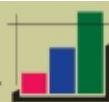




Florida Department of Education

DIVISION of PUBLIC SCHOOLS

"We're all about Increased Student Achievement!"



BUREAU OF SCHOOL IMPROVEMENT

2006 – 2007

SCHOOL IMPROVEMENT PLAN

School Name: MIAMI EDISON SENIOR HIGH SCHOOL

District Name: Dade

Principal: Dr. Jean Teal/Dr. David Moore

SAC Chair: Sharon J. Cooper

Superintendent: Rudolph F. Crew, Ed.D.

Date of School Board Approval: Pending School Board Approval

**John L. Winn,
Commissioner**

Florida Department of
Education
325 West Gaines Street
Tallahassee, Florida
32399



**Cheri Pierson Yecke,
Chancellor**

K-12 Public Schools
Florida Department of
Education
325 West Gaines Street
Tallahassee, Florida
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VISION/MISSION/BELIEF STATEMENTS

MISSION

Miami Edison Senior High School seeks to be a safe, supportive, and nurturing community which inspires all students to perform at high levels of learning. High standards and continuous improvement is embedded within our school culture to inspire lifelong learners to flourish in a global society.

VISION

The vision of Miami Edison Senior High School is to deliver a relevant and rigorous academy based curriculum designed to meet the educational needs of our diverse population. Students will be empowered through engaging social educational relationships, real world experiences, community and business partnerships whereby students are equipped with the essential tools to enable them to achieve their highest potential in their postsecondary endeavors and to become lifelong learners.

SCHOOL PROFILE DEMOGRAPHICS

Facility/Community

Miami Edison Senior High School, a historic Miami-Dade County Public School, opened in 1917. It is a four-year institution, serving a multi-ethnic, multi-cultural student body and community. Miami Edison Senior High School is a Title I school located between the inner-city Miami neighborhoods known as "Little Haiti," and "Liberty City". Miami Edison Senior High School serves as a community school, and as a special needs hurricane shelter. Since the mid-seventies, an influx of people of Caribbean and South American descent have enriched the cultural aspect of the community, making it one of the most dynamic urban areas in South Florida. This demographic growth has created new challenges for the school. The 2006-2007 school year will feature continued renovations to the physical facility to support the implementation of career academies.

Student Demographics/Performance Groups

Many of the students, that attend Miami Edison Senior High School, are of Haitian descent, or have recently arrived from Haiti. The school's capacity is 2219. Enrollment at the end of the 2005-2006 school year was approximately 1300. Projected enrollment for the 2006-2007 school year is 1136. The ethnic/racial makeup of the student body is 1017 African-American students, (the majority of Haitian descent), 108 Hispanic students, 9 White (Non-Hispanic) students, and 2 (Other). Of the projected enrollment, 13% are comprised of Students With Disabilities (SWD) and 20% are Limited English Proficient (LEP) students, with 290 students being served in the English for Speakers of Other Languages (ESOL) program. Approximately 73% of the students have been identified as eligible for free or reduced lunch. A recent school profile report from 2004-2005 indicates that the mobility index is 50.

Teacher Demographics

All instructional staff are certified. Student-teacher ratios for students taking standard academic courses in 16:1, which is at or below state requirements. The faculty of 150 professionals is comprised of 69 males and 81 females; 25 staff members have Masters degrees, and 11 staff members have Specialists Degrees, and 3 staff members have Doctoral degrees; 14% are beginning teachers. The ethnic composition of the staff is as follows; 13% White (Non-Hispanic), 68% African-American, 17% Hispanic, 2% Asian/American Indian. An analysis of the staff characteristics for 2004-2005 indicate the average number of years teaching in Florida at seven years and the percent of teachers new to the school during that year at 25%. The average salary for instructional staff is reported at \$41,576.12.

Attendance Rate

The student attendance rate, as indicated in trend data of the 2003-2004 school profile report, is 88%. Upon further analysis of that year, available data indicates that 85 students had perfect attendance, 345 students were absent between one and five days, 302 students were absent between six and ten days, 221 students were absent between eleven and fifteen days, 187 students were absent between sixteen and twenty days, and 711 students were absent twenty-one days or more. According to the

2004-2005 School Indicators Report, 33.5% of students were absent 21+ days. For the 2005-2006 school year, Miami Edison's attendance rate was 90.62%.

Promotion/Retention/Graduation Rate

An analysis of 2003-2004 school profile data indicates the following promotion and retention information; 23% of ninth grade students were not promoted/retained, while 77% of ninth grade students were promoted. Grades ten, eleven and twelve each reported that 24% of their respective student populations were not promoted/retained, while 76% of the students were promoted. Recent graduation rates are reported at 32%. An analysis of the 2004-2005 School Profile data indicates a Drop out Rate of 8.0 and a Graduation Rate of 28.2.

Feeder Pattern

Miami Edison Senior High School serves as a "feeder" high school for the following schools within the District's Regional Center IV; Horace Mann Middle School, Miami Edison Middle School, Edison Park Elementary School, Little River Elementary School, Toussaint Louverture Elementary School, Miami Shores Elementary School, Thena Crowder Elementary School, Phyllis Miller Elementary School, Morningside Elementary School, and Shadowlawn Elementary School. To meet the requirements of a reform model for the feeder patterns, and to provide appropriate articulation, High Schools That Work (HSTW) will be expanded by implementing Making Middle Grades Work (MMGW) accordingly throughout the feeder pattern. The district will implement this program with the feeder middle schools through the Department of Career Initiatives by conducting professional development with the leadership team and instructional personnel and developing an implementation plan that will include timelines. Horace Mann and Edison Middle Schools, the two feeder pattern schools, will institute small-learning communities by creating interdisciplinary academic teams at every grade level. These teams will consist of four core teachers (language arts, mathematics, science, and social studies) who will share common planning time for the purpose of creating a more rigorous, relevant curriculum. Thematic units based on the career/professional academies offered at Miami Edison will provide middle school students with greater exposure to career opportunities offered at the high school.

Special Programs/Advisory Council

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

- o Medicine and Health

- o Law Studies and Public Service
- o Business and Finance
- o Communications and Digital Technology

Miami Edison Senior High School students in grades 10 -12 will have the opportunity to choose an interest-based academy theme. The academy model will allow students the opportunity to take college preparation courses, earn college credit, prepare for the world of work, and earn industry certification. Participation in these academies will provide students with an instructional program that is both engaging and relevant to their postsecondary opportunities (e.g., university, work force, military), in addition to the required high school curriculum. Mentors and tutors from the world of work will provide applied knowledge and skills to this curriculum initiative. Further, the specialized courses of study will serve as an incentive for other students across the District to seek admission to Miami Edison based on their career/professional interests and aspirations.

The Career Academy model as delineated in the M-DCPS Secondary School Reform (SSR) Plan adopted by the School Board of Miami-Dade County, Florida at its May 2006 meeting, will provide students additional opportunities to transfer learning and receive exposure to industry demands through job shadowing, summer and school year internships, and presentations by guest speakers from the community. Students will be encouraged to join the academies' career technical service organizations where they can engage in problem-solving activities and gain better skills in interpersonal relationships.

As one of the schools selected to participate in M-DCPS Secondary School Reform, Miami Edison has adopted the six principles guiding the Secondary School Reform initiative:

- Personalized Learning Environments;
- Academic Engagement of All Students;
- Empowered Educators;
- Accountable Leaders;
- Engaged Community and Youth; and
- Integrated System of High Standards, Curriculum, Instruction, Assessments and Supports.

Projected student outcomes are as follows:

- Students graduate with standard diploma plus any additional certifications (e.g., vocational license or certification)
- Students are prepared for 13th grade transition (college, university, technical, school, or career)
- Students work in teams, collaborating with peers to solve problems using industry standard application programs and technology tools
- Students complete an internship experience in selected career path
- Students are prepared for the world of work
- Students participate in character education/ethics instruction
- Students are able to present solutions to an audience
- Students develop career/professional portfolios
- Students are able to articulate fluently

- Students will complete a Capstone Project

Ninth grade students will be part of a “Ninth Grade Transition Academy” that will be housed at Edison Middle School in an effort to create a small learning environment in a specially designated area of the facility. Additional personnel, including a vice-principal, an assistant principal, two counselors, a student activities director/test chairperson, reading coach, mathematics coach, technology support specialist, clerical support staff, and two pool substitute teachers, have been allocated to the satellite center to help ensure the successful implementation of these initiatives. In addition to the existing school site technology resources, the ninth grade satellite center will be provided with media center accessibility and enhanced academic offerings. Further, a restructured lunch program to enhance the social interactions and to mirror a high school dining experience will be initiated. Additionally, the freshman transition course will be required for all students entering ninth grade. The first semester transition component will include “Tools for Success” classes that are designed to set the context for high school as a pathway to college and careers. The “Tools for Success” curriculum, designed to address the issues and competencies that impact student transition, will be utilized to provide students access to intellectually challenging career/technical studies in high-demand fields that emphasize the higher-level mathematics, science, literacy and problem-solving skills needed in the workplace and in further education. The second semester component will be Classroom Inc., a course designed to incorporate team building/cooperative learning, and leadership development. All ninth-grade faculty including student services personnel will be trained in this curriculum prior to the opening of school.

For the 2006-2007 school year, the Tools for Success lessons will be expanded to include the following additional topics:

- understanding of the global/current economy;
- correlation between local environment, county, and country;
- relationship between adults and students, e.g., teachers, parents, civilians, police, etc.
- personal attitudes, appropriate social behavior, social grace, appropriate life styles, manners, etiquette;
- school ownership and pride.

All lessons incorporate literacy skills, home-learning/parent components and accommodations for diverse learners. The lessons are aligned with the Comprehensive Student Services Program PK-Adult’s Standard Development Framework, Sunshine State Standards, FCAT Benchmarks, and the Competency-Based Curriculum.

The main campus will house students in grades 10-12 who will participate in the “Academy Model” as part of the SSR Plan. The academies at Edison Senior will be structured to offer an innovative program of study that will allow students to choose a career/profession of interest. The curriculum for the academies will combine key principles of the school-to-career movement that will integrate academic and vocational instruction, will provide work-based learning opportunities for students, and will prepare students for postsecondary education and employment.

The School Advisory Council, referred to within M-DCPS as the Educational Excellence School Advisory Council (EESAC), is the sole body responsible for final decision making at the school site.

Activities and duties of SAC members include; meeting monthly to review the school's academic progress towards achieving SIP objectives and making decisions regarding the disbursement of SAC funds to support student achievement.

Unique Issues/Areas of Concern

Miami Edison Senior High School, a quintuple-F school located centrally within the heart of Miami-Dade County and the inner city community of Little Haiti, is perhaps one of the state's worst performing schools in need of a mandated Corrective Action Plan. According to recent research, the Department of Education estimates that nearly fifty-four percent of Florida's students who leave high school do so between the ninth and tenth grade. Edison's graduation rates have declined to an all time low of 28.2%. This traumatic drop-out rate is due to factors such as; academic failure, chronic absences, family and economical problems, a loss of confidence, or 'feeling lost' in traditionally large educational institution. Failure to consistently meet basic reading and math standards, with the majority of the student population, has placed the school in an emergency status for re-structuring. The school seeks to rise to the challenge of closing the disparaging achievement gap consisting of low economic groups and uninterested/unmotivated students to ensure that all students successfully transition from consumers to producers of knowledge.

