MIAMI-DADE COUNTY PUBLIC SCHOOLS
SECONDARY SCHOOL REFORM 5 YEAR PLAN

MIAMI-DADE COUNTY
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PUBLIC SCHOOLS

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Executive Summary

The Secondary School Reform (SSR) Implementation Plan (approved by the Miami-Dade County School Board on May, 10, 2006,) details the Miami-Dade County Public Schools' roadmap for substantively altering the educational experience of all middle and senior high school students in this district. The compelling evidence in our examination of the latest research in secondary reform, juxtaposed on the examination of a current course of study in our district high schools lead the Secondary School Reform Committee to understand and support the following agreements: to ensure rigorous preparation based on international standards and career preparation, to create personalized instructional environments designed to engage learners for longer periods of time in real world applications of academic concepts, and to develop and support opportunities to expand learning through partnerships with local businesses, colleges and universities. The Plan builds on the *Secondary School Reform Framework* which provided the theoretical foundation and rationale for change.

The SSR Five Year Plan provides a review of activities conducted during Phase I and II, a report on implementation of Phase III and IV, and a detailed plan of implementation for 2008-2013.

- **Phase I - 2004-2005:** Activities in this Phase focused primarily on evaluating district capacity, researching nationally relevant literature, identifying supplementary funding sources, and establishing systemic collaboration among stakeholders.
    - Sixteen schools were awarded the United States Department of Education's Smaller Learning Communities Grant which provides the seed money to jumpstart the SSR initiative at each school.
    - A transition freshman course, "Tools for Success," was developed and implemented in all secondary schools in the Superintendent's School Improvement Zone.
    - The Secondary School Leadership Summit with over 1,000 school site educators was held on May 23rd and 24th, 2005, spotlighting a broad range of national and state experts on school reform.

- **Phase II - 2005-2006:** Activities in this Phase focused on determining the readiness and capacity of each school site and establishing business/community support for the SSR.
    - School Readiness surveys were completed by all secondary schools.
    - A curriculum matrix was developed.
    - A career academy framework was distributed to all high schools as a guide to the development of academies at individual sites.
    - Secondary School Reform conferences were held by regions.
    - Potential community partnerships were identified.
    - A District level Secondary School Reform Committee was established.
    - An Individual Electronic Educational Portfolio was created.
    - A plan for district-wide implementation of internships was drafted.

- **Phase III - 2006-2007***:* A cohort of eleven high schools (Cohort I) voted to implement an eight-period class schedule which allows for common planning for core teachers in teams/career academies. An estimated budget of $977,851 per school funded additional teachers, ten days of professional development, requisite materials and other pertinent costs as each school designed and implemented career academies. Each cohort of senior high schools included middle schools within their feeder pattern in the reform effort, although an expanded day is not implemented at the middle school level. The reform practices for grades six through eight included: improved focus on literacy for all students, broadened emphasis on career-path skills aligned to the feeder senior high school, and expanded essentials of learning.

- **Phase IV - 2007-2008***:* An additional nineteen high schools (Cohort II) voted to implement an eight class schedule during this Phase bringing the total to thirty high schools in the District. Funding per school continued at the same level as outlined in Phase III. Cohort I schools deepened, expanded, and strengthened the implementation of their Secondary School Reform plans. Cohort II schools began the design and implementation of their career academies. Each cohort of senior high schools included middle schools within their feeder pattern in the reform effort.

An evaluation study of the SSR Plan was designed in consultation with the Office of Program Evaluation. This evaluation has been developed in order to measure the effectiveness of the SSR Plan in the following areas: attendance, drop-out rates, FCAT scores, Honors and AP course enrollment, ACT and SAT participation, and graduation rates.

Why reform secondary schools in Miami-Dade County?

Few institutions have a greater impact on the quality of American life than the public high school, the foundation for adult participation in society and the workplace. Technological advances and lowered trade barriers have paved the way for an unprecedented globalization of markets, creating intense competition for the US economy and increasing demands for an internationally competent workforce.

