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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>February 1, 2007</i>
1	<p><u>SBE Approved</u> <u>4.18.06:</u></p> <p><i>School Restructure Plan:</i></p> <p><i>Change the grade configuration of the school and the programs offered.</i></p>	<p style="text-align: center;">Completed</p> <p>As previously reported in the October report, Requirement #1 has been completed.</p>
2	<p><u>SBE Approved</u> <u>5.14.06:</u></p> <p><i>Implement a schoolwide reform model for ALL students.</i></p>	<p style="text-align: center;">Ongoing</p> <p>On December 7, 2006, Miami Edison Senior hosted a High Schools That Work (HSTW) Technical Assistance Visit. A team from HSTW spent the day visiting the school and observing the implementation of HSTW. The team had the opportunity to visit classrooms and speak with teachers, parents, students, counselors, administrators and community members. Feedback from the High Schools That Work (HSTW) Technical Assistance Visit conducted on December 7, 2006, was delivered to the school in December. Promising Practices include the establishment of a climate of learning, print-rich classrooms, and high expectations for teachers and students. The school is working to address the next steps, including the encouragement of greater teacher leadership and ownership of student achievement, plus continued development and refinement of academies. The entire feedback report is available at the school site.</p>
3	<p><u>SBE Approved</u> <u>5.14.06:</u></p>	<p style="text-align: center;">Ongoing</p>

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Implement and align schoolwide reform model in feeder schools

On December 8-9, 2006, the Vice Principal and College Assistance Program (CAP) Counselor attended a vertical team planning conference in Orlando, Florida. This workshop was conducted by the College Board and was designed to strengthen the articulation process between high schools and post secondary institutions.

To strengthen the articulation between the senior high schools and feeder pattern 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. The meeting scheduled for November 29, 2006 was cancelled due to a mandatory professional development activity. The professional learning conversation was rescheduled and held on December 20, 2006. In addition, the Assistant Principal for Curriculum coordinated a meeting between the administrators at Miami Edison Senior High School and the feeder pattern middle and elementary schools on December 15, 2006 and January 10, 2007 to discuss subject selection for the 2007-08 school year. Future meetings are scheduled for February 28, March 28, April 25, and May 30, 2007.

On January 31, 2007, Miami Edison hosted a Curriculum Fair. All incoming ninth grade students and their families were invited to this evening event that highlighted the curriculum offerings for the upcoming school year.

Teachers continue to participate in monthly workshops in Vertical Teaming that began in December. 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.

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 most recent meeting was held on January 10, 2007. Future meetings will be held in March and April.

All principals from the Miami Edison Senior High feeder pattern participate in vertical articulation professional learning

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		<p>conversations throughout the school year. Meetings were held in August and October. The most recent meeting was held on January 25, 2007. Future meetings will occur on March 22 and April 17, 2007.</p> <p>The Division of Student Services conducted Technical Assistance Visits on January 22-24, 2007, at Miami Edison's feeder pattern middle schools, Horace Mann Middle and Miami Edison Middle. The purpose of the visits was to conduct walkthroughs and provide feedback on best practices and next steps for the implementation of Making Middle Grades Matter.</p>
4	<p><u>SBE Approved</u> <u>4.18.06:</u></p> <p><i>Local school board-approved funding for schoolwide interventions to each individual F school</i></p>	<p style="text-align: center;">Completed</p> <p>As previously reported in the October report, Requirement #4 has been completed.</p>
5	<p><u>SBE Approved</u> <u>5.14.06:</u></p> <p><i>School guarantees parents of entering ninth grade students remediation, interventions, rigorous programs, and extended day programs</i></p> <p><u>Amended 6.20.06 to include:</u></p> <p><i>This will be a contract with parents, and</i></p>	<p style="text-align: center;">Ongoing</p> <p>As of January 22, 2007, a total of two-hundred seventeen (217) ninth grade contracts have been completed. The total number of ninth grade students is two-hundred seventeen (217), meaning that one hundred percent (100%) of all incoming ninth graders and their families have completed the contract.</p>

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	<p style="text-align: center;">starting with the incoming ninth graders in 2006, the contract will be for 4 years.</p>	
<p style="text-align: center;">6</p>	<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>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.</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 in grades nine and ten 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"

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Tutoring data are shown in the charts.