School & Community Partners

A District Community Assessment Team will be comprised of a representative from the Florida Department of Education, parent, business representative, educator, community member, and local governmental representative. The membership of this Community Assessment Team will be submitted to the Commissioner of Education.

This Board will function to:

- participate with District and school staff in the planning and development of a new curriculum to be implemented in the 2006-07 school year;
- convene monthly meetings to report to the community on the pace, quality, and evidence of substantive changes in the school in accord with said Corrective Action Plan;
- report monthly results to the Superintendent related to academic progress, reform efforts, community involvement and other pertinent activities;
- review school-based improvement plans; and provide feedback on the overall progress and impact of the corrective change process. Each career academy is monitored for compliance to industry standards by an industry-specific Advisory Board. The members of the Advisory Board will provide expertise in aligning curriculum offerings with real world applications, serve as student/teacher mentors, and afford opportunities for student internships and teacher externships.

Grants

With the support of the Office of Intergovernmental Affairs and Grants Administration, grant funding opportunities are researched and written to ensure additional funds for the school to sustain on-going initiatives and school reform. The school has recently submitted requests for proposals for its extended learning program and secondary school reform academies. The 21st Century Community

Learning Centers Grant for after school programs incorporates the TRACK Program. The TRACK program will engage students in various activities to increase skills such as technology-based learning, engaging small-group direct instruction, and enriching life experiences. An additional daily two-hour instructional block will be provided to the student participating in this program. Students will be afforded additional time-on-task, differentiated instruction, and learning resources not utilized during the school day. Additionally, Miami Edison's secondary school reform initiative incorporates the implementation of four academies during the 2006-2007 academic year. The specific academies are; Business & Finance, Communications & Digital Technology, Law Studies & Public Service, and Medicine & Health. Each academy lead teacher has submitted a grant proposal to the Florida Department of Education. The SUCCEED, Florida – Career Paths--New Academies grant program was established by the 2006 Florida Legislature to establish secondary career and professional (CAP) academies that integrate academic and career curriculum through a career-based theme.

SCHOOL MATCH

Miami Edison Senior High School will work in collaboration with North Miami Beach High School in Miami, Florida. North Miami Beach uses the Academy of Information Technology (AOIT) to infuse rigorous instruction across the curriculum and incorporate high expectation for its students. The student population at North Miami Beach is comprised of subgroups similar to those at Miami Edison. The administrative team at North Miami Beach has developed a history of consistent leadership. The school earned a grade of “C” based on the 2006 school performance accountability results. It is anticipated that Miami Edison will benefit from the collaborative relationship with North Miami Beach.

The leadership team of Miami Edison Senior High School will visit North Miami Beach Senior High School and participate in the following:

- take part in collegial conversations with the leadership team of North Miami Beach Senior High School,
- observe teachers working together to integrate their curriculum with the identified vocational theme, and
- observe vocational teachers implementing high level rigorous instruction aligned to standards assessed on the FCAT.

As a result of the collaboration with North Miami Beach High School, Miami Edison expects to build leadership capacity which offers the following experiences for its faculty and students:

- professional development programs for academy teachers;
- industry specific resources for developing career content programs that meet industry-standard objectives; and
- career experiences (e.g., field visits, mentoring, job shadowing, internships) matching the qualifications of academy students.

QUALITY STAFF

Highly Qualified Administrators

Dr. Jean Teal 143578 Principal

Dr. Jean Teal has 20 years as an educator, eight of which are in the area of administration. As a teacher and assistant principal, she participated in several successful action research projects in reading and mathematics to improve student achievement. As an assistant principal in a low performing middle school, Dr. Teal developed a school-wide mathematics plan that resulted in a twenty-two percentage point increase for students in grade six and a twenty-five percentage point increase for students in grade seven as assessed on the FCAT. While functioning as a principal of a low performing school, identified as an “F” school, she implemented scientifically based research and practices related to teaching and learning which resulted in an eleven percentage point increase in students meeting high standards in reading, an eleven percentage point increase in students making learning gains, and an eleven percentage point increase in the Lowest 25% making Adequate Yearly Progress as assessed on the FCAT. During 2004-2005, Dr. Teal moved her elementary school from a school grade of “C” to a school grade of “A”. Because of her strong instructional leadership, 68% of students met high standards in reading, 68% in mathematics, and 86% in writing. In addition, 72% made learning gains in reading and 85% in mathematics while 67% of the Lowest 25% made Adequate Yearly Progress, resulting in 446 school points. Dr. Teal effectively expanded her role of principal during 2005-2006 when Miami Edison Senior High demonstrated growth in all accountability areas. Ninth grade improved 1% in reading and 5% in mathematics. Tenth grade improved by 5% in reading, 12% in mathematics and 2% in writing. In total, Miami Edison increased their accountability points from 254 to 274, an improvement of 20 points. Dr. Teal has a Bachelor of Arts degree and a Master of Science degree in Elementary Education. She also holds a Doctorate in Educational Leadership. Certification is in the areas of Elementary Education, Educational Leadership, Gifted, Marketing and Adult Education.

Dr. David Moore 213409 Principal

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

its group. Dr. Moore aligned the Continuous Improvement Model used for Miami Dade County Public School with the Southern Association of Colleges and School's accreditation model "The Next Generation in Accreditation". He has also done extensive work in developing William H. Turner Technical Arts High School as a pure Academy School based on the standard set forth by the National Career Academy Coalitions. While working at Miami Douglas MacArthur Senior High School, Dr. Moore focused on developing a true learning organization. He developed a culture of professional learners. While serving at Miami Douglas MacArthur Senior High School, student attendance increased by 11%, and disruptive behavior decreased by 23%. Under Dr. Moore's leadership during the 2005-2006 school year, Miami Edison improved their FCAT scores 20 points from 254 to 274. During this same time period Miami Edison's total student suspensions were reduced by a total of 254 fewer student suspensions when compared to the previous school year. Student attendance also improved during the 2005-2006 school year by 2.02% when compared to the previous school year.

Ann Gary 210902 Vice-Principal

Ann Gary, B.S. Specific Learning Disabilities; M.S. English to Speakers of Other Languages, Endorsement: Educational Leadership (K-12)

Mrs. Gary has worked nine years as an educator. She is currently the Vice-Principal of Miami Edison Senior High School. Her vision, creativity, dedication, and hard work at Miami Edison Senior High School has resulted in an increase in students' performance gains in Reading, Writing, and Mathematics, as indicated by a 51 point increase in the overall student performance gain for the 2003-2004 school year, as the school increased from 208 points to 259 points. During 2005 -2006, her leadership was instrumental in an overall student performance gain of 20 points with an increase from 254 to 274. Further analysis of the 2006 FCAT results indicate that 7% of the students met high standards in Reading, 29% met high standards in Mathematics, 66% met high standards in Writing, 43% made learning gains in Reading, 72% made learning gains in Mathematics, and 57% of the Lowest 25% made learning gains in Reading. As an Assistant Principal of Curriculum at Miami Edison Senior High School, Mrs. Gary developed a New Teachers' Mentoring Program, monitored and organized a calendar for ongoing professional staff development, monitored the School Performance Excellence Plan (SPEP), Academic Improvement Plan (AIP), tutorials for pull-outs, during, and after school, and developed the Gear Up Summer Initiative in which approximately 50 teachers participated in staff development training and created curriculum maps for the 2004-2005 school year. She has attended various state mandated seminars and conferences to enhance achievement at Miami Edison Senior High School. Mrs. Gary worked collaboratively with the students, staff, and administrative team at Miami Norland Senior High School, which resulted in an increase in the overall student performance as indicated by the school grade moving from an F to a D. Mrs. Gary's career has been marked with various positions including; Language Arts ESE Teacher, Team Leader, Curriculum Council member, ESE Program Specialist, SACS chairperson, and Administrative Assistant. Prior to joining the team at Miami Edison Senior High School, she received the distinguished Reading Enhancement Grant Award, as well as, an Inclusion Grant for her vision, creativity, and outstanding work. Additionally, she has facilitated various FCAT and parent workshops. She is noted for her implementation of innovative programs, such as teaming, mentoring teachers, and inclusion.

Sandra C. Pelham 111180 Vice-Principal

Sandra C. Pelham, B.S. Elementary Education (1-6), M.S. Educational Leadership (K-12),

Endorsement: English for Speakers of Other Languages (ESOL)

Sandra C. Pelham has seventeen years of experience as an educator. Currently she is the Vice-Principal of the 9th Grade Satellite Center of Miami Edison Senior High School, housed at Miami Edison Middle School. As the administrator of the 9th Grade Satellite Center, she worked with the administration, leadership team, and other personnel to efficiently carry out the instructional focus that is designed to ensure the academic achievement of the 9th graders at the satellite center. Her leadership efforts with the 9th graders were instrumental in Edison's 2006 FCAT twenty point gain in the mean scale score. Upon further analysis, 2006 FCAT results indicate that 7% of the students met high standards in Reading, 29% met high standards in Mathematics, 66% met high standards in Writing, 43% made learning gains in Reading, 72% made learning gains in Mathematics, and 57% of the Lowest 25% made learning gains in Reading. Her hard work culminated in the 9th graders having outstanding attendance throughout the 2005 – 2006 school year as well as 100% attendance daily for the administration of the 2006 FCAT. Prior to working at Miami Edison Senior High, she was the Assistant Principal at Charles R. Drew Elementary School. While there, the administrative team moved the school from a school grade of "C" to an "A". The data showed that 68% of the students met high standards in Reading, 68% met high standards in Mathematics, and 86% met high standards in Writing. Also, 72% made learning gains in Reading, 85% made learning gains in Mathematics, and within the Lowest 25%, 67% made adequate yearly progress. Prior to becoming an administrator, Mrs. Pelham was the Technology Facilitator at Arcola Lake Elementary School, where she incorporated creative strategies to keep students, staff, and parents abreast concerning computer technology procedures and practices associated with the Miami-Dade County Public School District. She was a member of the Leadership Team and influential in the development and completion of the School Improvement Plan. Mrs. Pelham has also held a position as in the Office of Educational Planning and Quality Enhancement as an Educational Specialist with Miami-Dade County Public Schools where she networked with schools throughout the state and with Miami-Dade County to identify successful strategies to improve student achievement at schools with low student achievement. Mrs. Pelham's teaching career began at Miami Shores Elementary School in 1989. While at Miami Shores Elementary School, she served as grade level chairperson and was a member of the leadership team and EESAC. She holds a Bachelor of Science degree in Education from Florida State University, Tallahassee, Florida and a Master of Science degree in Educational Leadership from Nova Southeastern University, Ft. Lauderdale, Florida. She holds certification in Educational Leadership (All Levels), Elementary Education (Grades 1-6), and English for Speakers of Other Languages (ESOL) Endorsement.

Tashimba L. Andrews 210902 Assistant Principal

Tashimba Andrews, B.S. Elementary Education (1-6); M.S. Varying Exceptionalities (K-12); Ed.S. Educational Leadership K-12.

