plan; however, it does not represent many additional formal and informal offerings during the month.</p> <ul style="list-style-type: none"> ▪ Best Practices in the Provision of Instruction to ESOL/SPED Students in the General Education Classroom training was held on November 8, 2006. Eleven (11) teachers participated. One-hundred percent (100%) of inclusion teachers have been trained. ▪ Meeting the Needs of Students with Disabilities training was held on November 1, 2006, and twenty-two (22) teachers participated. One-hundred percent (100%) of inclusion teachers participated, and all SPED teachers participated. ▪ Developing Global Thinkers training was held on November 4, 2006, and one (1) selected teacher participated. 					

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The Reading programs currently utilized at Miami Edison Senior High School are making gains in student achievement. According to the School Accountability Report, 43% made learning gains in Reading and 57% of the lowest 25% made learning gains in Reading. 66% met high standards in Writing as well.

In addition, according to the 2005-06 Adequate Yearly Progress (AYP) Report, even though only 6% scored at or above grade level in Reading, 94% 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 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 40% 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

- Positive Behavior Support and Interventions training was held on November 2, 2006, and one (1) teacher participated.
- Reading Plus training was held on November 4, 2006. Nine (9) teachers participated, representing eighty-two percent (82%) of all reading teachers.
- Writing Across the Curriculum workshop was conducted on October 19 and 31, 2006 for one new English teacher and the English Department Chairperson.
- Differentiated Instruction in Mathematics, Day Two, was held on October 28, 2006, and four (4) mathematics teachers participated.
- Cognitive Tutor Algebra training was held on November 18, 2006, and the two (2) teachers utilizing the program participated.
- Mathematics Strategies training was held on October 3, 2006, and four (4) mathematics teachers participated.
- Dissecting FCAT Mathematics for 10th graders was conducted on November 17, 2006, and **all four** (4) tenth grade mathematics teachers participated.
- Planning for Algebra II training was held on November 17, 2006, and **all four** (4) Algebra II teachers participated.
- The USA Today Newspaper in Education workshop was held on October 25, 2006, and four (4) teachers attended. These teachers shared their learning with other teachers at the school. The Division of Student Services sends one hundred fifty (150) copies of USA Today twice each week for classroom use for a total of three hundred (300) newspapers weekly. USA Today is used to enhance reading comprehension skills.
- A workshop on *Creating a High Performance Learning Culture* was held at Miami Jackson Senior High School on October 13-14, 24, and November 27, 2006, and eight (8) teachers attended the training.

Reading Endorsement

Ten (10) teachers, representing fifty-nine percent (59%) of Reading teachers, are enrolled in Reading Endorsement courses. The remaining teachers will begin taking courses in December and January.

Please note that the information listed above does not reflect the data and variety of high quality, job-embedded professional learning activities offered for teachers through in-class modeling, demonstrations, and coaching provided by PD and Curriculum Support Specialists assigned full-time to the school.

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<p><u>READING</u> <u>Among 9th graders (n=71), 99% scored at Level 1 on the 2006 FCAT SSS, and 1% scored at Level 2.</u> <u>Among 10th graders (first-time test-takers, n=39), 100% scored at Level 1.</u></p> <p><u>MATHEMATICS</u> <u>Among 9th graders (n=71), 73% scored at Level 1 on the 2006 FCAT SSS, and 10% scored at Level 2.</u> <u>Among 10th graders (first-time test-takers, n=39), 41% scored at Level 1 and 18% at Level 2.</u> <u>According to the 2005-06 AYP Report, the percentage of those scoring below Level 3 decreased from 93 to 76 (18% improvement) between 2005 and 2006.</u></p> <p><u>MATHEMATICS</u></p> <p><u>In Mathematics, 72% made learning gains according the 2005-06 School Accountability Report, and 29% met high standards in Mathematics.</u></p> <p><u>54% of 9th grade students scored at Level 1 in Mathematics, with an additional 24% scoring at Level 2 in FCAT Mathematics.</u></p> <p><u>Additionally, according to the 2005-06 Adequate Yearly Progress (AYP) Report, even though only 25% scored at or above grade level in Mathematics, the percentage of students who did not score</u></p>	<ul style="list-style-type: none"> ▪ FCAT Writing workshops were conducted as follows: <ul style="list-style-type: none"> ○ On September 30, 2006, six (6) tenth grade teachers attended (100% attendance). ○ On October 15, 2006, three (3) tenth grade teachers attended (50% attendance). ○ On October 28, 2006, four (4) tenth grade teachers attended (67% attendance) ○ On November 4, 2006, four (4) tenth grade teachers attended (67% attendance) <p>The following classes listed for November were rescheduled due to the trainer's availability.</p> <ul style="list-style-type: none"> • NCTM Principles and Standards training was rescheduled for January, 2007. • Using Graphing Calculators has been rescheduled for December 8, 2006. <p>The Office of Special Education has observed teachers and provided technical assistance to one hundred percent (100%) of the inclusion classroom teachers on the following dates: October 25, November 1, November 8, and November 14, 2006.</p> <p>The Office of Special Education conducted Session #1: Meeting the Needs of Diverse Learners in Inclusive and Specialized Settings on November 1, 2006. All six (6) inclusion teachers participated.</p> <p><u>New Teachers:</u></p> <p>Miami Edison Senior High School has a total of sixteen (16) new teachers. Participation in the New Educator Support Team (NEST) sessions that are scheduled twice per month has been high with eighty-one (81%) of all new teachers participating during the first two sessions.</p> <p>Each new teacher receives mentoring services approximately two hours per week. Assigned mentors are on-site veteran teachers who have completed mentor training. A review of mentoring logs indicates that the support is being provided primarily in the following areas: classroom management strategies, lesson planning, and time management in terms of instructional pacing, and general management of paperwork.</p> <p>The information listed above does not reflect the variety of high quality, job-embedded professional learning activities provided for selected teachers through in-class modeling, demonstrations, and</p>
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at or above grade level, decreased from 83% in 2005 to 75% in 2006. Additional coaching and skills building for mathematics teachers is planned as well as training in Cognitive Tutor.

