



2007 – 2008

SCHOOL IMPROVEMENT PLAN

School Name: MIAMI EDISON SENIOR HIGH SCHOOL

District Name: Dade

Principal: Dr. Jean Teal

SAC Chair: Sharon J. Cooper

Superintendent: Rudolph F. Crew, Ed.D

Date of School Board Approval: Pending School Board Approval

**Jeanine Blomberg,
Commissioner**
Florida Department of
Education
325 West Gaines Street
Tallahassee, Florida
32399



**Cheri Pierson Yecke,
Chancellor**
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Florida Department of
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VISION/MISSION/BELIEF STATEMENTS**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.

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.

SCHOOL PROFILE DEMOGRAPHICS

Facility/Community

Miami Edison Senior High School, a historic Miami-Dade County Public School (M-DCPS), 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.

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. The projected enrollment for the 2007-2008 school year is 1175. The ethnic/racial makeup of the student body is 90% African-American (the majority of Haitian descent), 9% Hispanic, and 1% Other. Of the projected enrollment, 15% are comprised of Students With Disabilities (SWD) and 17% are Limited English Proficient (LEP) students. Approximately 71% of the students have been identified as eligible for free or reduced lunch. A recent school profile report from 2005-2006 indicates that the mobility index is 62.

Teacher Demographics

All instructional staff members are certified. Student-teacher ratios for students taking standard academic courses in 15:1, which is at or below state requirements. The faculty of 151 professionals is comprised of 67 males and 84 females; 25 staff members have Masters degrees, 10 staff members have Specialists Degrees, and 5 staff members have Doctoral degrees; 7.5% are beginning teachers. The ethnic composition of the staff is as follows; 13% White (Non-Hispanic), 70% African-American, 16% Hispanic, and 1% Asian/American Indian. An analysis of the staff characteristics indicate the average number of years teaching in Florida at seven years.

Attendance Rate

The 2004-2005 student attendance rate, as indicated in trend data of the 2005-2006 school profile report, is 90%. Upon further analysis of that year, available data indicates that 39 students had perfect attendance, 288 students were absent between one and five days, 261 students were absent between six and ten days, 230 students were absent between eleven and fifteen days, 177 students were absent between sixteen and twenty days, and 534 students were absent twenty-one days or more. For the 2006-2007 school year, Miami Edison’s attendance rate was 92.71%.

Promotion/Retention/Graduation Rate

An analysis of the 2005-2006 school profile data indicates the following promotion and retention information for 2004-2005; 4% of ninth grade students were not promoted/retained, while 96% of ninth grade students were promoted. Grades ten,

eleven and twelve each reported that 21% of their respective student populations were not promoted/retained, while 79% of the students were promoted. An analysis of the NCLB School Accountability Report indicates a Dropout Rate of 6% and a Graduation Rate of 28.2% for 2004-2005.

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

Secondary School Reform (SSR) continues to be implemented at Miami Edison Senior High School. In addition, small learning communities (a smaller, more personalized instructional setting), career/professional focused academies (specific career path courses of study), and multiple opportunities for students to engage in real world experiences through project based learning and internships continue to be offered. Miami Edison Senior High School career academies are:

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

Each academy is housed in a designated wing within the building. Within each academy, there is an assistant principal, lead teacher, and counselor. Students in grades 10 -12 have the opportunity to choose an interest-based academy theme. The academy model allows 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 provide students with an instructional program that is both engaging and relevant to their postsecondary opportunities (e.g., university, work force, and/or military), in addition to the required high school curriculum. Mentors and tutors from the world of work provide applied knowledge and skills to

this curriculum initiative. Further, the specialized courses of study serves as an incentive for other students across the District to seek admission to Miami Edison based on their career/professional interests and aspirations. Currently, each academy has an advisory board, community and business representatives, which meets on a monthly basis.

Miami Edison has adopted the six principles guiding the SSR 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 continue to be a part of the “Ninth Grade Transition Academy” that is housed at Miami Edison Middle School. The main campus will house students in grades 10-12.

The School Advisory Council (SAC), 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 the School Improvement Plan (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, formerly a quintuple-F school and currently a “D” school, is located centrally within the heart of Miami-Dade County in the inner city community of Little Haiti. For the last five years, Edison has been 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 for the last few years, with the majority of the student population, has placed the school in an emergency status for re-structuring.