Ms. Andrews has invested ten years of service towards the education of children. She began her career teaching at Liberty City Charter School, the first charter school established in the state of Florida by Jeb Bush and T. Willard Fair. While fulfilling her responsibilities as a classroom teacher, she also assisted in the writing and development of the school's curriculum and served as the Program Specialist in the Exceptional Student Education Program (ESE). Her duties included conducting Child Study Team (CST) meetings, initiating and writing Individualized Education Plans (IEP), and coordinating psychological services. As a Site Director, she developed an after-school care program that included extracurricular activities, as well as Reading and Mathematics tutorials. Ms. Andrews continued to welcome challenges by transferring into the public sector as an out of field

Emotionally Handicapped (EH) teacher serving said students. After a year, she was appointed to the position of Reading Leader and played a pivotal role as the Reading liaison between the district and her school site. In this capacity she assisted with the development, coordination, and implementation of a successful school wide Reading plan, conducted professional development workshops for teachers and analyzed student assessment data to best recommend material for the enhancement of the school wide literacy plan. In addition to these responsibilities, Ms. Andrews organized a school wide career fair, multicultural student festival, served on the EESAC and the school's PTA where she structured school wide incentive programs with Dade Partners for both staff and students. At the high school level, Ms. Andrews continued her efforts within ESE as a Varying Exceptionalities Teacher and later as a Behavior Management Teacher (BMT). Her duties as a BMT included; developing a yearly program performance plan in collaboration with the program staff of EH/SED (Severely Emotionally Disturbed) populations; assisting administrators and other school staff in understanding the various sources of student behavioral problems and suggesting methods of decreasing inappropriate behaviors. Ms. Andrews has served as an Assistant Principal at Miami Edison Senior High School for the past year as the satellite site administrator for 9th grade students housed at Horace Mann Middle School. During the 2005-2006 school year, her leadership was instrumental in the school's 2006 FCAT results where 7% of the students met high standards in Reading, 29% met high standards in Mathematics, 66% met high standards in Writing, 43% made learning gains in Reading, 72% made learning gains in Mathematics, and 57% of the Lowest 25% made learning gains in Reading. Ms. Andrews, although at the middle school satellite site, kept students engaged through orchestrating activities at the main campus to provide an opportunity for students to actively participate in the complete high school experience.

Crystal J. Spence 246063 Assistant Principal

Crystal J. Spence, B.S. Business Administration/Professional Management; M.S. Varying Exceptionalities; Ed.S. Educational Leadership (K – 12)

Prior to becoming an educator, Mrs. Spence began her professional career in corporate America. Crystal began teaching in a non-traditional setting where she worked with students in alternative settings. She also spearheaded an alternative to suspension program for the City of North Miami Beach Police Department where she was responsible for writing and preparing the curriculum which encompassed all subject areas. Prior to becoming an Assistant Principal, Mrs. Spence worked at Miami Northwestern Senior High Community School as an Exceptional Student Education (ESE) teacher. As an ESE instructor she taught Mathematics, Science, and Reading to students working within standard as well as special diploma tracks. As an instructor at this low performing school, she was responsible for assessing students to ensure that all instruction was individualized and tailored to meet their needs. After working as an ESE teacher for a few years, she was promoted as Northwestern's Special Education Program Specialist. In this position, she was responsible for overseeing the ESE program of 600 students and 27 teachers. As the Program Specialist, Crystal Spence served as a valuable liaison for regional, district, outreach, community stakeholders, general education teachers and administrative staff. During her final year at Northwestern, 2005 FCAT results indicate that 14% of the students met high standards in Reading, 35% met high standards in Mathematics, 84% met high standards in Writing, 42% made learning gains in Reading, 66% made learning gains in Mathematics, and 56% of the Lowest 25% made learning gains in Reading. Within the Students With Disabilities (SWD) subgroup, 8% of the students tested scored at or above grade level and 12% of the students tested scored at or above grade level. Mrs. Spence continued to work with dedication and a spirit of excellence when she was appointed as Assistant Principal of Miami

Edison Senior High School. As an Assistant Principal, Mrs. Spence has worked diligently to carry out the vision and mission of the school. She implemented a lockout program that would track and monitor tardy students to school and/or class as well as diminish classroom interruptions during instruction.

Recruitment/Retention of Highly Qualified Teachers

Teachers in the Superintendent's School Improvement Zone (SIZ), including those employed at Miami Edison Senior High School, receive a 20% salary enhancement. This higher salary reflects the longer work day and extensive professional development which is required of teachers at this SIZ school, and it is anticipated that it will serve as an incentive to attract and retain high-quality, highly qualified teachers. Miami-Dade County Public Schools is committed to ensuring a highly qualified assortment of teachers. Presently, recruitment efforts include ongoing outreach to local and out-of-state colleges and universities. Alternative methods have proven to be successful in recruiting non-education majors. The District has been successful at partnering with Teach for America to fill teaching vacancies with highly intelligent, energetic professionals. Through the use of advanced technology, application procedures are being streamlined to provide a more efficient method of processing applicants and to improve communication with prospective candidates. Advanced contracts are also offered to all highly qualified candidates. The District's Teacher Recruitment and Retention Collaboration Committee comprised of M-DCPS staff, community leaders, and representatives from the local colleges and universities is working to recruit and retain highly qualified educators for the students of M-DCPS. To ensure the retention of highly qualified teachers, support through professional development that strengthens the knowledge base across subject areas, access to mentor teachers and collaboration with colleagues will be utilized.

CRP #7. Leadership/Mentoring

Miami-Dade County Public Schools is committed to ensuring a highly qualified pool of reading teachers. Presently, recruitment efforts include ongoing outreach to local, in and out-of-state colleges and universities, as well as alternative methods such as the recruitment of non-education majors. Via technology, application procedures are being streamlined to provide a more efficient method of processing applicants and to improve communication with prospective candidates. Advanced contracts are also offered to all highly qualified candidates. Additionally, the Teacher Recruitment and Retention Collaboration Committee comprised of M-DCPS staff, community leaders, and representatives from the local colleges and universities is working to recruit and retain highly qualified educators for the students of M-DCPS. To ensure the retention of reading teachers, support through professional development that strengthens the knowledge base in reading, access to mentor teachers and collaboration with colleagues will be utilized.

ADDITIONAL REQUIREMENTS

School Wide Improvement Model

Miami Edison Senior High School's data/leadership team will be comprised of the Principal for

Curriculum and Instruction, Vice-Principals, Reading Coaches, Math Coaches, Testing Chairs, Lead Teachers and Department Chairpersons. The data/leadership team will implement the school-wide improvement model which is Florida's 8-Step Continuous Improvement Model (CIM). The CIM is a data-driven, results-oriented improvement model that was successfully implemented fully by the Brazosport Independent School District in Texas. It has been integrated with the philosophies of both Total Quality Management (TQM) and Effective Schools Research. The CIM includes; Step 1: Test Score Disaggregation, Step 2: Time Line Development, Step 3: Instructional Focus, Step 4: Frequent Assessment, Step 5: Tutorials, Step 6: Enrichment, Step 7: Maintenance, and Step 8: Monitoring. Implementation of the FCIM will enable the school's leadership team and instructional personnel to effectively disaggregate data from the District's interim assessments, school-wide bi-weekly assessments, and various in-school assessments. The results of these analyses will enable the school's leaders to make informed decisions regarding teaching and learning, professional development opportunities, and progress monitoring.

Communication with Parents

The District has complied with both the spirit and the letter of the No Child Left Behind (NCLB) parental choice options by the aggressive and timely implementation of marketing strategies regarding the NCLB choice options for the parents of eligible students. Information has been disseminated in English, Haitian Creole and Spanish on SES and other NCLB options via posters, flyers, direct mailings, a dedicated telephone line, radio and television and distribution of SES information at local area businesses, community centers and faith-based organizations. The District has held six (6) Parental Choice Fairs at strategically located school sites and shopping malls throughout the school district, providing free transportation for those needing it. These fairs were held on Saturdays and weekdays evenings, providing the opportunity for parents to meet the State-approved providers. Suggested questions to ask providers, in three languages, were given to parents through the schools and at the fairs.

Miami Edison's Parent Resource Center serves as a clearinghouse for information, minutes, and historical data in reference to the PTSA, EESAC, and the School Accountability Board. Information is available detailing how parents can become involved in these endeavors. A needs assessment is conducted at the beginning of the academic year to determine the needs of both students and parents. All services provided are based on the results of the needs assessment and best practices research. Members of the community are utilized to provide some of the services that may be required. Staff from the Office of Parental Involvement, the Office of Community Services, and The Parent Academy collaborates with the school and community to provide classes and support to meet the diverse needs of the school community. The District PTA/PTSA provides additional support and training for the school's local PTA/PTSA. The District and the school will work to pursue a closer collaboration with Haitian neighborhood community centers to strengthen leadership, build capacity, and bridge the gap between the school and community to promote student achievement.

Pre-School Transition

Teacher Mentoring

MENTORING ACTION PLAN FOR PRINCIPALS AND TEACHERS

An important component of school wide staff development is the supportive framework that provides high-quality professional development tailored to the challenges facing novice and early-career teachers, administrators, support and student services personnel.

Miami Edison Senior High School has developed the following school wide staff development activities:

I. On-Site New/Early Educator Support Team Sessions will be held at the school twice a month:

- Sessions will cover topics introduced at the New Teacher Orientation held on July 28, 2006, in addition to issues of concern to the new teachers

II. Every new teacher is in the process of being assigned an on-site mentor from the school who teaches the same subject as the new teacher (in the event that this is not possible, a mentor with the same certification will be assigned). All mentors will receive one day of mentoring training in August and a second day in October. Mentors will be compensated to mentor new teachers based on the following schedule:

- August - March - two hours per week
- April - May - one hour a week

If it is determined that the new teacher needs additional support, additional mentor hours will be provided.

III. Core Professional Learning courses will be offered to new teachers twice a month on Saturdays.

IV. Professional Development Specialists assigned to each school will make weekly classroom visits to new teachers' classrooms.

Administrator Training

The following professional development activities will be completed prior to the beginning of school:

- “Digging in the Data” (July-August 2006)
- Ongoing Progress Monitoring
- Classroom Walkthrough Training (August 2006)
- Differentiated Instruction for Administrators (August 2006)
- CRISS for Administrators

In addition, ongoing professional development in the instructional leadership and urban leadership

will be provided to the administrators which will include Douglas Reeves from Harvard University who will work with the principals throughout 2006-07 on Leadership Development and Leadership Mapping. Additionally, Pedro Noguera from New York University will provide the school leaders with an urban leadership development track. Lastly, Building a High Performing Learning Culture (SREB) will be completed during the 2006-07 school year.