SCIENCE

In the 2006 science FCAT, 99% of the student population scored achievement levels 1 and 2, only 1% of the student population attained mastery by scoring achievement level 3 and above. Out of the 167 students taking the 2006 science FCAT, 78% scored at level 1, 20% scored at level 2, 1% scored level 3, 0% scored at levels 4 and 5. The mean points earned by content area were consistently low (below 40%) across all 4 content areas.

GIFTED/ADVANCED PLACEMENT

- Number of AP courses offered: 11
- Number of students enrolled in AP:
 - *81 – Unduplicated count
 - *139 – 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

coaching provided by PD and Curriculum Support Specialists assigned full-time to the school.

District data reveals that **one-hundred percent (100%) of the teachers at Edison** have participated in professional development beyond the school day, which has not negatively impacted classroom instruction.

Attached is a PowerPoint presentation created by the Office of Professional Development that contains charts and graphs representing professional development activities in which teachers were engaged in formal trainings since July.

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FCAT Mathematics. 94% of SWD showed 10% improvement in Mathematics percent not above grade level. The majority of SWD are also classified as Limited English Proficient.

Although 70.96% of SWD are included in the general education classroom for 80% of the day (May, 2006). Professional development in the implementation of effective delivery models of support is necessary to ensure that models of support are based on the needs of SWD.

OPERATIONAL/PEDAGOGY

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

NEW/EARLY CAREER TEACHERS

LEADERSHIP TEAM

PROFESSIONAL DEVELOPMENT RESOURCES (available on-site)

These resources are being deployed to assist with the

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implementation, monitoring, follow-up, and validation of the professional development offerings and inservice training being offered at Miami Edison 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 75% of 9th grade students scoring at Level 1 in 2006 FCAT Reading and 20% scoring Level 2, a strong emphasis on professional development in Reading is essential in our efforts to impact student achievement.

The Reading programs currently utilized at Miami Edison Senior High School are making gains in student achievement. According to

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	<p><u>the School Accountability Report, 43% made learning gains in Reading and 57% of the lowest 25% made learning gains in Reading. 66% 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 6% scored at or above grade level in Reading, 94% of those students not above grade level showed 10% improvement. Therefore, additional professional development on the Reading programs reflected to the right, along with follow-up and monitoring of the validity of the implementation of these current Reading programs, is a valid educational course of action. (Updated 8/10/06)</u></p>	
<p>9</p>	<p><u>SBE Approved</u> <u>5.14.06:</u></p> <p><i>Staff development in reading in the content area</i></p>	<p style="text-align: center;">Ongoing</p> <p>Project CRISS training has been offered to all content area teachers. CRISS is the model selected by the School Improvement Zone Schools for the implementation of a coherent model for reading across all of the content areas. CRISS training meets the requirements approved by the DOE for Reading in the Content Areas and Teaching Reading at the High School Level.</p> <p>To date eighty-six (86) teachers at Miami Edison have received CRISS training. This represents eighty-two percent (82%) of all teachers. As new teachers transfer to the school, they are encouraged to enroll in CRISS training specifically offered for the Corrective Action Schools or they can attend CRISS training at other schools in the District.</p> <p>Curriculum Support Specialists and the PD Specialist assigned to the school model CRISS implementation when providing in-class support. The CRISS-trained teachers also provide CRISS strategy refresher sessions at faculty meetings and collaborative planning</p>