° In the 35 largest cities, fewer than 50% of 9th graders complete high school.
° 69% of all high school students graduate. Of those who graduate, 53% are Hispanic; 55% are African American, 57% are Native American; 76% are white; and 79% are Asian.
° More than 70% of high school students go to schools with more than 1,000 students.
° An African American male born today is twice as likely to go to prison than college.
° 30% of college freshmen don't make it to sophomore year, and less than 50% receive college degrees.
° 29.4% of 16-24 year old Latinos dropped out of high school in 1996, as compared to 13% of African Americans and 7.3% of whites.
° 56% of young Hispanics who have not completed high school have not progressed past the ninth grade. This compares to 31% of white and 27% of African-American dropouts.
° Only 35% of Hispanic high school seniors are enrolled in college-preparatory programs, compared with 50% of non-Hispanic white students.
° Fewer than 5% (4.67%) of the bachelor's degrees awarded nationwide in 1995 went to Latino/Mexican-American students, as compared to 7.5% for African Americans, and 78.7% for European Americans.

National High School Alliance 2002

As a result, it has become increasingly evident that traditional high schools provide limited preparation for success in this new economy.

To address the need for better preparation and to ensure America's competitive edge in the future, significant secondary school reform is needed. Twenty-first century high schools must restructure to provide a rigorous curriculum based on international standards and career preparation, a more personalized instructional environment designed to engage learners in real world applications of academic concepts, and opportunities to expand learning through partnerships with local businesses, colleges and universities.

The National Association of Secondary School Principals urges reform efforts that focus on "*what we must do to allow our secondary schools to graduate young people with the skills, habits, and convictions that are required in the rapidly changing American culture and the global workplace*." In the March 14, 2005, article "Our High School Diploma is no Bargain for Graduates," Dr. Rudolph F. Crew, Superintendent of Schools, Miami-Dade County Public Schools (M-DCPS), stated:

> As educators, we strike a bargain of sorts with students when they start school: Learn what your teachers have to offer you, master the skills on the tests we measure your progress with and, when you have, you will be ready for the rest of your lives. We'll give you a high school diploma to signify that. Unfortunately, as a society, we increasingly have failed to live up to our end of the deal. Students, who do everything we ask of them, pass the exams we give them, still leave high school unprepared for college or careers. The fact is we ask too little of our students both in terms of the academic rigor and of the breadth of our expectations.

> There are unmistakable signs that our secondary schools are falling short. When Miami-Dade County eighth graders took part in an international comparison of math achievement five years ago, they scored well below the international average and were sandwiched between their counterparts in developing countries such as Iran and Indonesia. When our graduates enter Miami Dade College, nearly three-quarters of them are placed into at least one remedial class before starting credit-bearing courses, and more than a quarter of them need three or more remedial classes.

In a recent speech to governors and leading CEO's, Microsoft Chairman, Bill Gates, had a word to describe schools that deliver these kinds of results – obsolete. He went on to explain he did not mean flawed, broken or under-funded; he meant inadequately designed for the task of educating students in this century.

Thus began a comprehensive plan for reforming secondary public schools in Miami-Dade County. A number of District secondary school principals were invited to participate in a forum designed to foster collegial interaction and introspection regarding educational environments of schools. Beyond the existing programs within their schools, the principals involved in this think tank researched an array of national reform models. Each of the models reviewed has significant national research to validate its successful implementation in urban secondary schools. Additionally, several principals participated in national conferences including the National Academy Foundation Leadership Summit in November 2004, and the USDOE Second Annual School Summit in December 2004. The principals began discussions around the following questions:

- *What initiatives or programs have been implemented in their schools which significantly and positively impacted student learning and achievement?*
- *What key factors or challenges needed to be addressed?*
- *What resources were required to maximize their school's attainment of high academic achievement?*

After lengthy discussions based on the principals' individual success and intrinsic understanding of what was required for successful implementation of school reform, the consensus was that certain non-negotiable indicators of success should exist regardless of the reform model the District selects. These non-negotiable indicators are: commitment to a long-term process, standardized curriculum in core courses, collaboration/training time, effective articulation between levels, varied elective offerings for all, flexibility in the implementation for each school, small learning communities, required freshman transition course, and career-path academies.

Following these initial discussions, the Secondary School Reform Committee was comprised to create a detailed conceptual framework. This expanded committee included school, Regional Center, and District administrators. After extensive review of the literature on secondary school reform, committee members adopted the Advocacy Framework Model developed by the National High School Alliance (2005) because it uses high standards as the foundation for beginning the reform process. The model identifies six core principles to foster high academic achievement which were adopted in the Secondary School Reform Framework document approved by the Miami-Dade County School Board on March 16, 2005. These principles are:

1. **Personalized Learning Environments** - Personalized learning environments support all students' achievement in meeting high academic standards and successful quality post-secondary transitions by designing curriculum, support, structures, and a learning climate focused on student needs and development.