As part of the ongoing professional development experience the principals will participate in:

- Co-Principal Model Support (starting July 2006 throughout the school year)
- Harvard Principals Center (Art of Leadership, July 2007)

Leadership Team Training

- Superintendent's Urban Leadership Development Program (this year-long program, starts August 2006 and targets secondary level leadership teams, includes: monthly professional development sessions; monthly sharing sessions; support from Professional Partners)
- Secondary School reform Cohort focused on gearing up for full implementation of SSR (June 2006)
- Fordham University Leadership Team Institute (July 2006)

Professional Development Resources (available on-site starting in August 2006):

- Mentors for all new teachers with a ratio of 1:1
- Additional substitute funds to support coaching and observation of new and early career teachers
- Monthly On-site New Educator Support Team sessions
- Professional Development Teams (teams have completed week-long training in June and July 2006 on effective professional development, learning communities, data analysis)
- Learning Community Facilitator
- Professional Development Specialist and Curriculum Support Specialist to provide on-site professional development and monitor follow-up
- National Board Certified Teacher (NBCT) to lead cohort of NBCT applicants
- Mentors for administrators will be current principals who have extensive high school experience and proven track record of high performance and achieving learning gains.

CRP #3. Professional Development

The Reading Coach will be used for all functions necessary for implementing and maintaining the school's comprehensive core reading program, supplemental reading programs, and scientifically based reading research in reading instruction. These will include modeling effective strategies for teachers, designing and delivering professional development, monitoring progress and analyzing student data. Reading Coaches and mentor teachers will be instrumental in providing professional development that aligns diagnostic and assessment data with curriculum and instruction, thereby ensuring that the resulting professional development addresses aligned instructional strategies and practices.

The District has an effective plan for clarifying and communicating the proper role for the Reading Coach to school administration, teachers, and Reading Coaches. The Reading Coach will be used for all functions necessary for implementing and maintaining the school's reading program. These would include modeling effective strategies for teachers, designing and developing professional development, differentiated instruction, monitoring progress, and analyzing student data among others. The Reading Coach will not serve as an

administrator, substitute or resource teacher and will work with small groups of students only when modeling strategies for teachers. However, the Reading Coach will work to ensure high-fidelity implementation of reading instruction. This communication is assured throughout the entire school year.

The mentor level teachers will be utilized in each area of the professional development plan that helps and supports teachers to strengthen their teaching skills in reading, build school site capacity, and provide for the follow-up activities that extend the application of new knowledge to impact student achievement.

Mentor level teachers will be utilized within their classrooms to network and model exemplary teaching strategies and techniques for staff as needed. In order to maximize professional development activities at the school site, school administrators, Reading Coaches, and mentor level teachers will articulate and coordinate the plan for professional growth showing differentiation, as needed, within the staff.

Extended Learning Opportunities

All students will continue to be provided with an extended day (one extra hour per day) and extended school year (two extra weeks a year) to provide additional time on task, which is a necessary element to effect positive gains in student performance. Additionally, Miami Edison Senior will provide an after school supportive literacy tutorial program specifically designed for students identified as the Lowest 25% in reading. The expected results from the TRACK (Teens Reading, Accelerating, and Creating Knowledge) program are as follows:

- Students will demonstrate grade level proficiency of the Sunshine State Standards in reading as measured on the FCAT
- Students will increase reading comprehension skills
- Students will be motivated to excel in academic pursuits, and
- Parental involvement will increase, impact students' education, and promote literacy.

The TRACK program will engage students in various activities to increase skills such as technology-based learning, engaging small-group direct instruction, and enriching life experiences. An additional daily two-hour instructional block will be provided to the student participating in this program.

Students will be afforded additional time-on-task, differentiated instruction, and learning resources not utilized during the school day.

District provided activity buses will ensure that transportation is not an issue for attendance to this extended program.

At Miami Edison Sr. High, targeted students will participate in an extended day literacy program. Students will be assigned to prescriptive tutorials based on the data from the bi-monthly assessments. Tutorials will be designed to meet the needs of each individual learner, addressing deficiencies in identified benchmarks. Tutorials will be aligned with the school curriculum to ensure that the tutorials necessary to meet specific needs will be available. Students will engage in a technology based intervention for phonemic awareness, phonics, fluency, vocabulary, and comprehension. The programs will be SOAR TO SUCCESS, FCAT Explorer, and Reading Plus. In addition, FCAT supplementary materials will be used to enhance the tutorial program.

Students in grades 9 and 10 identified as FCAT Levels 1 & 2 in Reading and Mathematics on the 2006 FCAT will be assigned to the after school tutorial program. Students in grades 9 and 10 identified as FCAT Levels 3 and above in Reading and Mathematics on the 2006 FCAT will be assigned to the before school (early bird) enrichment/tutorial program. Students who have not passed the FCAT in grades 11 and 12 will be assigned to the Saturday Academy tutorial program. Services will be provided to address the needs of our ESOL and SWD populations. In addition, a writing camp will be held during school, after school, and on Saturdays for students in grade 10 to address FCAT Writing. During the school year, a specialized pull-out program will be provided to all 11th graders in reading, mathematics, and science. Services will be provided by GEAR UP tutors in partnership with Florida International University.

After school tutorial sessions will be held three days a week for one hour and Saturday Academy will be held for three hours. Services will commence August 2006.

CRP #8. High School

a. Tutoring programs

Before/After School: To ensure that academic needs of the students are being met, articulation will be coordinated between the homeroom/subject area teacher(s) on a weekly basis using the students' assessment data or IEP. The assessment data or IEP will identify specific area(s) of deficiency in phonemic awareness, phonics, fluency vocabulary and/or comprehension; the desired level of performance, and the instructional support/intervention that is being provided to meet the desired level of performance. Tutoring programs will use instructional materials and/or software that are approved and address the identified area(s) of need.

b. Mentoring programs

Mentoring programs will be established in schools identified as having children "at risk" of dropping out of school. There are currently several mentoring programs in place in the M-DCPS system including 500 Role Models of Excellence, One Child at a Time, and Take Stock in Children.

c. Summer camps for low performing readers

Summer Camps for low performing students in grade 9-12 will include instruction in the five essential elements of reading (phonemic awareness, phonics, fluency, vocabulary and comprehension). The curriculum will include informational text from the newspaper, and internet. A novel will be used at each grade level and curriculum guidelines for instruction will be written by the District. Reciprocal Teaching will be utilized along with several graphic organizers to enhance vocabulary and comprehension. (i.e., concept maps, anticipation guides, story maps, timelines, two-column notes, etc.). Cooperative learning activities, vocabulary enrichment, Readers Theater, and a variety of reading styles will be included in daily lesson planning. Differentiated instruction is included in the structured day, incorporating the use of a teacher-led intervention and independent student centers that support whole group learning. Centers include; technology, independent reading, writing, and intervention. See chart below of Summer School Instructional

GOALS

Goal:	Reading
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Needs Assessment An analysis of the 2006 FCAT Reading Test indicates that the ninth grade students mean scale score is 242, a decrease by one mean scale score point when compared to the results of the previous year. The weakest content cluster areas among ninth grade students are Words/Phrases and Main Idea/Purpose. The tenth grade students mean scale score is 249, an increase of seventeen mean scale score points when compared to the results of the previous year. The weakest content cluster areas among tenth grade students are Words/Phrases and Reference/Research. 57% of the Lowest 25% in Reading made learning gains, a two percent decrease when compared to the results of the previous year. 43% of students made learning gains in Reading, a five percent increase when compared to the results of the previous year. The percent of students proficient in Reading increased from four percent to seven percent. The following subgroups did not meet AYP targets: Black (6%), Economically Disadvantaged (7%), Limited English Proficiency (0%), and Students With Disabilities (0%).

Objective Given instruction based on the Sunshine State Standards, students in grades 9 -12 will improve their reading skills as evidenced by a minimum of 51 percent of students scoring at or above Achievement Level 3 on the 2007 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, African-American students in grades 9 -12 will increase their reading skills as evidenced by a minimum of 51 percent of students scoring at or above Achievement Level 3 on the 2007 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Students With Disabilities (SWD) in grades 9 -12 will increase their reading skills as evidenced by a minimum of 51 percent of students scoring at or above Achievement Level 3 on the 2007 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students in grades 9 -12 will increase their reading skills as evidenced by a minimum of 51 percent of students scoring at or above Achievement Level 3 on the 2007 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, students with Limited English Proficiency (LEP) in grades 9 -12 will increase their reading skills as evidenced by a minimum of 51 percent of students scoring at or above Achievement Level 3 on the 2007 administration of the FCAT Reading Test.

Given instruction based on the Sunshine State Standards, students in grades 9 -12 who scored among the Lowest 25 percent in Reading on the 2006 administration of the FCAT Reading Test will increase their reading skills as evidenced by 50 percent on the 2007 administration of the FCAT Reading Test.

Strategies

1. Develop a data/leadership team to communicate and assess data across all grade levels. The team will be comprised of the Principal for Curriculum and Instruction, Vice-Principals, Reading Coaches, Math Coaches, Testing Chairs, Lead Teachers and Department Chairpersons. The school-wide improvement model used by the data team is the Florida 8-Step Continuous Improvement Model (FCIM), which includes; Step 1: Test Score Disaggregation, Step 2: Time Line Development, Step 3: Instructional Focus, Step 4: Frequent Assessment, Step 5: Tutorials, Step 6: Enrichment, Step 7: Maintenance, and Step 8: Monitoring. Implementation of the FCIM will enable the team to effectively disaggregate data from the District's quarterly assessments, school-wide bi-weekly assessments, and various in-school assessments. The results of these analyses will enable the team to make informed decisions regarding teaching and learning, professional development opportunities, and progress monitoring.

2. Utilize collaborative planning time on Wednesdays to foster discussion, reflection, and examination for teachers who share common students. During these reflective practices, the following topics will be considered determining current status/success of instruction which should lead to modification of instruction, extracting trends or patterns, identifying needs for professional development (including coaching and mentoring), and sharing best-practices.

3. Initiate vertical teams to serve as a vehicle to communicate across grade levels in an effort to work cooperatively to develop and implement a vertically aligned program aimed at helping students acquire the skills necessary for academic success. In addition to teachers, vertical teams may also include counselors, principals, and other stakeholders. During this school year, ninth grade students will be housed at Miami Edison Middle School. Time will be allocated to allow teachers of eighth and ninth grade students to meet to share information and plan a successful transition to high school.

4. Model the use of lessons by the reading coaches for implementation across each grade level. The coaches will model the use of ESOL strategies for LEP students, as well as lessons in the classrooms, using the coaching model of

planning, debriefing, co-teaching, and follow-up. Additionally, the reading coaches will ensure that the all reading teachers follow the curriculum maps aligned with core classes.

5. Provide inclusion support to SWD who require more intensive reading support. The inclusion model will be provided by an ESE teacher, as delineated in students' Individualized Education Plans (IEPs).

6. Implement the components of the intensive reading class which are aligned to the key essentials of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. These components should be completed each day and may be adjusted for time and scheduling. There are two models of the course that reflect the different scheduling models in high schools. All LEP students in grades 9-12, regardless of English language proficiency level or performance on FCAT, must be enrolled in a Developmental Language Arts Through ESOL course. This course will address reading as well as listening, speaking, vocabulary structure, writing, and culture. This course is in addition to the grade level Language Arts/English through ESOL course. Miami Edison will ensure that composition of the Intensive Reading Class and the Intensive Reading Plus class includes Students With Disabilities (SWD) and students without disabilities, both of whom meet the stated criteria. Additionally, in-class support with an ESE teacher will be provided to SWD who need more intensive support, which will also lower the pupil-to-teacher ratio. Inclusive settings are a successful way of providing all students with the appropriate differentiated instruction needed for reading instruction.