The last two years of reform at Miami Edison has proven to be effective. The results of the 2005-2006 FCAT revealed an overall 20 point gain. The most recent FCAT results for 2006-2007 also revealed greater progress with a school grade change to "D", 427 total school points ("8" points from a "C"). This indicates that progress is being made and that the school is taking the appropriate action to close the disparaging achievement gap.

School & Community Partners

The advisory boards for each career academy is comprised of business and community partners. The community members who serve on these boards are current and/or recent industry employees.

This board functions to:

- participate with the school staff in the planning and development of curriculum to meet industry standards;
- convene monthly meetings to discuss academy progress, initiatives, course offerings, and partnerships;

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. Grant funding opportunities, with the support of the Office of Intergovernmental Affairs and Grants Administration, are researched and written to ensure additional funds for the school to sustain on-going initiatives and school reform.

SCHOOL MATCH

Miami Edison Senior High School will continue to work in collaboration with Palm Beach Gardens High School (PBGHS) in Palm Beach Gardens, Florida. PBGHS is a "B" school with a five star magnet program. The student population at PBGHS is diverse with 50% Free and Reduced Lunch and a 63% Minority Rate.

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

- engage in collegial conversations with the administrative and leadership teams;
- 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 PBGHS, 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 21 years as an educator, nine 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. As the instructional leader, Dr. Teal continued to move Miami Edison towards improved student achievement for the 2006-2007 school year. Her efforts, once again, proved to be the driving force behind moving the school from a five time "F" status to a school grade of "D" (427 points), eight points from a "C". Data revealed the following: high standards - 10% in reading, 32% in mathematics, 8% in writing, and 10% in science; learning gains - 51% in reading and 73% in mathematics; and, the Lowest 25% - 82% in reading and 89% in mathematic. 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.

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.

Bernard O. Edwards 243890 Assistant Principal

Bernard O. Edwards, Educational Leadership (All Levels), Physical Education (K-12), Business Education (6-12), and Marketing Education (6-12).

Prior to becoming an educator, Mr. Edwards began his professional career in the federal government. He spent twenty years in the United States Army recruiting, educating, and training America's best and brightest young men and women. Mr. Edwards has 7 years experience as an educator. He began his teaching career at Hialeah Miami Lakes Senior High School. While at Hialeah Miami Lakes Senior, Mr. Edwards developed and implemented a reading program for his students. As a result of the reading program, his students increased their reading, and writing scores. Mr. Edwards was in charge of the curriculum and development of the master schedule for the Junior Reserves Officer Training Program. His students were selected annually to participate in state and national competitions. Currently, he is the Assistant Principal of the Law Studies and Public Service Academy. During 2006-2007, Mr. Edwards assisted the principal in improving the overall student performance gains on the 2006-2007 FCAT. Because of his supportive instructional leadership, 10% of students met high standards in reading, 32% in mathematics, 10% in science, and 80% in writing. In addition, 51% made learning gains in reading, and 73% in mathematics. The percent of the lowest 25% making learning gains in reading was 82% and 89% in mathematics. As a result, Miami Edison Senior earned a D as a school grade, and was 8 points away from a C, after five straight years on the F list. Mr. Edwards has a Bachelor of Science degree in Professional Management and a Master of Science degree in Educational Leadership from Nova Southeastern University, Ft. Lauderdale, Florida.

Ernesto Mantilla 183360 Assistant Principal

Ernesto Mantilla, B.S. Emotionally Handicapped (K-12); M.S. Emotionally Handicapped

(K-12); Endorsements: Educational Leadership and English to Speakers of Other Languages.

Mr. Mantilla has thirteen years of experience as an educator. He began his career teaching with SED Outreach, an alternative program for Severely Emotionally Handicapped students. During his seven years at SED Outreach, Mr. Mantilla taught at two locations, Specialized Development Center-North and Walden Community School. While at Specialized Development Center-North, Mr. Mantilla taught vocational courses and was instrumental in creating a job training program housed at the school site. He then transferred to Walden Community School and assumed the responsibilities of the ESE department chair. Mr. Mantilla's duties included being the liaison between Walden staff and the administration at SED Outreach, conducting Child Study Team (CST) meetings, initiating and writing Individualized Education Plans (IEP), and coordinating psychological services. As a Program Specialist at