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		meetings.
10	<p><u>SBE Approved</u> <u>5.14.06:</u></p> <p><i>District full-time staff assigned to each school</i></p>	<p>Completed</p> <p>As previously reported in the October report, Requirement #10 has been completed.</p>
11	<p><u>SBE Approved</u> <u>4.18.06:</u></p> <p><i>Identification and hiring of proven educational leaders¹</i></p>	<p>Completed</p> <p>As previously reported in the October report, Requirement #11 has been completed.</p> <p>During the month of November, Carmen Marinelli, Mentor Principal, has provided the Co-Principals at Miami Edison Senior High School with a total of 12 and ½ mentoring hours for a total of approximately fifty hours of mentoring.</p>
12	<p><u>SBE Approved</u> <u>5.14.06:</u></p> <p><i>All instructional staff must reapply for their jobs, and must have evidence of being highly effective.²</i></p>	<p>Completed</p> <p>As previously reported in the October report, Requirement #12 has been completed.</p>
13	<p><u>SBE Approved</u> <u>5.14.06:</u></p>	<p>Completed</p>

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

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

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	<p><i>Differentiated pay (Incentives)</i></p> <p><i><u>Amended 6.20.06 to include:</u></i></p> <p><i>Differentiated pay must be provided only to those teachers identified as highly effective.³</i></p>	<p>As previously reported in the October report, Requirement #13 has been completed.</p>
<p>14</p>	<p><i><u>SBE Approved 5.14.06:</u></i></p> <p><i>Performance Pay Plan</i></p>	<p style="text-align: center;">Partial</p> <p>District plans continue to move forward on the Managerial Exempt Personnel (MEP) Incentive Pay Plan. This plan is an integral part of the new Performance Management system for Miami-Dade County Public Schools, and was structured to improve the evaluation system's usefulness in providing consistent, practical, and timely feedback regarding job performance. In August, 2006, the School Board of Miami-Dade County Public Schools authorized the Superintendent to implement this incentive pay plan for approximately 1,400 school site and non-school site employees. The plan aligns objective job performance targets to the District's Strategic Plan, Board-approved reform initiatives, and the School Improvement Plans. By achieving designated goals and objectives, employees will receive a monetary reward for high performance. Incentive pay will be determined based on reaching the targets set on individualized scorecards.</p>
<p>15</p>	<p><i><u>SBE Approved 5.14.06:</u></i></p>	<p style="text-align: center;">Completed</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><i>Dedicated district school safety and attendance personnel</i></p>	<p>As previously reported in the October report, Requirement #14 has been completed.</p>
<p>16</p>	<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>The open position for a 12th grade Reading teacher has been filled. Miami Edison Senior High is 100% fully staffed.</p>
<p>17</p>	<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;">Completed</p> <p>As previously reported in the October report, Requirement #17 has been completed.</p> <p>As reported in the October report, the District provided four Reading Coaches:</p> <p style="padding-left: 40px;">9th Grade Reading Coach - Takima Wimbley 10th Grade Reading Coach - Shawntai Dalton 11th Grade Reading Coach - Dana Wallace 12th Grade Reading Coach - Brenda Steward</p> <p>Reading coaches continue to provide 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 and interim assessment, adjusting instruction to reflect current data trends; and discussing best practices. The staff developed an incentive program to recognize top performing</p>

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		<p>students and support achievement on the bi-weekly and interim assessments. The coaches continue to increase their knowledge of Scientifically Based Reading Research (SBRR) through participation in professional development activities, the Literacy Leadership Team, and District coaches meetings.</p>
<p>18</p>	<p><u>SBE Approved</u> <u>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, 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;">Completed</p> <p>As previously reported in the October report, Requirement #18 has been completed.</p> <p>As reported in the October report, the District provided four Mathematics Coaches: 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>The coaches continue to provide support to the Mathematics department through class visitations, small grade group meetings, participation in a Critical Friends Group for the department, and the institution of a departmental newsletter, highlighting best practices and individual and group accomplishments. Coaches regularly support instruction by modeling lessons and/or assisting students working in whole and small group settings. They assist teachers in managing instruction in the computer lab and monitor a schedule that ensures all classes have access to the computer lab. They 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 and interim assessment. Coaches conduct Data Talks amongst the coaches, and the coaches meet with their respective grade level teachers and with specific students. With the coaches’ support, teachers have utilized the data from bi-weekly and interim assessments, DOE FCAT data and Snapshot to reflect on lesson effectiveness and to make adjustments to classroom instructional delivery. 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 retakers, and they will host a review session prior to the March administration of the FCAT to provide students with additional support.</p>