7. Utilize assessment data to prioritize support for students through the provision of an Intensive Reading class. Students who scored Achievement Level 1 are enrolled in Intensive Reading. Students identified as being deficient in decoding skills are enrolled in Intensive Reading Plus. The intent of the intensive reading class is to assist the students to overcome their deficits, monitor student progress, and adjust intervention services. Miami-Dade County Public Schools' Comprehensive Reading Plan outlines an Intensive Reading class for grades 9-12. The course is 100 minutes in length. The primary method of instruction is READ 180. Each 100 minute block will include 30 minutes of whole class instruction, followed by three 20 minute rotations including; 1) teacher led instruction in a smaller instructional setting, 2) computer-based learning using READ 180 software, and 3) independent reading using audio tapes for support. The final 10 minutes will be used for whole-group wrap-up and student reflections on learning growth. The Source Book, a grade-level text, will be used during whole group instruction. Supplemental programs that will be used to promote fluency and comprehension include Soar to Success, Accelerated Reader, and Reading Counts. Intensive Reading Plus students will receive instruction from the same teacher in both English and Intensive Reading Plus. Students receive 100 minutes of instruction from the same teacher daily.

8. Enroll students scoring at Achievement Level 2 on the FCAT in an Intensive Reading class. The primary method of instruction is READ XL. Each 100 minute block will include 30 minutes of whole class instruction, followed by three 20 minute rotations including; 1) teacher led instruction in a smaller instructional setting, 2) computer-based learning using READ 180 software, and 3) independent reading using audio tapes for support. The final 10 minutes will be used for whole-group wrap-up and student reflections on learning growth. The Source Book, a grade-level text, will be used during whole group instruction. Supplemental instruction will be provided through Reading Plus and FCAT Explorer. This program uses age appropriate non-fiction and fiction, increasingly demanding text, and scaffolding instruction targeted to the needs of individual learners. Students are homogeneously grouped for Language Arts with a different teacher.

9. Provide comprehension and vocabulary instruction reinforced through the content areas for all students in Achievement Levels 1-5 utilizing effective reading strategies. The goal of content area instruction is to teach the ideas, concepts, and principles of a specific subject.

10. Create an instructional flow chart with specific emphasis on reading benchmarks across the curriculum. Reading Coaches, assigned to each grade level, will model lessons in the classrooms to demonstrate the infusion of reading with the content areas. In addition, content area teachers will incorporate independent reading time in their classes according to the school-wide reading plan developed at Miami Edison.

11. Integrate authentic literature into the reading program to include classroom libraries and leveled text: a) Intensive Reading classes will participate in daily independent reading practice which will be monitored by the teacher. b) The reading program will include authentic literature through the use of classroom libraries composed of a variety of fiction and nonfiction titles representing a variety of cultures and genres. The books will be leveled for each classroom based on student assessment data from reading diagnostic measurements. c) Utilize the levels provided by Accelerated Reader to assist teachers in selecting appropriate text to include in a classroom library.

12. Implement CRISS in the content areas to support students with effective reading strategies as they interact with grade-level text. All previously CRISS-trained teachers will receive refresher training during the school year. All teachers new to Miami Edison or not previously trained in the use of CRISS strategies will be trained. Red Raider Strategy Circle will be implemented for 30 minutes every day focusing on the FCAT Reading content cluster areas. The staff will be trained on to use the reading strategies to properly implement the model.

13. Provide extended learning opportunities through literacy tutorials for students scoring Achievement Levels 1 & 2, specifically students identified as the Lowest 25%, LEP, and SWD. FCAT Explorer, Accelerated Reader, and other supplementary materials will be used. Tutoring sessions are offered during school, after school, and on Saturdays.

14. Incorporate an academy-based curriculum utilizing a thematic approach across all disciplines. Instruction will infuse words and phrases, technical vocabulary, reference and research, main idea, and real-world experiences across all grades and FCAT achievement levels. All teachers will participate in core professional learning communities related to Academy Overview and Integrated Academy Curriculum.

15. Implement High Schools that Work (HSTW) as the school-wide reform model in order to ensure that all students will be actively engaged in rigorous and challenging proficient level assignments that will motivate them to meet high expectations. Professional development in this area is planned for instructional personnel on August 3, 2006.

16. Implement Curriculum Maps with instructional focus calendars (that are aligned to the Competency Based Curriculum and the Sunshine State Standards) emphasizing weekly focused lessons in reading for students in grades 9-12.

17. Enroll students scoring at Achievement Level 3 or higher on the FCAT in a Pre-Advanced Language Arts class. The purpose of this course is to provide enrichment and accelerated instruction to challenge students towards the advancement of high achievement levels.

Evaluation

Results of the 2007 FCAT Reading Test will indicate the percentage of students who score Achievement Level 3 or above. Miami Edison will track progress monitoring by conducting school-wide bi-weekly assessments and interim District benchmark assessments. Teachers will collaboratively decide student needs from the assessment results and discuss alternative strategies to close the achievement gap.

Research-based Programs

A high-quality reading program will include instructional materials that incorporate the five essential elements of reading instruction. The materials are research-based and should address the specific reading deficiencies of students based on assessment results. Miami Edison will utilize the following in their Intensive Reading classes; READ XL (state-adopted) materials serve as the instructional platform for students needing support to improve word study, vocabulary and comprehension skills. Each READ XL lesson includes sections on creating interest, building a mental model, unlocking text structure, vocabulary and word study, establishing a purpose, and guiding

comprehension aligned to benchmark instruction. Reading and Writing Sourcebook (state-adopted) is an interactive text with a high interest authentic literature combined with focused reading and writing instruction activities. Explicit reading and writing instruction enables students to develop higher order thinking skills. The text supports instruction in vocabulary, comprehension, and writing. Miami Edison will also utilize Soar to Success, a reading intervention for students in grades 3-8 who are reading below grade level. The primary goals of this intervention are to accelerate students' reading ability and to help students to quickly and easily apply comprehension and decoding strategies learned within other content area texts. The ultimate goal of SOAR to Success is to increase students' understanding of what they have read through reciprocal teaching. Miami Edison will utilize the following for the Intensive Reading Plus classes: READ 180 – is a comprehensive reading intervention program for struggling readers in grades 4 – 12. The goals of the program are to increase students' decoding, fluency, vocabulary, and comprehension skills.

Professional Development

The Assistance Plus Professional Development Plans developed for Miami Edison Senior High School, for the 2006-2007 school year, is attached in its entirety as indicated below.

The professional development plan for Miami Edison Senior High School will include both a core set of professional learning experiences and customized professional development that are specific to the needs of the faculty and administration at Miami Edison. All professional development offerings identified that are unique to the school will be delivered on-site. Additionally Miami Edison will have an arrangement of on-site professional development resources provided by the district Office of Professional Development.

Core Professional Learning

A set of core professional learning experiences have been identified for Miami Edison Senior High School. The core professional learning will be delivered on-site to all faculty and administrators and will include:

- High Schools That Work of professional development. MDCPS will contract with Southeastern Regional Education Board to provide the on-site professional development, on-site coaching (July-August)
- Academy Overview (August)
- Integrated Academy Curriculum (August)
- Data Analysis and Student Progress Monitoring (July/August 2006)
- Teaching Reading at the High School Level (foundational reading course for all secondary level teachers) (June – November 2006)
- Learning Communities (July/August 2006)
- Differentiated Instruction (July 2006-May 2007)
- Tools for Success (all 9th grade teachers, July/August 2006)
- Continuous Improvement Model Training for all faculty and on-site follow-

up (all schools have completed initial CIM training; follow-up will be begin in July 2006)

- Strategies for ESOL/ESE students (August 2006)
- Classroom Inc.
- Reading Plus
- Extended Day Enrichment Curriculum

In compliance with the Florida Professional Development System Evaluation Protocol, resource personnel will complete an evaluation form that monitors the implementation of professional development in the areas of planning, delivery, follow-up, and evaluation.

Highly Qualified Instructors

The professional development plan for (school) includes a core set of professional learning experiences and customized professional development aligned to student achievement data and the professional development needs of the faculty and administration. The Office of Professional Development has developed a monitoring system whereby principals will receive a monthly report indicating professional development opportunities that have been accessed by teachers. This report will assist the leadership team in monitoring the professional development of all instructional personnel on a routine basis. Additionally, the PD Specialist assigned to the school will regularly visit classrooms to support teachers and insure the successful application of new skills learned to classroom instruction.

To support teachers seeking reading endorsement, face-to-face reading endorsement classes will be offered on-site for the Corrective Action Schools as well as providing the option of teachers taking reading endorsement online through Beacon at Bay County Schools. The Office of Human Resources will monitor and assist these teachers with information on the status of their certification and the application requirements to have the endorsement reflected on their certificate.

Budget			
Issues to Address	Describe Resources	Funding Sources	Total Available
Research-based Program(s)	Read 180, Read XL Soar to Success		0
Research-based Resource(s)	Learning Express, Reading Plus, Soar to Success	Title 1 School Improvement Grant	54000
Technology	Read 180 Computers, Computer Technician Accelerated Reader FCAT Explorer	Title 1 Schoolwide Program	40000

Professional Development	8-Step Continuous Improvement Model, Reading Leader, Reading Coach	Title 1 School Improvement Grant Title 1 Schoolwide Program	132500
Other	Hourly Instructional Personnel Teachers (3), Kaplan Material	Title 1 School Improvement Grant Title 1 Schoolwide Program	200000
Total:			426500.00

Goal:	Mathematics
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Needs Assessment An analysis of the 2006 FCAT Math Test indicates that the ninth grade students mean scale score is 245, which equals the mean scale score when compared to the results of the previous year. The weakest areas among ninth grade students are Geometry and Measurement. The tenth grade students mean scale score is 289, an increase of eighteen mean scale score points when compared to the results of the previous year. The weakest areas among tenth grade students are Measurement, Geometry, and Algebraic Thinking. 65% of students made learning gains in Math, a seven percent increase when compared to the results of the previous year. The percent of students proficient in Math increased from 21% to 29%.
The following subgroups did not meet AYP targets: Black (25%), Economically Disadvantaged (26%), Limited English Proficiency (24%), and Students With Disabilities (6%).

Objective Given instruction based on the Sunshine State Standards, students in grades 9 -12 will improve their mathematics skills as evidenced by a minimum of 56 percent of students scoring at or above Achievement Level 3 on the 2007 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, African-American students in grades 9 -12 will increase their mathematics skills as evidenced by a minimum of 56 percent of students scoring at or above Achievement Level 3 on the 2007 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, Students With Disabilities (SWD) in grades 9 -12 will increase their mathematics skills as evidenced by a minimum of 56 percent of students scoring at or above Achievement Level 3 on the 2007 administration of the FCAT Mathematics

Test.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students in grades 9 -12 will increase their mathematics skills as evidenced by a minimum of 56 percent of students scoring at or above Achievement Level 3 on the 2007 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, students with Limited English Proficiency (LEP) in grades 9 -12 will increase their mathematics skills as evidenced by a minimum of 56 percent of students scoring at or above Achievement Level 3 on the 2007 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, students in grades 9 – 12 who scored among the Lowest 25 percent of Edison students on the 2006 administration of the FCAT Mathematics Test will increase their mathematics skills as evidenced by 50 percent of said students demonstrating learning gains on the 2007 administration of the FCAT Mathematics Test.