Robert Renick Educational Center, Mr. Mantilla worked closely with over 200 Emotionally Handicapped and Severely Emotionally Distributed students. Mr. Mantilla was influential in creating a school wide curriculum and FCAT guide. During the implementation year of the guides (2002-2003), 33% of students met high standards in Reading and 8% of students met high standards in Mathematics. He assisted in the writing the School Improvement Plan (SIP), arranging and organizing teacher and paraprofessional training, developing a school wide behavioral management program, and developing individualized curriculum. Mr. Mantilla also has extensive experience with Adult Education. As a part time Adult Education instructor, Mr. Mantilla assisted in creating a computer based FCAT curriculum that targeted students' individual needs. The program was piloted at Coral Gables Senior High School where 25% of ESOL students that participated in the program passed the FCAT exam. Mr. Mantilla was appointed as an administrator during the 2005-2006 school year. As an administrator at Citrus Grove Elementary School, he participated in the implementation of two successful research based Reading and Mathematics programs. The 2005-2006 FCAT results indicated that 56% of student met high standards in Reading, 58% of students met high standards in Mathematics, 68% of students met high standards in writing, 60% of students made learning gains in Reading, 67% of students made learning gains in Mathematics, and 65% of students in the lowest 25% met standards in Reading. The School grade improved 17 points to a "C". Mr. Mantilla is currently an Assistant Principal at Edison Senior High School. For the past year, Mr. Mantilla led the Mathematics and Science Department as well as the Health and Medicine Academy. During the 2006-2007 school year, his leadership was instrumental in the school's 2007 FCAT results where 10% of students met high standards in Reading, 32% of students met high standards in Mathematics, 80% of students met high standards in Writing, 10% met high standards in Science, 51% of students made learning gains in Reading, 73% of students made learning gains in Mathematics, 82% of students in the lowest 25% made learning gains in Reading, and 89% of students in the lowest 25% made learning gains in Mathematics. As a result of Mr. Mantilla's dedication and commitment to improving student achievement, Miami Edison Senior High was 8 points shy of obtaining a "C" grade. Mr. Mantilla worked diligently to ensure that students were in their classroom actively engaged in the learning process. His implementation of a school wide grade level based attendance competition resulted in a 1.76% improvement of attendance as compared to the previous year. Mr. Mantilla supervised and monitored an after school alternative to suspension program and Saturday school detention program. As a result, the number of outdoor suspensions decreased by 447 as compared to the previous year.

Javier Perez 208397 Assistant Principal

Javier Perez, B.S. Physical Education (6-12), M.S. Educational Leadership (K-12)
Mr. Javier Perez has worked eleven years as an educator. He is currently an Assistant Principal at Miami Edison Senior High School. Prior to working at Miami Edison Senior High School, he was an Administrative Assistant at Ronald W. Reagan/ Doral Senior High School. While at Ronald W. Reagan/ Doral Senior High School, Mr. Perez did an outstanding job meeting his job targets for the 2006-2007 school year. Mr. Perez worked aggressively with the leadership team in opening Ronald W. Reagan/ Doral Senior High School. He monitored student achievement through informal and formal observations. Mr. Perez worked with the English Department Chair in implementing a school wide reading program. He coordinated the use of the school's computer labs that contained the Reading Plus and Cognitive Tutor

programs. Mr. Perez implemented the school security plan and in doing so promoted a safe learning environment. He supervised the operational aspect of the school and was an integral part in the school's outstanding attendance percentage. Mr. Perez assured that the school was clean and that all maintenance issues were addressed in a timely manner. During the 2006-2007 school year, his leadership was instrumental in the school's 2007 FCAT results where 40% of the students met high standards in reading, 77 % met high standards in Mathematics, and 85% made high standards in writing.

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 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. M-DCPS is committed to ensuring a highly qualified assortment of teachers. Recruitment efforts include participating in District Teacher Fair opportunities and networking with 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.

[Show attached staff list](#)

ADDITIONAL REQUIREMENTS

School Wide Improvement Model

Miami Edison Senior High School's data/leadership team will be comprised of the Principal, Vice-Principals, Reading Coaches, Math Coaches, Testing Chairs, Lead Teachers and Department Chairpersons. The data/leadership team will implement the Florida's 8-Step Continuous Improvement Model (CIM). The CIM is a data-driven, results-oriented improvement process 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 will conduct Parental Choice Fairs at strategically located school sites and shopping malls throughout the school district, providing free transportation for those needing it.

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 collaborate 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.