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19	<p><u>SBE Approved</u> <u>5.14.06:</u></p> <p><i>For Level 1 students and 11th and 12th grade students required to retake the FCAT, intensive reading taught by reading endorsed teachers.</i></p>	<p style="text-align: center;">Ongoing</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. Seventeen teachers at Edison need to obtain reading endorsement. Face-to-face classes on Competency 1 began on Monday, August 28, 2006 and classes on Competency 2 began on Thursday, August 31, 2006.</p> <p>Of the seventeen (17) teachers targeted at Edison for participation in reading endorsement classes, ten (10) are currently enrolled in courses as follows: five (5) in Competency 1, two (2) in Competency 2, two (2) in Competency 6, one (1) in the REESOL Bundle, and one is completing a Master's Degree Program in Reading. A few of the teachers are enrolled in more than one course.</p> <p>Results of the Fall 2006 Florida Comprehensive Assessment Test (FCAT) Reading for retakers are shown in the chart below:</p> <p>Reading SSS</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th rowspan="2">Grade</th> <th rowspan="2"># of Students</th> <th rowspan="2">Percent Passing</th> <th colspan="6">Percent in Each Achievement Level</th> </tr> <tr> <th>Level 1</th> <th>Level 2</th> <th>Level 3</th> <th>Level 4</th> <th>Level 5</th> <th>Levels 3-5</th> </tr> </thead> <tbody> <tr> <td>11</td> <td>205</td> <td>13</td> <td>81</td> <td>18</td> <td>1</td> <td>0</td> <td>0</td> <td>1</td> </tr> <tr> <td>12</td> <td>120</td> <td>6</td> <td>84</td> <td>16</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>13</td> <td>14</td> <td>7</td> <td>79</td> <td>21</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	Grade	# of Students	Percent Passing	Percent in Each Achievement Level						Level 1	Level 2	Level 3	Level 4	Level 5	Levels 3-5	11	205	13	81	18	1	0	0	1	12	120	6	84	16	0	0	0	0	13	14	7	79	21	0	0	0	0
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20	<p><u>SBE Approved</u> <u>5.14.06:</u></p> <p><i>For Level 1 students and 11th and 12th grade students required to retake the FCAT, intensive mathematics taught by top performing</i></p>	<p style="text-align: center;">Completed</p> <p>As previously reported in the October report, Requirement #20 has been completed.</p> <p>Results of the Fall 2006 Florida Comprehensive Assessment Test (FCAT) Mathematics for retakers are shown in the chart below:</p> <p>Mathematics SSS</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th rowspan="2">Grade</th> <th rowspan="2"># of Students</th> <th rowspan="2">Percent Passing</th> <th colspan="6">Percent in Each Achievement Level</th> </tr> <tr> <th>Level 1</th> <th>Level 2</th> <th>Level 3</th> <th>Level 4</th> <th>Level 5</th> <th>Levels 3-5</th> </tr> </thead> <tbody> <tr> <td>11</td> <td>130</td> <td>24</td> <td>60</td> <td>32</td> <td>8</td> <td>0</td> <td>0</td> <td>8</td> </tr> </tbody> </table>	Grade	# of Students	Percent Passing	Percent in Each Achievement Level						Level 1	Level 2	Level 3	Level 4	Level 5	Levels 3-5	11	130	24	60	32	8	0	0	8																		
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12	70	24	59	33	4	4	0	9																				
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<p>21</p> <p><u>SBE Approved</u> <u>5.14.06:</u></p> <p><i>Extended Day Credit Recovery Program</i></p> <p><u>Amended 6.20.06 to include:</u></p> <p><i>Transportation must be provided and district must report percent of eligible students participating and success rate.</i></p>	<p style="text-align: center; color: red; font-weight: bold; background-color: yellow;">Ongoing</p> <p>One hundred percent (100%) of Miami Edison students are enrolled in a mandatory 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 part of this regular eight-class schedule. One-hundred percent (100%) of students eligible for credit recovery coursework will participate in credit recovery this year. Current data is reflected in the following charts.</p> <p>Course Recovery Enrollment</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th style="width: 40%;">Program</th> <th style="width: 30%;"># of eligible students enrolled in credit recovery</th> <th style="width: 30%;">% of eligible students enrolled in credit recovery</th> </tr> </thead> <tbody> <tr> <td>Adult Ed</td> <td style="text-align: center;">41</td> <td style="text-align: center;">20%</td> </tr> <tr> <td>Virtual School</td> <td style="text-align: center;">1</td> <td style="text-align: center;">1%</td> </tr> <tr> <td>Regular School Day</td> <td style="text-align: center;">31</td> <td style="text-align: center;">15%</td> </tr> </tbody> </table> <p>Missing Credits</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;">Missing Credits</th> <th style="width: 30%;"># of students</th> <th style="width: 40%;">% of total school enrollment (1,032)</th> </tr> </thead> <tbody> <tr> <td>1 credit</td> <td style="text-align: center;">158</td> <td style="text-align: center;">15%</td> </tr> <tr> <td>2 credit</td> <td style="text-align: center;">33</td> <td style="text-align: center;">3%</td> </tr> <tr> <td>3 credit</td> <td style="text-align: center;">9</td> <td style="text-align: center;">1%</td> </tr> <tr> <td>4 or more</td> <td style="text-align: center;">4</td> <td style="text-align: center;">5%</td> </tr> </tbody> </table> <p>The number of students who are eligible for credit recovery increased since last month because elective course enrollment is now included in the course recovery data. Last month, only the enrollment in core subjects was included. Also, students who are enrolled in Adult Education program are now included in this report.</p>	Program	# of eligible students enrolled in credit recovery	% of eligible students enrolled in credit recovery	Adult Ed	41	20%	Virtual School	1	1%	Regular School Day	31	15%	Missing Credits	# of students	% of total school enrollment (1,032)	1 credit	158	15%	2 credit	33	3%	3 credit	9	1%	4 or more	4	5%
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⁴ Top performing mathematics teachers are not identified by degrees or certification earned. Top performing mathematics teachers are those for whom strong student learning gains can be documented.