Strategies

1. Develop a data/leadership team to communicate and assess data across all grade levels. The team will be comprised of the Principal for Curriculum and Instruction, Vice-Principals, Reading Coaches, Math Coaches, Testing Chairs, Lead Teachers and Department Chairpersons. The school-wide improvement model used by the data team is the Florida 8-Step Continuous Improvement Model (FCIM), which includes; Step 1: Test Score Disaggregation, Step 2: Time Line Development, Step 3: Instructional Focus, Step 4: Frequent Assessment, Step 5: Tutorials, Step 6: Enrichment, Step 7: Maintenance, and Step 8: Monitoring. Implementation of the FCIM will enable the team to effectively disaggregate data from the District's quarterly assessments, school-wide bi-weekly assessments, and various in-school assessments. The results of these analyses will enable the team to make informed decisions regarding teaching and learning, professional development opportunities, and progress monitoring.

2. Utilize collaborative planning time on Wednesdays to foster discussion, reflection, and examination for teachers who share common students. During these reflective practices, the following topics will be considered determining current status/success of instruction which should lead to modification of instruction, extracting trends or patterns, identifying needs for professional development (including coaching and mentoring), and sharing best-practices.

3. Initiate vertical teams to serve as a vehicle to communicate across grade levels in an effort to work cooperatively to develop and implement a vertically aligned program aimed at helping students acquire the skills necessary for academic success. In addition to teachers, vertical teams may also include

counselors, principals, and other stakeholders. During this school year, ninth grade students will be housed at Miami Edison Middle School. Time will be allocated to allow teachers of eighth and ninth grade students to meet to share information and plan a successful transition to high school.

4. Model the use of lessons by the math coaches for implementation across each grade level. The coaches will model the use of ESOL strategies for LEP students, as well as lessons in the classrooms, using the coaching model of planning, debriefing, co-teaching, and follow-up. Additionally, the math coaches will ensure that the all mathematics teachers follow the curriculum maps aligned with core classes.

5. Provide inclusion support to SWD who require more intensive math support. The inclusion model will be provided by an ESE teacher, as delineated in students' Individualized Education Plans (IEPs).

6. Utilize assessment data to prioritize support for students through the provision of an Intensive Mathematics class. Students who have scored Achievement Level 1 and 2 are enrolled in Intensive Mathematics classes with a teacher that has been proven to impact student achievement. Cognitive Tutor will be utilized in grades 9 – 11 to improve mathematics performance. Discovering Geometry will be used with Level 1 students in grade 10. In these classes, students receive additional support to master FCAT benchmarks. Students are allotted additional time to grasp information and instruction will utilize cooperative learning strategies.

7. Provide extended learning opportunities through math tutorials for students scoring Achievement Levels 1 & 2, specifically students identified as LEP and SWD. Tutoring sessions are offered during school, after school, and on Saturdays.

8. Conduct a Family Mathematics and Science Night to provide strategies for parents to use at home to support the use of reading and technology in solving real life problems.

9. Incorporate an academy-based curriculum utilizing a thematic approach across all disciplines. Instruction will infuse number sense, measurement, geometry, algebraic thinking, and data analysis and probability with real-world experiences across all grades and FCAT achievement levels. All teachers will participate in core professional learning experiences related to Academy Overview and Integrated Academy Curriculum.

10. Implement High Schools that Work (HSTW) as the school-wide reform model in order to ensure that all students will be actively engaged in rigorous and challenging proficient level assignments that will motivate them to meet high expectations. Professional development in this area is planned for

instructional personnel on August 3, 2006.

11. Implement Curriculum Maps with instructional focus calendars (that are aligned to the Competency Based Curriculum and the Sunshine State Standards) emphasizing weekly focused lessons in mathematics for students in grades 9-12.

Evaluation

Results of the 2007 FCAT Mathematics Test will indicate the percentage of students who score Achievement Level 3 or above. Miami Edison will track progress monitoring by conducting school-wide bi-weekly assessments and interim District benchmark assessments. Teachers will collaboratively decide student needs from the assessment results and discuss other factors that may have led to low student achievement.

Research-based Programs

A high-quality mathematics program will include instructional materials that impact instruction. The materials are research-based and should address the specific mathematics deficiencies of students based on assessment results. The following research-based programs will be in use at Miami Edison Senior High School. The state-adopted text books that will be used are Discovering Geometry and Cognitive Tutor. The 8-Step Continuous Improvement Model will be employed to support student achievement.

Professional Development

The Assistance Plus Professional Development Plans developed for Miami Edison Senior School, for the 2006-2007 school year, is attached in its entirety as indicated below.

The professional development plan for Miami Edison Senior High School will include both a core set of professional learning experiences and customized professional development that are specific to the needs of the faculty and administration at Miami Edison. All professional development offerings identified that are unique to the school will be delivered on-site. Additionally Miami Edison will have an arrangement of on-site professional development resources provided by the district Office of Professional Development.

Core Professional Learning

A set of core professional learning experiences have been identified for Miami Edison Senior High School. The core professional learning will be delivered on-site to all faculty and administrators and will include:

- High Schools That Work of professional development. MDCPS will contract with Southeastern Regional Education Board to provide the on-site professional development, on-site coaching (July-August)
- Academy Overview (August)
- Integrated Academy Curriculum (August)

- Data Analysis and Student Progress Monitoring (July/August 2006)
- Learning Communities (July/August 2006)
- Differentiated Instruction (July 2006-May 2007)
- Cognitive Tutor (all math teachers, July/August 2006)
- Continuous Improvement Model Training for all faculty and on-site follow-up (all schools have completed initial CIM training; follow-up will be begin in July 2006)
- Strategies for ESOL/ESE students (August 2006)
- Extended Day Enrichment Curriculum

In compliance with the Florida Professional Development System Evaluation Protocol, resource personnel will complete an evaluation form that monitors the implementation of professional development in the areas of planning, delivery, follow-up, and evaluation.

Highly Qualified Instructors

The professional development plan for (school) includes a core set of professional learning experiences and customized professional development aligned to student achievement data and the professional development needs of the faculty and administration. The Office of Professional Development has developed a monitoring system whereby principals will receive a monthly report indicating professional development opportunities that have been accessed by teachers. This report will assist the leadership team in monitoring the professional development of all instructional personnel on a routine basis. Additionally, the PD Specialist assigned to the school will regularly visit classrooms to support teachers and insure the successful application of new skills learned to classroom instruction.

To support teachers seeking reading endorsement, face-to-face reading endorsement classes will be offered on-site for the Corrective Action Schools as well as providing the option of teachers taking reading endorsement online through Beacon at Bay County Schools. The Office of Human Resources will monitor and assist these teachers with information on the status of their certification and the application requirements to have the endorsement reflected on their certificate.

Budget			
Issues to Address	Describe Resources	Funding Sources	Total Available
Research-based Program(s)	8-Step Continuous Improvement Model, Cognitive Tutor Discovering Geometry	Title I School Improvement Grant	20000
Research-based	8-Step Continuous		0

Resource(s)	Improvement Model		
Technology	FCAT Explorer New Computers- Mathematics Department and Cognitive Tutor Lab Riverdeep/Software	Title 1 School Improvement Grant	63500
Professional Development	CRISS Curriculum Mapping Edusoft Web-based 8 Step Continuous Improvement Model	Title 1 School Improvement Grant	25000
Other	Hourly Tutors Mathematics Teacher	Title 1 School Improvement Grant Title 1 Schoolwide Program	150000
Total:			258500.00

Goal:	Writing
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Needs Assessment Analysis of 2006 FCAT Writing results indicate that the percentage of students who scored 3.5 or higher on the combined writing scores was 60%. The students that scored 4.0 or higher on the combined writing scores is 41%. The mean score on the expository prompts increased from 3.1 to 3.3, as compared to the previous year. The mean score on the persuasive prompts decreased from 3.3 to 3.2, as compared to the previous year. The combined mean scale score increased from 3.2 to 3.3, as compared to the previous year. The percent of students proficient in Writing decreased from 67% to 66%.

Objective Given instruction using the Sunshine State Standards, students in grade 10 will improve their writing skills as evidenced by 61 percent of students achieving scores of 3.5 or higher on the 2007 FCAT Writing Test.

Strategies 1. Develop a data/leadership team to communicate and assess data across all grade levels. The team will be comprised of the Principal for Curriculum and Instruction, Vice-Principals, Reading Coaches, Math Coaches, Testing Chairs, Lead Teachers and Department Chairpersons. The school-wide improvement model used by the data team is the Florida 8-Step Continuous Improvement Model (FCIM), which includes; Step 1: Test Score Disaggregation, Step 2: Time Line Development, Step 3: Instructional Focus, Step 4: Frequent Assessment, Step 5: Tutorials, Step 6: Enrichment, Step 7: Maintenance, and Step 8: Monitoring. Implementation of the FCIM will enable the team to effectively disaggregate data from the District's quarterly assessments,

school-wide bi-weekly assessments, and various in-school assessments. The results of these analyses will enable the team to make informed decisions regarding teaching and learning, professional development opportunities, and progress monitoring.

2. Utilize collaborative planning time on Wednesdays to foster discussion, reflection, and examination for teachers who share common students. During these reflective practices, the following topics will be considered determining current status/success of instruction which should lead to modification of instruction, extracting trends or patterns, identifying needs for professional development (including coaching and mentoring), and sharing best-practices.

3. Utilize Learning Express to provide online writing and scoring of essays for Miami Edison Senior High School. It will create a portable, transitional portfolio for each student that can be used to track a student's progress throughout the school year.

4. Provide inclusion support to SWD who require more intensive writing support. The inclusion model will be provided by an ESE teacher, as delineated in student Individualized Education Plans (IEPs).

5. Implement curriculum maps with instructional focus calendars (that are aligned to the Competency Based Curriculum and the Sunshine State Standards) emphasizing weekly focus lessons in writing for 9th and 10th grade Language Arts classes.

6. Utilize best practices and effective learning strategies of CRISS that includes; learning logs, Role Audience Focus Topic (RAFT), spool papers, Adjectives in Detail, and a variety of vocabulary strategies and grammar activities to improve writing skills.

7. Utilize the Department of Education's CD-ROM to train students and teachers in appropriate and rubric scoring. Coaching and mentoring will be provided by District personnel to implement the monthly prompts, interpret the U-6 point holistic scoring rubric, analyze student papers, and provide specific strategies to guide instruction which ensure writing gains. Instructional personnel will implement teacher-directed lessons which encompass sentence expansions, one sentence summaries, self evaluations, peer-editing, learning logs, and journals to improve student writing skills.

8. Utilize Write Traits program in order to increase students' ability to write highly proficient essays in Advanced Academic courses.

9. Provide extended learning opportunities through writing tutorials for 10th grade students. Tutoring sessions are offered during school, after school, and on Saturdays.

10. Administer the District's Pre and Post-Tests of expository and persuasive writing prompts. Afterwards, the analyzed data from the District's Pretest expository/persuasive writing prompts will be used to establish differentiated instruction groups.

