

Rudolph F. Crew, Ed. D., Superintendent of Schools

SUBJECT: REQUEST FOR APPROVAL OF 2007-2008 SCHOOL IMPROVEMENT PLANS FOR SCHOOLS DESIGNATED AS REPEATING SCHOOL PERFORMANCE GRADE "F," FOR SCHOOLS DESIGNATED AS FIRST TIME SCHOOL PERFORMANCE GRADE "F," AND FOR SCHOOLS DESIGNATED AS SCHOOL PERFORMANCE GRADE "D" WHICH WERE SCHOOL PERFORMANCE GRADE "F" IN A FOUR YEAR WINDOW, AS REQUIRED BY THE FLORIDA DEPARTMENT OF EDUCATION

COMMITTEE: INSTRUCTIONAL EXCELLENCE AND COMMUNITY ENGAGEMENT

LINK TO DISTRICT

STRATEGIC PLAN: ENSURE ACHIEVEMENT OF HIGH ACADEMIC STANDARDS BY ALL STUDENTS

Overview

School Improvement Plans (SIPs) have been developed for submission to the State Board of Education, as required by law, for the twenty-nine Miami-Dade County Public Schools (M-DCPS), designated by the Florida Department of Education (FLDOE) as School Performance Grade "F." Of the 29 schools, one is a Special Educational Center, and three are Charter Schools. Six schools are designated as repeating School Performance Grade "F," 20 are first time School Performance Grade "F," and three are School Performance Grade "D" which were School Performance Grade "F" in a Four Year Window. These schools are spread across Regional Centers I, II, III, IV, VI, and the School Improvement Zone. They are located in five of the nine M-DCPS voting districts. Attachment A is a listing of the repeating "F," first time "F," and "D" former "F" schools.

District Assistance Plus plans have been developed and are integral to the plans for each of these schools. The District Assistance Plus Plans have received comprehensive input and review from the following offices: Accountability and Systemwide Performance; Business Operations; Curriculum and Instruction; Human Resources (including Recruiting and Performance Management); Intergovernmental Affairs, Grants, Marketing, and Community Services (including Title I and the Parent Academy); Police and District Security; Professional Development; School Improvement Zone; and School Operations.

School Improvement Plans from schools designated as repeating School Performance Grade "F" were submitted, subject to the approval of The School Board of Miami-Dade County, Florida, to the State Board of Education on July 23, 2007. The School Improvement Plans from schools designated as first time School Performance Grade "F" and the schools designated as School Performance "D" which were School Performance Grade "F" in a Four Year Window were submitted, subject to the approval of The School Board of Miami-Dade County, Florida, to the State Board of Education on August 17, 2007.

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What Will Be Different

The proposed plans for these schools include restructuring of the academic programs, full staffing with quality educators, targeted professional development, expanded services to parents and stakeholders, Year 2 secondary school reform implementation for graded "F" secondary schools, and District funding to support the new initiatives.

Academic Programs

The core academic program will focus on literacy from kindergarten through the 12th grade and increased rigor and higher expectations in all instructional areas. Technology will be an important component in individualizing instruction utilizing the *Read 180* upgrade to *Enterprise* for FCAT Level 1 students. Differentiated instruction will be provided to students with learning difficulties in reading and mathematics. Major emphasis will be placed on reading in all content areas and on the integration of mathematics concepts and skills across the curriculum. Special attention will be given to science through the implementation of the newly developed Cross-Curricular Science Plan and recently adopted science text books. New science and mathematics pacing guides have been developed to facilitate implementation of these curriculum areas. Four years of science will be required for entering 9th grade students beginning in 2007. The publishers of the mathematics textbook and the newly adopted science textbook have allocated two staff members each to monitor the fidelity of the implementation of both content programs.

Miami-Dade County Public Schools has developed a transition program, "Tools for Success," in an effort to minimize the challenges and maximize achievement of students entering the ninth grade. School guidance counselors, teachers, parents, and students have identified specific areas of concentration that fall within four domains: educational, personal/social, community/health, and career awareness. To facilitate the 8th grade/senior high school students' transition, lesson plans, with classroom and home learning activities, have been developed based on the Division of Student/Career Services Standards-Based Student Development Program (SBSDP). The SBSDP incorporates specific standards, benchmarks, and learner outcomes and is aligned to the standards and benchmarks developed by the State of Florida and by the American School Counselor Association.

A District data team will work closely with each Regional Center data team to assist in building a school culture in which administrators and teachers use student data continuously, collaboratively, and effectively to improve teaching and learning. The District data team will examine school and student data and share its findings with the school on a bi-monthly basis. A monitoring plan will be implemented by School Operations to provide ongoing assistance in monitoring student achievement. M-DCPS will implement and monitor the Revamping Education for Gifted and All Learners (REGAL) Plan for gifted education in order to increase participation in this area; this affords enrichment and advanced studies for identified students.

Quality Educators

The schools will be fully staffed with highly qualified instructional personnel at the beginning and throughout the year. A staff member from the Office of Human Resource has been assigned to assist these schools with ongoing staffing needs. Instructional Staffing/Human Resources updates will be provided on a regular basis to ensure Highly Qualified Teacher status. There also have been changes in the schools' leadership teams, where appropriate, strengthening areas in need of improvement.