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		Aggressive efforts to increase student enrollment in credit recovery options are underway. Specifically, guidance counselors are in the process of meeting with each student in need of credit recovery in order to assign them to the proper program.
22	<p><u>Current law:</u></p> <p><i>Choice for all students to transfer to two or more schools performing at grade level C or above, with transportation provided</i></p> <p><u>Amended 6.20.06 to include:</u></p> <p><i>District must document outreach to parents regarding this choice option.</i></p>	<p>Completed</p> <p>As previously reported in the October report, Requirement #22 has been completed.</p>
23	<p><u>SBE Approved 6.20.06:</u></p> <p><i>Support school with Title I Funds, in accordance with applicable federal laws</i></p>	<p>Completed</p> <p>As previously reported in the October report, Requirement #23 has been completed.</p>
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<p>24</p>	<p><u>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 style="text-align: center;">Ongoing</p> <p>At the conclusion of the second SES enrollment period, a total of 372 parents of eligible students from Miami Edison Senior High School completed applications for SES of which 160 students have enrolled in SES and 212 parents elected not to receive services. The District will continue to market SES for parents who have not availed themselves of these services as well as for those who have selected not to receive services.</p>
<p>25</p>	<p><u>SBE Approved 6.20.06:</u></p> <p><i>District must document faithful implementation of the approved K-12 Reading Plan.</i></p>	<p style="text-align: center;">Ongoing</p> <p>Ms. Sharon Scruggs-Williams, District Supervisor from the District Division of Language Arts and Reading, visited Miami Edison Senior on Monday, November 6, 2006 to verify fidelity to the implementation of the K-12 Reading Plan. She visited several Reading and Language Arts classrooms. The students in the READ 180 classes were actively engaged in the classroom activities. The READ 180 teachers were working with the students to fully implement the components of the program. The students in the English classes were reading and engaging in activities related to a class novel. The English teachers were providing instruction related to the class novel (vocabulary words and comprehension questions).</p> <p>Ms. Scruggs-Williams also met with two of the four reading coaches at Edison. The coaches discussed assessment data issues and how they are supporting the teachers with classroom instruction. Three of the four coaches are new coaches and would benefit from attending the <i>Just Read, Florida!</i> new coaches training.</p>
<p>26</p>	<p><u>SBE Approved 6.20.06:</u></p> <p><i>District must report to the State Board monthly regarding progress.</i></p>	<p style="text-align: center;">Ongoing</p> <p>The District will submit a written report to the State Board of Education on the first of every month regarding the progress of Corrective Action schools, commencing with October, 2006.</p>

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SBE Approved 6.20.06:

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

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

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