[Show attached Public School Notice to parents](#)

[Show attached notification of SINI status](#)

Pre-School Transition

N/A

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 (NEST) sessions will be held at the school twice a month:

- Sessions will cover topics introduced at the District's New Teacher Orientation, in addition to issues of concern to the new teachers.

II. Every new teacher is 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 mentoring training. Mentors will be compensated to mentor new teachers.

All mentor/mentee activities are coordinated by an assigned assistant principal.

New Teacher Mentor List
2007-2008

Person Responsible: Crystal Spence, Assistant Principal

1. Patsy Bowers, New Teacher
Sharon Cooper, Mentor

2. Diosdado Corrales, New Teacher
Duignan, Marie, Mentor

3. Michael Green, New Teacher
Valme, Serge, Mentor

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

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

Administrator Training

As part of the ongoing professional development experience, the principal and assistant principals will participate in sessions provided at the Regional and District Levels.

Leadership Team Training

- Secondary School reform Cohort focused on gearing up for full implementation of SSR (June 2006)

Professional Development Resources (available on-site starting in August 2007):

- 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
- 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) 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.

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 include FCAT Explorer/Simulation 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 2007 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. GEAR UP tutors, in partnership with Florida International University, will provide additional tutorial services to students in grade twelve.

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 September 2007.

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.

SCHOOLS GRADED C OR BELOW**Professional Development**

Describe the professional development that supports enhanced and differentiated instructional strategies.

We recognize that teachers need to provide multiple instructional strategies so that students of different abilities, interests or learning needs experience equally appropriate ways to absorb, use, develop and present concepts as a part of the daily learning process. It allows students to take greater responsibility and ownership for their own learning and provides opportunities for peer teaching and cooperative learning. To assist teachers in becoming diverse in their instructional styles, teachers are offered a variety of professional development opportunities. This year teachers can select from various trainings on multiple intelligences, differentiated instruction, and cooperative learning and CRISS strategies.

Disaggregated Data

Describe the use of student achievement data to determine the effectiveness of instructional strategies.

In August, the school faculty participates in a school-wide data disaggregation activity (DART) as they review and analyze the 2007 FCAT demographic data results. As a part of our school improvement process, the Florida Continuous Improvement Model (FCIM), subject/grade level

teams discuss weekly the data results from benchmark mini assessments to determine student needs and instructional strategies.

During the months of October, January and May grade level teams meet to discuss data results from the District's FCAT Practice Assessments to make necessary changes to their instruction to meet individual student needs.

Informal and Formal Assesments

Describe the type of ongoing formal and informal assesments to be used during the school year to measure student progress

FCAT Assessment – March

District Practice FCAT – August, October, January, and May (to monitor progress)

FCIM Benchmark mini-assessments – ongoing

Classroom Assessments – ongoing

Alternative Instructional Delivery Methods

Describe the alternative instructional delivery methods that allow you to reach all student subgroups and help to improve their academic achievement.

One-on-one individual teacher instruction

Small group instruction

Peer tutoring

Cooperative learning groups

Hands-on instructional activities

SCHOOLS OFFERING PRIMARILY GRADES 6 THROUGH 12

Describe your school's plan for addressing the ten guiding principles of Secondary School Redesign in the box below. If the principles are addressed throughout your School Improvement Plan, identify precisely (under which heading) where each principle is addressed in the text box below.

In the checkbox below, please indicate which of the ten guiding principles is addressed below.

- Different Innovative Approaches to Instruction
- Responsibility of Teaching Reading for Every Teacher
- Quality Professional Development for Teachers and Leaders
- Small Learning Communities (SLC)
- Intensive Intervention in Reading and Mathematics
- Course Choice Based on Student Goals / Interests / Talent
- Master Schedules Based on Student Needs
- Parental Access and Support
- Applied and Integrated Courses

Academic and Career Planning

Different Innovative Approaches to Instruction- Special Programs

Responsibility of Teaching Reading for Every Teacher – Mentoring Action Plan for Teachers and Reading Strategies

Quality Professional Development for Teacher and Leaders – Mentoring Action Plan for Teachers and Professional Development

Small Learning Communities – Special Programs

Intensive Intervention in Reading and Mathematics – Reading and Mathematics Goals and Strategies

Course Choice Based on Student Goals/Interests/Talents – Special Programs

Master Schedules Based on Student Needs – Reading, Mathematics, Writing, and Science Goals and Strategies