2. **Academic Engagement of All Students** - Academic engagement is strengthened when educators and students co-develop learning experiences that are relevant to political, economic, and social dynamics at local, national, and global levels. It is crucial that curriculum and instruction connect learning to students' cultural and linguistics contexts, especially for students who are most at risk for disengagement and dropping out. All students should have access to academically rigorous and relevant curriculum and instruction. This rigorous and relevant curriculum and instruction should engage students in disciplined inquiry, which requires problem-solving, higher order thinking, and the capacity to construct, rather than reproduce knowledge.

3. **Empowered Educators** - Communities of practice are critical mechanisms for empowering educators and for transforming the culture of traditional, comprehensive high schools into a personalized learning environment for all students. They are characterized by the collaborative work of educators who continuously seek, share, and act on their learning in order to improve their practice for the purpose of improved student outcomes. Communities of practice help transform school culture by providing ongoing professional development and support so that teachers can learn and apply new practices, and foster a sense of collective responsibility for student achievement.

4. **Accountable Leaders** - Leaders at all levels of the education system must be accountable to the communities they serve. To foster ownership in the difficult process of transforming high schools, stakeholders must work together to articulate a shared vision for all high school students and to define accountability measures. Through the development of a strategic plan designed around this common vision, leaders are held accountable for allocating resources; establishing equitable practices and policies for all students; and for using data to monitor and communicate student progress. Accountable leaders engage not in quick fixes, but in transforming schools and districts into systems that are responsive to and accountable for the success of all students.

5. **Engaged Community and Youth** - School leaders cannot do the hard work of high school reform alone. All community stakeholders—parents, business, government agencies, post-secondary institutions, and youth—are needed to articulate a shared vision for all high school students and to establish a network of accountability that ensures progress towards achieving the shared vision. A network of accountability functions across several dimensions. Educators are accountable to one another as professionals and accountable to students and their families. Students are accountable to their schools and communities. School leaders are accountable to the community. Community stakeholders are accountable to schools. And finally, school leaders and community stakeholders are accountable to government (National High School Alliance, 2005).

6. **Integrated System of High Standards, Curriculum, Instruction, Assessment, and Support** - An integrated system of standards, curriculum, instruction, assessment, and supports provides a critical foundation for high school reform. This integrated system mandates common expectations for all students; clearly communicates parameters for success in each successive year of school; clearly delineates parameters for successful transition into post-secondary education and careers; and outlines how and what students will learn, how they will be assessed, and the supports they will receive.

In an effort to transform our large, impersonal high schools, M-DCPS partnered with the National Academy Foundation (NAF) because its research-based, career academy frameworks have proven track records both locally and at the national level. NAF describes its academies as a place where "students take classes around a career theme - Finance, Travel & Tourism, or Information Technology - with the same team of teachers for two to four years. Partnerships with employers, the community, and local colleges bring resources from outside the high school to improve student motivation and achievement." NAF focuses its energy on curriculum and staff development, local advisory boards that link with businesses, paid student internships, and quality assurance. NAF program sites operate in 42 states.

Phase I 2004-2005 – Foundation Year:
The first year of implementation for SSR included the work of the Principals' Think-Tank and the Secondary School Reform Committee and was officially launched with the Miami-Dade County School Board approval of the SSR Framework on March 16th, 2005. Staff from Curriculum and Instruction initiated the alignment of curriculum and assessment. Staff retreats, workshops, and meetings took place throughout this year and a timeline for three major projects that are at the heart of school reform was developed: a three year Literacy Plan, the redesign of the Competency Based Curriculum (CBC), and the development of District Progress Monitoring Assessments aligned to the CBC are three major pieces that must be in place in order to facilitate the reform process for all our secondary schools.

In August 2005, Miami-Dade County Public Schools (M-DCPS) was awarded the United States Department of Education's, Smaller Learning Communities Grant, Cohort 4 (2004) for $3 million over three years (2005-2007) for six comprehensive senior high schools. The Centers for Excellence Career Academies include the following senior high schools: American, Miami Beach, North Miami Beach, B. T. Washington, Miami Jackson, and G. H. Braddock. In October 2005, M-DCPS was awarded a second round of the Smaller Learning Communities Grant, Cohort 5 (2005) for $11 million over five years (2005-2010) for ten comprehensive senior high schools: Barbara Goleman, Hialeah, Miami Central, Miami Coral Park, Miami Springs, Miami Senior; Felix Varela, Homestead, Miami Southridge, and Miami Sunset. These grants provided the seed money to jumpstart the SSR initiative in each school, approximately $800,000 per school over a five-year period.