11. Incorporate an academy-based curriculum utilizing a thematic approach across all disciplines. Instruction will highlight the use of focus, organization, support, and conventions, with real-world experiences across all grades, with an emphasis on 10th Grade. All teachers will participate in core professional learning experiences related to Academy Overview and Integrated Academy Curriculum.

12. Implement High Schools that Work (HSTW) as the school-wide reform model in order to ensure that all students will be actively engaged in rigorous and challenging proficient level assignments that will motivate them to meet high expectations. Professional development in this area is planned for instructional personnel on August 3, 2006.

Evaluation

Results of the 2007 FCAT Writing Test will indicate the percentage of 10th grade students who score a 3.5 or above. Miami Edison will track progress monitoring by conducting monthly school-wide writing prompts, District Pre & Post Writing Tests, and Learning Express essays. Teachers will collaboratively decide student needs from the assessment results and discuss other factors that may have led to low student achievement.

Research-based Programs

Utilize curriculum framework materials provided by the District, McDougal Littell, Write Traits, Learning Express, the Comprehensive Reading Plan, and the Department of Education's CD-ROM for rubric scoring of sample writing papers.

Professional Development

The Assistance Plus Professional Development Plans developed for Miami Edison Senior School, for the 2006-2007 school year, is attached in its entirety as indicated below.

The professional development plan for Miami Edison Senior High School will include both a core set of professional learning experiences and customized professional development that are specific to the needs of the faculty and administration at Miami Edison. All professional development offerings identified that are unique to the school will be delivered on-site. Additionally Miami Edison will have an arrangement of on-site professional development resources provided by the district Office of Professional Development.

Core Professional Learning

A set of core professional learning experiences have been identified for Miami Edison Senior High School. The core professional learning will be delivered on-site to all faculty and administrators and will include:

- High Schools That Work of professional development. MDCPS will contract with Southeastern Regional Education Board to provide the on-site professional development, on-site coaching (July-August)
- Academy Overview (August)
- Integrated Academy Curriculum (August)
- Data Analysis and Student Progress Monitoring (July/August 2006)
- Differentiated Instruction (July 2006-May 2007)
- Continuous Improvement Model Training for all faculty and on-site follow-up (all schools have completed initial CIM training; follow-up will be begin in July 2006)
- Strategies for ESOL/ESE students (August 2006)
- Learning Express
- Extended Day Enrichment Curriculum

Training will be provided to instructional staff in the following component areas; Writing strategies, FCAT Writing, Holistic Scoring, Write Traits, and Learning Express. The School Improvement Zone will provide staff development to all writing teachers on FCAT writing strategies, reader bias, and understanding the U-6 scoring rubric. District writing resource personnel will train all teachers and appropriate staff members on holistic scoring and strategies to improve students' writing skills. This on-going professional development will take place during common planning time.

All new and beginning teachers will receive on-going mentoring and classroom support from writing resource personnel.

In compliance with the Florida Professional Development System Evaluation Protocol, resource personnel will complete an evaluation form that monitors the implementation of professional development in the areas of planning, delivery, follow-up, and evaluation.

Budget			
Issues to Address	Describe Resources	Funding Sources	Total Available
Research-based Program(s)	Learning Express Write Traits McDougal Littell	Title I School Improvement Grant	48000
Research-based Resource(s)			0
Technology	Learning Express FLDOE FCAT Writing CD Rom		0
Professional	Curriculum Mapping FCAT	Title I School Improvement	1000

Development	Write Traits Training Learning Express Training	Grant	
Other			0
Total:			49000.00

Goal:	Science
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Needs Assessment An analysis of the 2006 FCAT Science Test results indicate that the mean scale score of 11th grade students at Miami Edison Senior High School is 228, a one point decrease, as compared to the previous year. The weakest content cluster areas among 11th grade students are Physical/Chemical and Earth/Space Sciences, while the strongest content cluster areas among 11th grade students are Life/Environmental Sciences and Scientific Thinking. Upon further analysis, the data revealed that 78% of the students tested were identified as Level 1, 20% at Level 2, and 1% at Level 3. Summary data reveals that the mean point percentages earned by content areas are Physical/Chemical Sciences at 23% , Earth/Space Sciences at 27%, Life/Environmental Sciences at 33%, and Scientific Thinking at 33%.

Objective Given instruction using the Sunshine State Standards, 11th grade students will increase science content knowledge and Scientific Thinking skills as evidenced by an increase in the mean scale score on the 2007 FCAT Science Test.

Strategies 1. Develop a data/leadership team to communicate and assess data across all grade levels. The team will be comprised of the Principal for Curriculum and Instruction, Vice-Principals, Reading Coaches, Math Coaches, Testing Chairs, Lead Teachers and Department Chairpersons. The school-wide improvement model used by the data team is the Florida 8-Step Continuous Improvement Model (FCIM), which includes; Step 1: Test Score Disaggregation, Step 2: Time Line Development, Step 3: Instructional Focus, Step 4: Frequent Assessment, Step 5: Tutorials, Step 6: Enrichment, Step 7: Maintenance, and Step 8: Monitoring. Implementation of the FCIM will enable the team to effectively disaggregate data from the District’s quarterly assessments, school-wide bi-weekly assessments, and various in-school assessments. The results of these analyses will enable the team to make informed decisions regarding teaching and learning, professional development opportunities, and progress monitoring.

2. Utilize collaborative planning time on Wednesdays to foster discussion,

reflection, and examination for teachers who share common students. During these reflective practices, the following topics will be considered determining current status/success of instruction which should lead to modification of instruction, extracting trends or patterns, identifying needs for professional development (including coaching and mentoring), and sharing best-practices.

3. Implement the District's Secondary Science Pacing Guide as a curriculum map that integrates Physical Science, Biology, and Earth Space curriculums with Scientific Thinking.

4. Monitor student progress through lesson plans, school wide monthly benchmark assessments, and District assessments aligned with the Sunshine State Standards benchmarks.

5. Implement classroom activities and project based learning (which includes laboratories, cooperative grouping, and problem solving strategies) utilizing project based software to provide all students with an inquiry based scientific approach which employs all the elements of the scientific method to further the development of science process skills.

6. Enroll students in science classes that incorporate 100 minutes of science laboratory activities per week. Weekly laboratories will include hands-on activities using inquiry-based activities.

7. Utilize science fair research projects for students in Earth Space Science, Biology and Physical Science.

8. Provide extended learning opportunities through science tutorials for 11th grade students. Tutoring sessions are offered during school, after school, and on Saturdays.

9. Conduct a Family Mathematics and Science Night to provide strategies for parents to use at home to support the use of reading and technology in solving real life problems.

10. Incorporate an academy-based curriculum utilizing a thematic approach across all disciplines. Instruction will highlight Physical/Chemical and Earth/Space science, with an emphasis on 11th Grade. All teachers will participate in core professional learning experiences related to Academy Overview and Integrated Academy Curriculum.

11. Implement High Schools that Work (HSTW) as the school-wide reform model in order to ensure that all students will be actively engaged in rigorous and challenging proficient level assignments that will motivate them to meet high expectations. Professional development in this area is planned for instructional personnel on August 3, 2006.

Evaluation

Results of the 2007 FCAT Science Test will indicate the percentage of students who score Achievement Level 3 or above. Miami Edison will track progress monitoring by conducting school wide monthly assessments, District assessments, and weekly Science Lab activities. Teachers will collaboratively decide student needs from the assessment results and discuss other factors that may have led to low student achievement. Data generated by school site-developed monthly assessments will be used to redirect classroom instruction and create flexible tutorials.

Research-based Programs

A high-quality science program will include instructional materials that impact instruction. The materials are research-based and should address the specific science deficiencies of students based on assessment results. The following research-based programs will be in use at Miami Edison Senior High School. The state-adopted text books that will be used are; Glencoe (Earth Science: Geology, the Environment, and the Universe, Glencoe Physical Science with Earth Science, and Chemistry: Matter and Change), Holt, Rinehart & Winston (Florida Holt Earth Science, Modern Chemistry, and Holt Physics), Thomson/Brooks/Cole (College Physics and Physics for Scientists and Engineers), and Prentice Hall (Biology: Exploring Life, Prentice Hall Biology, Biology, Chemistry: The Central Science, and Physics). In addition, River Deep technology-based program and the 8-Step Continuous Improvement Model will be employed to support student achievement.

Professional Development

The Assistance Plus Professional Development Plans for Miami Edison Senior High School, for the 2006-2007 school year, is attached in its entirety as indicated below.

The professional development plan for Miami Edison Senior High School will include both a core set of professional learning experiences and customized professional development that are specific to the needs of the faculty and administration at Miami Edison. All professional development offerings identified that are unique to the school will be delivered on-site. Additionally Miami Edison will have an arrangement of on-site professional development resources provided by the district Office of Professional Development.

Core Professional Learning

A set of core professional learning experiences have been identified for Miami Edison Senior High School. The core professional learning will be delivered on-site to all faculty and administrators and will include:

- High Schools That Work of professional development. MDCPS will contract with Southeastern Regional Education Board to provide the on-site

professional development, on-site coaching (July-August)

- Academy Overview (August)
- Integrated Academy Curriculum (August)
- Data Analysis and Student Progress Monitoring (July/August 2006)
- Teaching Reading at the High School Level (foundational reading course for all secondary level teachers) (June – November 2006)
- Learning Communities (July/August 2006)
- Differentiated Instruction (July 2006-May 2007)
- Science for Secondary Level Science Teachers (September 2006)
- Continuous Improvement Model Training for all faculty and on-site follow-up (all schools have completed initial CIM training; follow-up will be begin in July 2006)
- Strategies for ESOL/ESE students (August 2006)
- Extended Day Enrichment Curriculum

Training will be provided to the science instructional staff in the following areas; Rubric Scoring, Curriculum Mapping, Biology Focus Lessons, Earth Space Science Focus Lessons, CRISS Training, Independent Reading, Laboratory Preparation, and the 8-Step Continuous Improvement Model.

In compliance with the Florida Professional Development System Evaluation Protocol, resource personnel will complete an evaluation form that monitors the implementation of professional development in the areas of planning, delivery, follow-up, and evaluation.

Highly Qualified Instructors

The professional development plan for (school) includes a core set of professional learning experiences and customized professional development aligned to student achievement data and the professional development needs of the faculty and administration. The Office of Professional Development has developed a monitoring system whereby principals will receive a monthly report indicating professional development opportunities that have been accessed by teachers. This report will assist the leadership team in monitoring the professional development of all instructional personnel on a routine basis. Additionally, the PD Specialist assigned to the school will regularly visit classrooms to support teachers and insure the successful application of new skills learned to classroom instruction.

To support teachers seeking reading endorsement, face-to-face reading endorsement classes will be offered on-site for the Corrective Action Schools as well as providing the option of teachers taking reading endorsement online through Beacon at Bay County Schools. The Office of Human Resources will monitor and assist these teachers with information on the status of their certification and the application requirements to have the endorsement

reflected on their certificate.