Parental Access and Support – Communication with Parents and Parental Involvement Goal

Applied and Integrated Courses – Special Programs

Academic and Career Planning – Special Programs

GOALS

Goal:	Reading
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Needs Assessment An analysis of the 2007 FCAT Reading Test indicates that the ninth grade students mean scale score is 267, an increase by 25 mean scale score points when compared to the results of the previous year. The weakest content cluster areas among ninth grade students are Reference/Research and Comparisons. The tenth grade students mean scale score is 235, a decrease of 14 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 Main Idea/Purpose. 82% of the Lowest 25% in Reading made learning gains, a 25 point increase when compared to the results of the previous year. 51% of students made learning gains in Reading, an eight point increase when compared to the results of the previous year. The percent of students proficient in Reading increased from seven percent to ten percent. The following subgroups did not meet AYP targets: Black (10%) and Economically Disadvantaged (10%).

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 58 percent of students scoring at or above Achievement Level 3 on the 2008 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 58 percent of students scoring at or above Achievement Level 3 on the 2008 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 58 percent of students scoring at or above Achievement Level 3 on the 2008 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 58 percent of students scoring at or above Achievement Level 3 on the 2008 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 58 percent of students scoring at or above Achievement Level 3 on the 2008 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 2007 administration of the FCAT Reading Test will increase their reading skills as evidenced by 50 percent on the 2008 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, Vice-Principals, Reading Coaches, Math Coaches, Testing Chairs, Lead Teachers and Department Chairpersons. The school-wide improvement process 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 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 Vocabulary Achievement and Reading/Writing Sourcebooks, grade-level texts, will be used during whole group instruction. Supplemental programs that will be used to promote fluency and comprehension include James Town Fluency Program 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 utilizing 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 Reading Plus, and 3) independent reading. The final 10 minutes will be used for whole-group wrap-up and student reflections on learning growth. The Source Book, Vocabulary Achievement, and Newsweek, all grade-level texts, will be used during whole group instruction. Supplemental instruction will be provided through Accelerated Reader 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 receive 100 minutes of instruction from the same teacher daily.

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. A reading initiative, 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 all students scoring Achievement Levels 1-5, specifically students identified as the Lowest 25%, LEP, and SWD. FCAT Explorer, Accelerated Reader, FCAT Simulator 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 9-13, 2007.

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 2008 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. READ 180 will be utilized in all 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 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's Office of Professional Development.

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.

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.

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.

All teachers are Highly Qualified Certified In-Field Instructors.

Budget			
Categories of Expenditure	Describe Resources	Specific Funding Source by Title	Total Amount Available
Research-based Program(s)/Material (s)	READ 180 READ XL Reading/Writing Sourcebook	District Already Provided	0
Technology	Reading Plus Accelerated Reader READ 180 Computers	District Already Provided QZAB	30000
Professional Development	8-Step Continuous Improvement Model Edusoft	Secondary School Reform	7000
Other	Hourly Tutors Computer Technician Reading Coaches FCAT Coach	FCAT Enhancement Title I School-wide Grant Funding	215000
Total:			\$252,000.00

Goal:	Mathematics
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Needs Assessment An analysis of the 2007 FCAT Math Test indicates that the ninth grade students mean scale score is 268, a 23 point increase when compared to the results of the previous year. The weakest areas among ninth grade students are Number Algebraic Thinking and Geometry. The tenth grade students mean scale score is 284, a decrease of five mean scale score points when compared to the results of the previous year. The weakest areas among tenth grade students are Measurement and Geometry. 73% of students made learning gains in Math, a one point increase when compared to the results of the previous year. The percent of students proficient in Math increased from 29% to 32%. The following subgroups did not meet AYP targets: Black (28%), Economically Disadvantaged (28%), and Limited English Proficiency (24%).

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 62 percent of students scoring at or above Achievement Level 3 on the 2008 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 62 percent of students scoring at or above Achievement Level 3 on the 2008 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 62 percent of students scoring at or above Achievement Level 3 on the 2008 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 62 percent of students scoring at or above Achievement Level 3 on the 2008 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 62 percent of students scoring at or above Achievement Level 3 on the 2008 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 2007 administration of the FCAT Mathematics Test will increase their mathematics skills as evidenced by 50 percent of said students demonstrating learning

gains on the 2008 administration of the FCAT Mathematics Test.