Another crucial element of the reform effort is the smooth transition of youngsters along the K-12 spectrum with particular emphasis at two critical junctures: grade 6 and grade 9. Freshman transition activities helped to ease the difficulties students often encountered as they move from middle to high school. Some schools placed all first-year students in their own academy or house setting, sometimes in a separate wing or even a separate building, with extra supports from adults. In other cases, freshman transition included mentoring from older students or special career exploration classes designed to set the context for high school as a pathway to college and careers. To that end, members of the Student Services Department developed a curriculum geared at empowering youngsters with the skills necessary to make the transition into either middle or senior high school smoother and more successful. A transition freshman course, "Tools for Success," was implemented by all secondary schools in the Superintendent's School Improvement Zone.

Equipping teachers with the necessary skills to successfully implement a curriculum that is rigorous and relevant was a critical action step in the academic engagement of all students and it is one of the six principles in the SSR. To that end and in order to continue to align the reform effort with other District offices, all secondary schools were asked to develop a professional development plan addressing staff needs in this area. The professional development plans became a key element of each school's School Improvement Plan (SIP).

The Secondary School Leadership Summit held on May 23rd and 24th, 2005, at the Hyatt in Downtown Miami, was the official kickoff event for the SSRI. The summit brought together a host of national and state experts on school reform. Every middle and senior high school in the District was represented by a Leadership Team composed of administrators, parents, and key staff members including secondary school union stewards. Schools began the "conversation" for reform by reflecting on the national perspective and aligning the SSR principles to their own school culture.

<u>Phase II 2005-2006 – Design Career Academies:</u>
The purpose of the first year of implementation of the Secondary School Reform Plan was to lay the foundation for the restructuring efforts. The purpose of the second year of implementation (Phase II) was two-pronged. First, there was a need to determine the readiness and capacity of each school site for reform. Second, community support for the SSR had to be sought.

In order to maximize resources and ensure successful implementation of the reform effort, the Plan is designed to include high schools in cohorts, beginning with the first set in the fall of 2006. While all schools will initiate the majority of the reform goals such as the implementation of smaller learning communities, increased academic rigor, and the identification of career path themes, only the schools selected to be in Cohort I will be implementing an eight-class schedule.

All secondary schools completed a *Secondary School Reform Readiness Profile*, a self-assessment tool which was used to gauge their initial readiness and capacity. The information gleaned from this survey as well as the Secondary School Reform Roadmap, completed by all senior high schools enabled a rank-ordered list to be developed. Potential schools for the first cohort were reviewed in the following areas:

Organizational Structures: Recognition of graduates' skill needs/knowledge for careers and/or pursuit of higher education, secondary schools organized around following dimensions:
- Small Learning Communities;
- Eight period class schedule;
- Transition and articulation;
- Professional development;
- Academic engagement; and
- Academic teams.

Small Learning Communities: Specialized career-focused themes in grades ten through twelve provided context to enrich a rigorous academic curriculum. Teachers had time to coordinate course content and instructional strategies. Work-based learning opportunities connected classroom activities to job shadowing, internships, and mentoring by employer-partners. College and career counseling informed students about options for planning for work and further education. Staff had clear direction to collect data, evaluate results, and use information to guide future planning and improve student performance via the Continuous Improvement Model.

Eight Period Class Schedule: The additional periods allowed for:
- Collegial interaction/planning and professional development training;
- Course/credit recovery;
- Inclusion of elective programs (i.e., physical education, sixth or seventh grade essentials of learning program, ninth grade freshman transition course, and career/technology exploration wheels);
- Student internships and other community experiences; and
- Grade level scheduling requirements (i.e., an eight-course class schedule for freshmen and sophomores, a six-course schedule for juniors, and a four-course class schedule for seniors).

Transition and Articulation: A standardized articulation plan in the areas of academic, personal-social and career readiness at every level of transition (elementary/middle/senior/postsecondary) was developed and implemented for each feeder pattern. Transition sessions implemented between elementary and middle schools and middle and senior high schools for parents, students, and teachers. The sessions covered the areas of academic, personal/social and career awareness and scheduled and conducted for grade five or six students transitioning to grade six or seven, and those students in grade eight transitioning to grade nine. Preliminary articulation experiences targeted students a year earlier (in grade four or five and grade seven). These preliminary experiences helped students focus their last year in elementary and middle school towards the expectations of the next level. The current articulation process was primarily conducted in the last semester of their final year.