Budget			
Issues to Address	Describe Resources	Funding Sources	Total Available
Research-based Program(s)	Riverdeep		0
Research-based Resource(s)	8-Step Continuous Improvement Model		0
Technology	Riverdeep- New Computers	Title School Improvement Grant	5000
Professional Development	8-Step Continuous Improvement Model CRISS Training Rubric Training	Title I Schoolwide Program	1000
Other	Science Teacher	Title I Schoolwide Program	6000
Total:			12000.00

Goal:	Parental Involvement
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Needs Assessment An analysis of school demographic patterns indicates that a large number of the parents from the Miami Edison Senior High School community are recent arrivals to the United States of America. They are unfamiliar with the school system and the State’s examination, promotion, and graduation requirements. Furthermore, they may be employed in more than one job, supporting large families, with limited spare time to attend their children’s academic and social activities. The results of the 2005-2006 School Climate Survey indicated that 42.3% of parents surveyed attended zero school activities, 53.8% attended one to three school activities, and 3.8% attended four or more school activities.

Objective Given the implementation of National PTA Standards, a minimum of 250 student parent and community members will participate in school activities, as evidenced by parent sign-in rosters.

Strategies 1. Communicate with parents regarding school activities in a way that is regular, two-way, and meaningful. Miami Edison Senior High School will convene meetings to report to the community on the pace, quality and evidence of dramatic changes in the school. (Developed from the National PTA -Standard #1)

2. Promote parenting skills through the Parent Resource Center at Miami Edison Senior High School. Based on the needs of the parents, the center will provide support, information and access to resources. (Developed from the National PTA - Standard #2)

3. Assist student learning by providing parents with strategies to play an integral role in the academic achievement of students. (Developed from the National PTA - Standard #3)

4. Volunteer at Miami Edison Senior High School. Parents are welcome in the school and are sought for continual assistance and support. (Developed from the National PTA - Standard #4)

5. Advocate and welcome parents to become full partners in school decision making that affect students and families. The District PTSA will be tapped to provide additional support and training for Miami Edison's local PTSA. (Developed from the National PTA - Standard #5)

6. Collaborate with the community through the District's Parent Academy to provide parenting classes such as; effective discipline, immigration information, nutrition, financial management, and/or child development. (Developed from National PTA Standard #6)

Evaluation

Miami Edison Senior High School will collect all participation logs documenting parent and community participation in classes and any support services rendered through the Parent Resource Center. A minimum of 250 student parent and community members are expected to attend.

Research-based Programs

National Parent Teacher Student Association

Professional Development

Parents and teachers will participate in professional development activities designed to improve communication between both stakeholders in regards to all aspects of the curriculum and school activities.

Budget

Issues to Address	Describe Resources	Funding Sources	Total Available
Research-based Program(s)	National Parent Teacher Association		0
Research-based Resource(s)	Resources and Materials	Title 1 Schoolwide Program	1000
Technology	Computers for Parental Involvement Center	Title 1 Schoolwide Program	4000

Professional Development	Guest Speakers and Training Materials		0
Other	Community Involvement Specialist Marketing and Public Relations	Title 1 Schoolwide Program	30000
Total:			35000.00

Goal:	Return on Investment
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Needs Assessment Compared to similar schools, Miami Edison Senior High School's percentile ranking is 5 and the percent of the highest ROI value is 38%.

Objective Miami Edison Senior High School will improve its ranking on the state ROI data publication from the 5th percentile to the 15th percentile on the next publication.

Strategies Strategies to improve annual learning gains:

- Use student data analysis results to identify effective educational strategies that are tailored to fit the needs of students.
- Identify the Lowest 25% in Reading and Mathematics early and provide extended learning opportunities.
- Provide high quality teacher professional development and monitor its implementation.

Strategies to lower the cost per weighted fulltime equivalent student:

- Reallocate school resources to effectively implement teaching, learning, and class-size mandates.
- Purchase research-based materials.
- Utilize District in-service training.

Evaluation On the next State of Florida ROI index publication, Miami Edison Senior High School will show progress toward reaching the 15th percentile.

SCHOOL ADVISORY COUNCIL

- Yes No The majority of the SAC members are not employed by the school.
The SAC is composed of the principal, and an appropriately balanced number of teachers, education support employees, students (for middle, junior high and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.

SAC Involvement

The School Advisory Council, known in Miami-Dade County as the Educational Excellence School Advisory Council, is the sole body responsible for final decision making at the school relating to implementation of the provisions of Sections 1001.42(16) and 1008.345 F.S. (school improvement).

Activities and duties of SAC members:

The SAC of Miami Edison Senior High meets monthly to review progress toward achieving objectives of the School Improvement Plan (SIP). The SAC decides how to disperse SAC funds in support of student achievement. In previous year, such things as FCAT incentives have been provided.

As required by School Board rule 6Gx13- 1B-1.031, teachers elect teacher representatives, parents elect parent representatives, students elect student representatives, and education support employees elect education support employee representatives. The principal and the designated United Teachers of Dade steward are required members. The principal appoints business/community representatives. The SAC membership must be appropriately balanced and must be representative of the ethnic, racial, linguistic, disabled and economic community served by the school. Membership is reviewed annually by The School Board of Miami-Dade County to ensure compliance.

Amount of funds for use by the SAC and the purpose for which it will be used:

The SAC assists in the preparation and evaluation of the school improvement plan, serving as the final decision making body in the preparation of the plan and in the evaluation of the midyear and final assessment of progress. The SAC makes recommendations to the principal on the development of the school's annual budget.

FINAL BUDGET

Issues to Address	Describe Resources	Funding Sources	Total Amount Available
Research-based Program(s)	Reading: Read 180, Read XL Soar to Success Mathematics: 8-Step Continuous Improvement Model, Cognitive Tutor Discovering Geometry Writing: Learning Express Write Traits McDougal Littell Science: Riverdeep Parental Involvement: National Parent Teacher Association	Reading: Available: \$0 Mathematics: Title I School Improvement Grant Available: \$20000 Writing: Title I School Improvement Grant Available: \$48000 Science: Available: \$0 Parental Involvement: Available: \$0	68000.00
Research-based Resource(s)	Reading: Learning Express, Reading Plus, Soar to Success Mathematics: 8-Step Continuous Improvement Model Writing: Science: 8-Step Continuous Improvement Model Parental Involvement: Resources and Materials	Reading: Title 1 School Improvement Grant Available: \$54000 Mathematics: Available: \$0 Writing: Available: \$0 Science: Available: \$0 Parental Involvement: Title 1 Schoolwide Program Available: \$1000	55000.00
Technology	Reading: Read 180 Computers, Computer Technician Accelerated Reader FCAT Explorer Mathematics: FCAT	Reading: Title 1 Schoolwide Program Available: \$40000 Mathematics: Title 1 School Improvement Grant Available: \$63500	112500.00

	<p>Explorer New Computers- Mathematics Department and Cognitive Tutor Lab Riverdeep/Software Writing: Learning Express FLDOE FCAT Writing CD Rom Science: Riverdeep- New Computers</p> <p>Parental Involvement: Computers for Parental Involvement Center</p>	<p>Writing: Available: \$0 Science: Title School Improvement Grant Available: \$5000 Parental Involvement: Title 1 Schoolwide Program Available: \$4000</p>	
Professional Development	<p>Reading: 8-Step Continuous Improvement Model, Reading Leader, Reading Coach Mathematics: CRISS Curriculum Mapping Edusoft Web-based 8 Step Continuous Improvement Model Writing: Curriculum Mapping FCAT Write Traits Training Learning Express Training Science: 8-Step Continuous Improvement Model CRISS Training Rubric Training Parental Involvement: Guest Speakers and Training Materials</p>	<p>Reading: Title 1 School Improvement Grant</p> <p>Title 1 Schoolwide Program Available: \$132500 Mathematics: Title 1 School Improvement Grant Available: \$25000 Writing: Title I School Improvement Grant Available: \$1000 Science: Title I Schoolwide Program Available: \$1000 Parental Involvement: Available: \$0</p>	159500.00
Other	<p>Reading: Hourly Instructional Personnel Teachers (3), Kaplan Material Mathematics: Hourly</p>	<p>Reading: Title 1 School Improvement Grant Title 1 Schoolwide Program Available: \$200000</p>	386000.00

	Tutors Mathematics Teacher Writing: Science: Science Teacher Parental Involvement: Community Involvement Specialist Marketing and Public Relations	Mathematics: Title 1 School Improvement Grant Title 1 Schoolwide Program Available: \$150000 Writing: Available: \$0 Science: Title I Schoolwide Program Available: \$6000 Parental Involvement: Title 1 Schoolwide Program Available: \$30000	
		Total:	781000.00

IMPLEMENTATION EVALUATION

The District contact will utilize the School Wide Instructional Review (SIR) form - Secondary for monitoring principals and schools in the implementation of the K - 12 CRRP. These reviews will be conducted quarterly at Miami Edison Senior High School. The SIR form focuses on examining the schoolwide implementation of the K-12 CRRP targeting the following areas:

- Data Analysis
- Intensive Reading Block
- Intensive Reading Plus Block
- Extended Learning Services
- Academic Improvement Plans (AIPs)

The Reporting and Communication Hierarchy graphic illustrates, beginning with the classroom teacher, the stakeholders in place to support the classroom teacher in resolving any problems perceived from classroom assessment data.

Based upon the feedback provided by on the School Wide Instructional Review recorded in the Improvement Plan and School Response sections, the District will support Miami Edison through the provision of professional development, site-based support or other identified needs.

Miami Edison Senior High School will be effective in moving towards attaining the objectives set in the School Improvement Plan through the implementation of the Continuous Improvement Model. This model affords an opportunity to use baseline disaggregated data for the purpose of identifying data for instructional groups, as well as identifying strong and weak benchmark areas. Teachers have developed a timeline that encompasses all objective areas and time allocations based on the needs of student groups through curriculum maps across content areas. These maps connect all tested benchmarks in reading, writing, and mathematics. School-wide bi-monthly and District interim assessments are administered to monitor students' achievement on the tested benchmarks. The instructional focus calendars are used to focus on the remediation needed based on data collected from the bimonthly and quarterly assessments. After the instructional focus has been taught, teachers administer assessments to identify mastery and non-mastery students. These assessments are analyzed through Edu-Soft. Tutorials are used to reteach non-mastered target areas. Enrichment opportunities are provided for mastery students. Miami Edison Senior High School has disseminated information on Supplemental Education Services to parents and the community. Through professional staff development, collaborative planning, and departmental meetings, teachers are working together to modify curriculum maps and instructional focus calendars to provide materials for ongoing maintenance and reteaching. The entire process is monitored by the State, District, School Improvement Zone, and School Site Administrators. In addition, the School Improvement Plan will be monitored through midyear reviews and progress checks. The professional staff development is provided by the State, District, School Improvement Zone, and Reading and Mathematics Coaches. The programs we use are research-based and are proven to work in our District.

Members	Signature
1) Sharon J. Cooper , SAC Chair	
2) Hans Ottinott , Business Member	
3) Alvin Smith , Business Member	
4) Dannielle Boyer , Teacher	
5) Thisa Tynes , Teacher	
6) Guadalupe Maldonado , Parent	
7) Christina Mackens , Student	
8) Dr. Jean Teal , Principal	
9) Dr. David Moore , Principal	
10) Wilfred Barry , Teacher	
11) James Dominique , Teacher	
12) Mabelean Sands , Parent	
13) Mary Jones , Parent	
14) Suzie Coriolan , Parent	