Strategies

11. Develop a data/leadership team to communicate and assess data across all grade levels. The team will be comprised of the Principal, Vice-Principals, Reading Coaches, Math Coaches, Testing Chairs, Lead Teachers and Department Chairpersons. The school-wide improvement process 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 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. Intensive Math students will receive instruction from the same teacher in both core courses (Algebra or Geometry) and Intensive Math. Students receive 100 minutes of instruction from the same teacher daily.

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 9-13, 2007.

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 2008 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 book that will be used is Discovering Geometry. Recommended by the District, Cognitive Tutor, a research-based

textbook will be used for Algebra One and Geometry (FCAT Level 2 or higher). The 8-Step Continuous Improvement Model will be employed to support student achievement.

Professional Development

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's Office of Professional Development.

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.

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.

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.

All teachers are Highly Qualified Certified In-Field Instructors.

Budget			
Categories of Expenditure	Describe Resources	Specific Funding Source by Title	Total Amount Available
Research-based Program(s)/Material (s)	Cognitive Tutor Discovering Geometry	District Already Provided	0
Technology	FCAT Explorer Cognitive Tutor River deep	District Already Provided	0
Professional Development	CRISS Curriculum Mapping Edusoft 8 Step Continuous Improvement Model	Secondary School Reform	7000
Other	Hourly Tutors Math Coaches SWYK on the FCAT	Title I School-wide Grant Funding Title I School Improvement	215000
Total:			\$222,000.00

Goal:	Writing
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Needs Assessment Analysis of 2007 FCAT Writing results indicate that the percentage of students who scored 3.5 or higher on the combined writing scores was 80%. The students that scored 4.0 or higher on the combined writing scores is 51%. The mean score on the expository prompts increased from 3.3 to 3.7, as compared to the previous year. The mean score on the persuasive prompts increased from 3.2 to 3.6, as compared to the previous year. The combined mean scale score increased from 3.3 to 3.7, as compared to the previous year. The percent of students proficient in Writing increased from 66% to 80%.

Objective Given instruction using the Sunshine State Standards, students in grade 10 will improve their writing skills as evidenced by 81 percent of students achieving scores of 3.5 or higher on the 2008 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, Vice-Principals, Reading Coaches, Math Coaches, Testing Chairs, Lead Teachers and Department Chairpersons. The school-wide improvement process used by the data team is the Florida 8-Step Continuous Improvement Model (FCIM). 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 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 support to SWD who require more intensive writing support 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. Provide extended learning opportunities through writing tutorials for 10th grade students. Tutoring sessions are offered during school, after school, and on Saturdays.

9. 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.

10. 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.

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 9-13, 2007.

Evaluation

Results of the 2008 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, Learning Express, the Comprehensive Reading Plan, and the Department of Education's CD-ROM for rubric scoring of sample writing papers.

Professional

The professional development plan for Miami Edison Senior High School will

Development

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's Office of Professional Development.

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.

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.

Budget			
Categories of Expenditure	Describe Resources	Specific Funding Source by Title	Total Amount Available
Research-based Program(s)/Material (s)	Learning Express	District Already Provided	0
Technology	Learning Express FLDOE FCAT Writing CD	District Already Provided	0
Professional Development	Curriculum Mapping FCAT Write Traits Training Learning Express Training	Secondary School Reform	7000
Other	Hourly Tutor FCAT Writing	FCAT Enhancement Title I School Improvement	15000
Total:			\$22,000.00

Goal:	Science
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Needs Assessment An analysis of the 2007 FCAT Science Test results indicate that the mean scale score of 11th grade students at Miami Edison Senior High School is 264, a 36 point increase, as compared to the previous year. The weakest content cluster areas among 11th grade students are Physical/Chemical and Life/Environmental, while the strongest content cluster areas among 11th grade students are Earth Space and Scientific Thinking. Upon further analysis, the data revealed that 58% of the students tested were identified as Level 1, 34% at Level 2, and 7% at Level 3. Summary data reveals that the mean point percentages earned by content areas are Physical/Chemical Sciences at 31%, Earth/Space Sciences at 42%, 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 35% of the 11th grade students scoring Level 3 or higher on the 2008 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, Vice-Principals, Reading Coaches, Math Coaches, Testing Chairs, Lead Teachers and Department Chairpersons. The school-wide improvement process 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 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 every eleventh grade student in an Integrated Science III course that incorporates 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 2008 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 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's Office of Professional Development.