Standards-based Student Career Development Program: Benchmarks for educational, personal/social, and citizenship skills were addressed. Activities included career planning, career portfolios, job applications, a career fair targeting grade eight and nine students and a college fair for grade ten and eleven students. Partnership agreements were developed with colleges, universities, and vocational centers to offer courses, advisement, and dual enrollment opportunities.

Community Support: High School reform cannot be fully realized without broad-based buy-in from all facets of the community. The definition of community in the M-DCPS SSR plan includes: parents, teachers, union representatives, the Parent Teacher Association (PTA)/Parent Teacher Student Association (PTSA), Educational Excellence School Advisory Committee (EESAC), industry leaders, post-secondary education providers, government agencies, and intermediary organizations, including low-income, minority populations that have been traditionally marginalized in civic and school affairs, and the students themselves. Phase II of the SSR plan included the creation of advisory groups to connect SSR with the various stakeholder groups.

Middle School Implementation: While the primary impetus of SSR in Phase II centered on the senior high schools, the middle schools continued to receive information regarding the reform efforts and their potential role within it. Along with their senior high counterparts, all middle schools were invited to complete a readiness profile at the beginning of the school year. Using the regularly scheduled Middle School Principals' Liaison Committee as a vehicle for communication, all middle schools were encouraged to:

- Institute a sixth grade foundation experience emphasizing work place literacy and academic achievement;
- Increase availability of advanced course offerings for *all* students including classical literature, foreign languages, economics, and ethics;
- Examine current implementation of the middle concept of teams for academic rigor and effectiveness; and
- Collaborate with the feeder high school to align team-based themes with the implementation of the career academies to strengthen articulation between levels.

Phase III 2006-2007 – Implement Cohort I Schools:

During Phase III, a cohort of eleven schools voted to implement an eight-period schedule which allowed for common planning for core teachers on teams/career academies. This schedule provided access to electives offered within a career academy for students who were performing below grade level expectations, hence affording them the equity that is missing within the present scheduling structure. This schedule provided opportunities for more students to access honors and Advanced Placement (AP) courses, participate in dual enrollment classes, and engage in apprenticeship/internship activities.

2006-2007 Accomplishments:
- All ninth grade students were assigned to teams. These teams were composed of four core academic teachers who worked cooperatively in the development and delivery of a relevant, rigorous curriculum. Team teachers met during common planning time to coordinate assignment/project timelines in order to avoid conflicts, discuss student work, develop and implement progress monitoring, develop thematic units which integrated curricula, and share best practices.
- All ninth grade students enrolled in a transition course during the freshman year. The purpose of this class was to familiarize students with their new setting. Course objectives addressed, among numerous other topics, study and organizational skills, career exploration of academy strands offered at the school, goal setting, time management, conflict resolution techniques, financial planning, and expectations for appropriate behavior.
- Tenth, eleventh, and twelfth grade students were assigned to a career pathway/academy. These career academies/pathways were scheduled as Small Learning Communities (SLC) within the school and included core teachers who shared common planning in order to facilitate collaboration in the development of thematic units that integrate curricula career themes. The schools partnered with a cohort of local businesses worked cooperatively with

staff in building the capacity at each site to create apprenticeship/internship opportunities for students.

- Staff was actively engaged in professional development activities in the areas of: time utilization, explicit instruction, curriculum mapping, literacy integration, how to build-up academic vocabulary, development of rigorous and relevant curriculum, development of thematic units, writing across the curriculum, content based inquiry skills, career academies, how to teach in a block, and infusion of high order thinking skills.
- A detailed plan was developed cooperatively by key personnel in the Office of Curriculum and Instruction; School Improvement; and the Office of Intergovernmental Affairs, Grants, Marketing, and Community Services to implement and monitor a district-wide internship program that began in the 2006-2007 school year. In the first year of implementation, eligible seniors in Cohort 1 schools were provided with the opportunity to access an eighteen week internship experience. A total of 311 seniors participated in the Career Experience Opportunity (CEO) internship.
- In order to establish collaboration among the various district offices and support SSR implementation, an Implementation Task Force was created. Representatives from all Curriculum and Instruction offices, as well as School Operations, Professional Development, and Intergovernmental Affairs, Grants, Marketing, and Community Service were asked to select staff to attend the monthly SSR Task Force meetings.