Reading

Grade Level	School Total	# of Students attending Tutoring AFTER SCHOOL	# of Students Provided with Pull-Out Tutoring	# of Students Attending Tutoring on Saturdays	Total # of Students Provided with Tutorial Services
Ninth	294	92	142	47	281
Tenth	276	111	121	17	249
Retakers	299	72	76	19	167

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	294	92	89	47	228
Tenth	276	111	106	16	233
Retakers	160	36	69	16	121

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	276	74	117	33	224

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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		<p>Science</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 12.5%;">Grade Level</th> <th style="width: 12.5%;">School Total</th> <th style="width: 12.5%;"># of Students attending Tutoring AFTER SCHOOL</th> <th style="width: 12.5%;"># of Students Provided with Pull-Out Tutoring</th> <th style="width: 12.5%;"># of Students Attending Tutoring on Saturdays</th> <th style="width: 12.5%;">Total # of Students Provided with Tutorial Services</th> </tr> </thead> <tbody> <tr> <td>Eleventh</td> <td>250</td> <td>3</td> <td>59</td> <td>1</td> <td>63</td> </tr> </tbody> </table> <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>	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	250	3	59	1	63				
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7	<p><u>SBE Approved</u> <u>5.14.06:</u></p> <p><i>District Community Assessment Team – FLDOE, Parent, Business, Educator, Community Member, Local Government representation</i></p>	<p style="text-align: center;">Ongoing</p> <p>The monthly DCAT meeting was held on December 13, 2006, and January 17, 2007. The January 31 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>READING</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</u></p>	<p style="text-align: center;">Ongoing</p> <p>Staff continues to participate in Professional Development (PD) activities outlined in the Assistance Plus Plan. During the months of December and January, the following professional development activities were provided:</p> <p>PROFESSIONAL DEVELOPMENT ACTIVITIES: DECEMBER</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 12.5%;">DATE</th> <th style="width: 37.5%;">DESCRIPTION</th> <th style="width: 12.5%;"># OF ATTENDEES</th> <th style="width: 37.5%;">DESCRIPTION OF ATTENDEES</th> </tr> </thead> <tbody> <tr> <td>12/15/06</td> <td>Feeder Pattern Articulation Meeting</td> <td>1</td> <td>Counselor 100% participation</td> </tr> <tr> <td>12/1/06</td> <td>SUPI @ Jackson</td> <td>7</td> <td>SUPI & HSTW Teams 100% participation</td> </tr> <tr> <td>12/1/06</td> <td>Interim Assessment Data Workshop</td> <td>5</td> <td>VP/Coaches & Science Dept. Chair</td> </tr> </tbody> </table>	DATE	DESCRIPTION	# OF ATTENDEES	DESCRIPTION OF ATTENDEES	12/15/06	Feeder Pattern Articulation Meeting	1	Counselor 100% participation	12/1/06	SUPI @ Jackson	7	SUPI & HSTW Teams 100% participation	12/1/06	Interim Assessment Data Workshop	5	VP/Coaches & Science Dept. Chair
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12/1/06	Interim Assessment Data Workshop	5	VP/Coaches & Science Dept. Chair															

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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 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.

			100% participation
12/2/06	Classroom, Inc.	8	9 th grade teachers 100% participation
12/2/06	Writing Workshop	5	Writing teachers 100% participation
12/6/06	VP meeting @ Madison Middle	1	VP 100% participation
12/6/06	Focus on Grammar	6	ESOL Teachers 100% participation
12/8/06	Using the Graphing Calculator in the Classroom (T1Navigator)	8	Math department 100% participation
12/8/06	Bureau of School Improvement	2	VP/Science Department Chair 100% participation
12/9/06	FCAT Writes + Writing Workshop	5	Writing teachers 100% participation
12/12/06	NEST	11	New teachers
12/12/06	Advance Placement Audit training	2	VP/Testing Chair 100% participation
12/13/06	Fiscal Management	1	SUPI teacher 100% participation
12/19/06	NEST	14	New teachers
12/4-5	Advance Placement Counselor Workshop	2	VP/CAP Advisor 100% participation
12/6-8	Safe Crisis Management	2	ESE teachers

PROFESSIONAL DEVELOPMENT ACTIVITIES: JANUARY

<u>DATE</u>	<u>DESCRIPTION</u>	<u># OF ATTENDEES</u>	<u>DESCRIPTION OF ATTENDEES</u>
1/10/07	AP Audit Training	10	AP teachers 100% participation
1/10/07	CRISS Follow-up	37	New teachers & educators trained earlier this school year AP teachers 100% participation
1/12/07	Writing Plus	4	Coaches Writing teacher AP teachers
1/13/07	ASAP Modules	2	SUPI Team 100% participation
1/16/07	FCAT Training	1	Testing Chairperson 100% participation
1/16/07	NEST	10	New teachers