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.

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.

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.

All teachers are Highly Qualified Certified In-Field Instructors.

Budget			
Categories of Expenditure	Describe Resources	Specific Funding Source by Title	Total Amount Available
Research-based Program(s)/Material (s)	8-Step Continuous Improvement Model GIZMO	District Already Provided	0
Technology	Riverdeep FCAT Simulator	District Already Provided	3000
Professional Development	8-Step Continuous Improvement Model CRISS Best Practices in Science	Secondary School Reform	7000
Other	AMSCO Science Hourly Tutors	Title I School Improvement FCAT Enhancement	15000
Total:			\$25,000.00

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 2006-2007 School Climate Survey indicated that 35.9% of parents surveyed attended zero school activities, 53.6% attended one to three school activities, and 10.5% attended four or more school activities.

Objective Given the implementation of National PTA Standards, a minimum of 260 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 260 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			
Categories of Expenditure	Describe Resources	Specific Funding Source by Title	Total Amount Available
Research-based Program(s)/Material (s)	National Parent Teacher Association		0
Technology	Computers Resources and Materials	Title 1 School-wide	1700
Professional Development	Guest Speakers and Training Materials	District Provided - Parent Academy	0
Other	Hourly Community Involvement Specialist Relations	Title 1 School-wide	18000
Total:			\$19,700.00

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			
Categories of Expenditure	Describe Resources	Specific Funding Source by Title	Total Amount Available
Research-based Program (s)/Material(s)	Reading: READ 180 READ XL Reading/Writing Sourcebook Mathematics: Cognitive Tutor Discovering Geometry Writing: Learning Express Science: 8-Step Continuous Improvement Model GIZMO Parental Involvement: National Parent Teacher Association	Reading: District Already Provided Available: \$0.00 Mathematics: District Already Provided Available: \$0.00 Writing: District Already Provided Available: \$0.00 Science: District Already Provided Available: \$0.00 Parental Involvement: Available: \$0.00	\$0.00
Technology	Reading: Reading Plus Accelerated Reader READ 180 Computers Mathematics: FCAT Explorer Cognitive Tutor River deep Writing: Learning Express FLDOE FCAT Writing CD Science: Riverdeep FCAT Simulator Parental Involvement: Computers Resources and Materials	Reading: District Already Provided QZAB Available: \$30,000.00 Mathematics: District Already Provided Available: \$0.00 Writing: District Already Provided Available: \$0.00 Science: District Already Provided Available: \$3,000.00 Parental Involvement: Title 1 School-wide Available: \$1,700.00	\$34,700.00
Professional Development	Reading: 8-Step Continuous Improvement Model Edusoft Mathematics: CRISS Curriculum Mapping Edusoft 8 Step Continuous Improvement Model Writing: Curriculum Mapping FCAT Write Traits Training Learning Express Training Science: 8-Step Continuous Improvement Model CRISS Best Practices in Science Parental Involvement: Guest Speakers and Training Materials	Reading: Secondary School Reform Available: \$7,000.00 Mathematics: Secondary School Reform Available: \$7,000.00 Writing: Secondary School Reform Available: \$7,000.00 Science: Secondary School Reform Available: \$7,000.00 Parental Involvement: District Provided - Parent Academy Available: \$0.00	\$28,000.00
Other			\$478,000.00

	Reading: Hourly Tutors Computer Technician Reading Coaches FCAT Coach Mathematics: Hourly Tutors Math Coaches SWYK on the FCAT Writing: Hourly Tutor FCAT Writing Science: AMSCO Science Hourly Tutors Parental Involvement: Hourly Community Involvement Specialist Relations	Reading: FCAT Enhancement Title I School-wide Grant Funding Available: \$215,000.00 Mathematics: Title I School- wide Grant Funding Title I School Improvement Available: \$215,000.00 Writing: FCAT Enhancement Title I School Improvement Available: \$15,000.00 Science: Title I School Improvement FCAT Enhancement Available: \$15,000.00 Parental Involvement: Title 1 School-wide Available: \$18,000.00	
.		Total:	\$540,700.00

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) Wilfred Barry , Teacher
- 10) James Dominique , Teacher
- 11) Mabelean Sands , Parent
- 12) Mary Jones , Parent
- 13) Suzie Coriolan , Parent