Targeted Funding

Targeted funding in the 2007-2008 M-DCPS Tentative Budget has been provided to low-performing schools to meet their specific needs. In accordance with the M-DCPS/ UTD Labor Agreement, new teachers hired for the 2007-2008 school year in any of the M-DCPS designated critical staff shortage areas may bring in all years of experience for salary purposes and receive a one-time only stipend of \$1200. In addition, the District provides two release days for new teachers to observe their mentor and/or other veteran teachers and two release days for the mentor to observe his or her mentee delivering instruction in the classroom. Also, new teachers will be compensated \$100 to attend five core learning courses facilitated by M-DCPS National Board Certified Teachers. These schools have received additional instructional materials funds totaling \$439,756 and \$989,350 for the Read 180 upgrade to the Enterprise program for use by FCAT Level 1 students. The newly funded Project Rewards and Incentives for School Educators (RISE), a grant from the United States Department of Education (USDOE) Teacher Incentive Fund, in the amount of \$18,312,808 will support identified schools through a five year period. The purpose of this project is to increase teacher and administrator effectiveness at high-need schools through incentives and support; this will result in improved student achievement. The program will provide a jump-start to low performing schools by creating learning communities and enhancing professional development. National Board Certified Teachers (NBCTs) will be identified to mentor and support teachers aspiring for National Board Certification in the selected high-need schools. NBCTs must commit to a minimum of three years at the schools and will receive yearly incentives. Title I funds in the amount of \$5,216,028 will be provided to support Assistance Plus Schools. Additionally, the Office of Mathematics and Science has designated \$1,080,000 for Assistance Plus schools and \$1,320,343 for systemwide mathematics coaches.

Professional Development

A comprehensive District Professional Development Plan has been designed and implemented to support these schools. New features of this plan include: 1) The Mentoring and Induction for New Teachers (MINT) Program. Every new teacher will have an on-site mentor. A minimum of 35 hours of one on one support will be provided to move the new teacher to ambitious levels of teaching throughout the year; 2) A Professional Development Liaison for each school will be identified and will be provided a supplement to create, coordinate, and sustain school-based professional development; and 3) A Student Teacher Support Team (ST2) will be assigned to each of the elementary schools. The ST2 consists of a school-based support team that includes a psychologist, a reading coach, a professional development specialist assigned to the school four days a week, a school-site administrator, a part-time school psychology intern, and an hourly certified teacher who will work directly with students. The goals of the model are to provide on-going site-based professional development and in-class support aligned with the instructional needs of at-risk students. In addition, the ST2 will assist classroom teachers with data collection; progress monitoring; appropriate interventions, and timely, targeted, job-embedded professional development. Other features of the District Professional Development Plan include: continuation of the Florida Continuous Improvement Model training; Mentoring and Coaching Program for new principals; outreach efforts to recruit, encourage, support, and mentor teachers to apply for National Board Certification; and providing add-on endorsement courses for reading, gifted, and ESOL to clusters of these schools. In addition, reading coaches will receive on-going intensive training, including workshops for the 2007-2008 *Comprehensive Research-based Reading Plan* and *Reading First*. The reading coaches will work with classroom teachers at least 60 percent of their contracted time.

School Safety and Security

New enhanced programs and strategies will be in place in order to maintain an environment conducive to learning. To this end, a Resource Officer will be assigned on a full-time basis to all identified schools, and the District will begin the implementation of the Kingian non-violent training (based upon the Dr. Martin Luther King, Jr., philosophy of non-violence) in conjunction with the Office of Student Services. Truancy interventions will continue to be implemented by conducting truancy sweeps and monitoring attendance on a daily basis.

Parent and Stakeholder Services

Each school will implement the Freshmen Academy Model for 9th Graders. This includes the development of Student and Parent Contracts which will address individualized student learning objectives for four years of high school. Project RISE schools will also receive support in identifying and utilizing community resources to assist in improving and sustaining student achievement. A Community Assessment Team, which will include parents, business, and local government representatives, will be assigned to each repeating "F" school to monitor student progress and to make recommendations to the State Board of Education on a monthly basis. The M-DCPS Parent Academy will further support these schools by establishing a Parent Academy Center at each school. Course content will emphasize homework support, study skills, and after-school learning opportunities for parents and their child(ren). Also, discipline and personal responsibility character education sessions will be offered in lieu of outdoor suspension for secondary students who chronically misbehave. The Parent Academy will also support the expansion of the PTSA at each school and identify new CEO Partners to support School Improvement Plan (SIP) strategies.

Secondary School Reform Initiatives

All of the secondary schools have included secondary school reform models in their School Improvement Plans. Senior high schools have established academy choices and are providing students with the choice of a field of study option. As part of the Secondary School Redesign, a new state requirement, Sec. 1003.413, F.S., all secondary schools have identified their degree of implementation of the Ten Guiding Principles within their School Improvement Plan as well as their course of action for implementation during the 2007-2008 school year.

Copies of the School Improvement Plans for each school are available on the web at <http://sqi.dadeschools.net>. Additionally, a CD is attached and is available for review in the Office of Board Recording Secretary, Room 924, and the Citizen Information Center, Room 158, 1450 N.E. 2nd Avenue, Miami, Florida 33132.

Cost: At the present time, this item will incur no additional cost for the District. However, additional budget cuts could mean that some mandated state requirements may not be able to be met.

RECOMMENDED: That The School Board of Miami-Dade County, Florida, approve the 2007-2008 School Improvement Plans for schools designated as repeating School Performance Grade "F," for schools designated as first time School Performance Grade "F," and for schools designated as School Performance Grade "D" which were School Performance Grade "F" in a Four Year Window, as required by the Florida Department of Education.