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<p><u>ELL</u></p> <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</u></p>	1/17/07	Regional AP Meeting	5	VP/AP AP teachers 100% participation	
	1/17/07	Action Plan for 2007 FCAT Science 8 th and 11 th grade	2	AP/Department Chair 100% participation	
	1/17/07	Marginal Note-Taking Selective Highlighting	57	Separate meetings for Academies 100% participation	
	1/17/07	Adobe Acrobat Professional workshop	1	BTE Department chair 100% participation	
	1/17/07	Classroom, Inc.	4	9 th grade teachers	
	1/17/07	Antisocial Behavior	13	Special Education	
	1/10-11	Smaller Learning Communities: Evaluating Achievement/Changing Lives	4	SLC Team AP teachers 100% participation	
	<p>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.</p> <p>READING ENDORSEMENT: Ten (10) teachers, representing fifty-nine percent (59%) of Reading teachers, are enrolled in Reading Endorsement courses. Three (3) teachers participated in a face-to-face Reading Endorsement course that was offered during Winter Break. To date, eight (8) teachers have completed Competence One, and eight (8) teachers have completed Competency Two. Currently, one (1) teacher is enrolled in Competency Two, five (5) teachers are enrolled in Competency Three, four (4) teachers are enrolled in Competencies Four and Five, and two (2) teachers are enrolled in Competency Six.</p> <p>NEW TEACHERS: 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 an average of eighty-one (81%) of all new teachers participating.</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</p>				

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above grade level in Mathematics, the percentage of students who did not score 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

management in terms of instructional pacing, and general management of paperwork.

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 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.

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proficiency in 2006 FCAT Reading and 0% of the SWD achieved proficiency in 2006 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)

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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 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

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	<p><u>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.</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</p>

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		<p>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 meetings.</p> <p>Additional Professional Development: December</p> <table border="1" data-bbox="602 464 1455 684"> <thead> <tr> <th>DATE</th> <th>DESCRIPTION</th> <th># OF ATTENDEES</th> <th>DESCRIPTION OF ATTENDEES</th> </tr> </thead> <tbody> <tr> <td>12/1/06</td> <td>Interim Assessment Review</td> <td>6</td> <td>1 AP and 5 teachers 100% participation</td> </tr> <tr> <td>12/5/06 12/12/06</td> <td>Effective Reading Instruction for LEP Students</td> <td>5</td> <td>5 teachers 100% participation</td> </tr> </tbody> </table>	DATE	DESCRIPTION	# OF ATTENDEES	DESCRIPTION OF ATTENDEES	12/1/06	Interim Assessment Review	6	1 AP and 5 teachers 100% participation	12/5/06 12/12/06	Effective Reading Instruction for LEP Students	5	5 teachers 100% participation
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10	<p><u>SBE Approved</u> <u>5.14.06:</u></p> <p><i>District full-time staff assigned to each school</i></p>	<p style="text-align: center;">Completed</p> <p>As previously reported in the October report, Requirement #10 has been completed.</p> <p>As of January 10, 2007, a full-time District Professional Development Specialist was hired and assigned to the school to facilitate professional development activities at the school site, support new and early career teachers, and provide in-class assistance with CRISS implementation for all staff.</p>												
11	<p><u>SBE Approved</u> <u>4.18.06:</u></p> <p><i>Identification and hiring of proven educational leaders¹</i></p>	<p style="text-align: center;">Completed</p> <p>As previously reported in the October report, Requirement #11 has been completed.</p> <p>During the month of December, Dr. Carmen Marinelli, Mentor Principal, provided the Co-Principals at Miami Edison Senior High School with nine (9) mentoring hours, and an additional twelve (12) mentoring hours in January, for a total of approximately seventy-one (71) 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</i></p>	<p style="text-align: center;">Completed</p> <p>As previously reported in the October report, Requirement #12 has been completed.</p>												

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

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	<i>evidence of being highly effective.</i> ²	
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.</i>³</p>	<p style="text-align: center;">Completed</p> <p>As previously reported in the October report, Requirement #13 has been completed.</p>
14	<p><u>SBE Approved 5.14.06:</u></p> <p><i>Performance Pay Plan</i></p>	<p 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>

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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15	<p><u>SBE Approved</u> <u>5.14.06:</u></p> <p><i>Dedicated district school safety and attendance personnel</i></p>	<p style="text-align: center;">Completed</p> <p>As previously reported in the October report, Requirement #14 has been completed.</p>
16	<p><u>SBE Approved</u> <u>4.18.06:</u></p> <p><i>Fully staffed entire school-year</i></p>	<p style="text-align: center;">Ongoing</p> <p>Miami Edison Senior High is 100% fully staffed.</p>
17	<p><u>SBE Approved</u> <u>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</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> <ul style="list-style-type: none"> 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>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,</p>

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	<p>school.</p> <p><i>All reading coaches must be approved by the Department.</i></p>	<p>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 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 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>The Reading Coaches participated in the "Secondary Reading Coaches Meeting" with the School Improvement Zone on December 19th, 2006.</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,</p>

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		<p>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>
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>READING ENDORSEMENT: Ten (10) teachers, representing fifty-nine percent (59%) of Reading teachers, are enrolled in Reading Endorsement courses. Three (3) teachers participated in a face-to-face Reading Endorsement course that was offered during Winter Break. To date, eight (8) teachers have completed Competency One, and eight (8) teachers have completed Competency Two. Currently, one (1) teacher is enrolled in Competency Two, five (5) teachers are enrolled in Competency Three, four (4) teachers are enrolled in Competencies Four and Five, and two (2) teachers are enrolled in Competency Six. One (1) teacher is completing a Master's Degree Program in Reading. A few of the teachers are enrolled in more than one course.</p>

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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 mathematics teachers.⁴</i></p>	<p>Completed</p> <p>As previously reported in the October report, Requirement #20 has been completed.</p>
21	<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>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>

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>Course Recovery Enrollment</p> <table border="1"> <thead> <tr> <th>Program</th> <th># of eligible students enrolled in credit recovery</th> <th>% of eligible students enrolled in credit recovery (204)</th> </tr> </thead> <tbody> <tr> <td>Adult Ed</td> <td>110</td> <td>56%</td> </tr> <tr> <td>Virtual School</td> <td>16</td> <td>8%</td> </tr> <tr> <td>Regular School Day</td> <td>74</td> <td>36%</td> </tr> </tbody> </table> <p>Missing Credits</p> <table border="1"> <thead> <tr> <th>Missing Credits</th> <th># of students</th> <th>% of total school enrollment (1,032)</th> </tr> </thead> <tbody> <tr> <td>1 credit</td> <td>158</td> <td>15%</td> </tr> <tr> <td>2 credit</td> <td>33</td> <td>3%</td> </tr> <tr> <td>3 credit</td> <td>9</td> <td>1%</td> </tr> <tr> <td>4 or more</td> <td>4</td> <td>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 the Adult Education program are now included in this report.</p> <p>Aggressive efforts to increase student enrollment in credit recovery options resulted in significantly higher numbers of students registering for credit recovery. Guidance counselors continue meeting with each student in need of credit recovery in order to assign them to the proper program and monitor their progress.</p>	Program	# of eligible students enrolled in credit recovery	% of eligible students enrolled in credit recovery (204)	Adult Ed	110	56%	Virtual School	16	8%	Regular School Day	74	36%	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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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 style="text-align: center;">Completed</p> <p>As previously reported in the October report, Requirement #22 has been completed.</p>																											

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	<p><u>Amended 6.20.06 to include:</u></p> <p><i>District must document outreach to parents regarding this choice option.</i></p>	
23	<p><u>SBE Approved 6.20.06:</u></p> <p><i>Support school with Title I Funds, in accordance with applicable federal laws</i></p>	<p style="text-align: center;">Completed</p> <p>As previously reported in the October report, Requirement #23 has been completed.</p>
24	<p><u>SBE Approved 6.20.06:</u></p> <p><i>Aggressive efforts to have all eligible students receive State Approved SES. Outreach efforts specific to this school, and participation rates, must be documented and reported.</i></p>	<p style="text-align: center;">Ongoing</p> <p>As of January 23, 2007, a total of four hundred forty-seven (447) students meeting eligibility requirements have enrolled in Supplemental Educational Services (SES). Of this, one hundred ninety-two (192) students have been assigned to providers as a result of the first and second enrollment periods. The parents of the remaining two hundred fifty-five (255) students declined SES. In order to ensure that all students have ample opportunity to receive this free tutorial services, Title I Administration has developed a flyer to remind the parents who already have submitted an enrollment form for SES, about the availability of this program. The flyer has been developed in English, Spanish and Haitian-Creole to provide full opportunities for the participation of all eligible students. In addition, the District will be delivering an automated message to parents of all students that have been assigned to providers, but have not been engaged in services.</p>

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<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's Division of Language Arts and Reading, visited Miami Edison Senior to facilitate a CRISS follow-up lesson for 40 teachers from all content areas. The teachers revisited the CRISS principles and philosophy, and reviewed how to infuse the principles in their lesson plans. The follow-up lesson provided teachers with an opportunity to use hands-on CRISS activities and apply them in a CRISS Strategic Learning Plan (CSLP). At the end of the session, the teachers had created a model of a CSLP to assist them in developing their own lesson plans in their content areas.</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>

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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