Phase IV – 2007-2008: Support Cohort I Schools and Implement Cohort II Schools:

During Phase IV, an additional cohort of 19 schools voted to implement an eight period schedule bringing the total to 30 high schools. This schedule provided access to electives offered within a career academy for students who were performing below grade level expectations, hence affording them the equity that is missing within the present scheduling structure. This schedule provided opportunities for more students to access honors and Advanced Placement (AP) courses, participate in dual enrollment classes, and engage in apprenticeship/internship activities.

2007-2008 Accomplishments:

- In collaboration with staff from the Office of Intergovernmental Affairs, Grants, Marketing, and Community Service and the Office of Information Technology Services (ITS), an on-line tool was created to facilitate the matching of students to available internship opportunities provided by certified businesses.
- In order to provide sustained support to selected SSR principals, several retired M-DCPS administrators were trained to be SSR Professional Partners. These Professional Partners meet often throughout the school year with principals and their SSR design teams.
- Articulation meetings with local post-secondary institutions have been conducted. The purpose of these meetings is to establish a smooth transition for students from their academy courses to their post-secondary education.
- An SSR website was unveiled that includes pertinent and relevant information about all aspects of school reform. All stakeholders can access this website at http://ssr.dadeschools.net.
- Professional development activities during this year focused on the development of professional learning communities, project based learning, and academy development.
- An evaluation plan has been designed to measure the effectiveness of the SSR Initiative. The following data elements will be collected and analyzed: attendance rates; drop-out rates; percentage of students meeting high levels of performance standards in the reading, writing, mathematics and science portions of the Florida Comprehensive Assessment Test (FCAT); student participation in honors and AP courses; student participation in SAT and ACT testing programs; parent perception; student participation in internship, dual enrollment, and apprenticeship experiences; and the documented growth by every school on the implementation of the six core principles.

Phase V – 2008-2013: Five Year Plan

Integrated Curriculum

Defined: An integrated system of high standards, cross-curricula planning, and innovative and effective instructional practices provide the critical foundation for high school reform.

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Ninth Grade Transition Academy	Continue to monitor that schools implement the following: ▪ All ninth students placed on teams with a cohort of common core teachers; ▪ Freshmen Transition course/curriculum is implemented; ▪ Teachers plan collaboratively, interdisciplinary units; ▪ Common planning time provided for teachers during or after school; ▪ Teachers imbed agreed upon competencies and skills; ▪ Counselor(s) and an administrator assigned to Ninth Grade Transition Academy; ▪ Teachers and support staff work collaboratively to personalize learning environment; and ▪ Ninth grade students complete a personalized four year plan.				
Tenth through Twelfth Grade Career Academies	Year of Academy Planning ▪ Finalize Academies and strands and programs within each Academy. ▪ Clarify Role of Academy Lead Teachers. ▪ Provide suggested Essential Competencies and Skills to incorporate in all Academies. ▪ In collaboration with the Office of Career Technical Education, provide support with regard to implementing industry certification opportunities.	Monitor that schools implement the following: ▪ Teacher developed interdisciplinary units aligned to Academy themes. ▪ Students are scheduled, where possible, around common core teachers and/or Academy teachers. ▪ Common planning time is provided during or after school day. ▪	Continue to monitor that schools are implementing Wall-to-Wall Career Academies.		
Project-Based Learning and Service Learning	Year of Preparation and Planning ▪ Provide schools with common criteria and recommended guidelines.	Schools begin implementation of project-based learning and service learning.	Monitor that schools implement project-based learning and service learning within their Academies.		
Capstone Projects	Year of Preparation and Planning ▪ Provide schools with common criteria and recommended guidelines.	Schools begin Implementation with tenth grade students.	Monitor that schools continue implementation of Capstone Projects through senior year presentations.		
Professional Learning Communities/Critical Friends Groups	Continue to support CFG/PLC coaches' work at school sites within design and academy teams.	Continue to train additional CFG/PLC coaches at each school site and continue to provide support as they implement the use of PLC/CFG protocols throughout their schools.			

Professional Development

Defined: Providing extensive professional development aligned to the Six Core Principles of Secondary School Reform is essential in order for administrators, design teams, academy lead teachers, and classroom teachers to be able to plan, implement, assess, and improve their school's reform plan.

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Professional Development Provided	In collaboration with the Office of Schools of Choice/SLC Grants and the National Academy Foundation, provide on-going Professional Development in the following areas: ▪ Philosophy of Small Learning Communities ▪ Implementation of the Six Core Principles of Secondary School Reform ▪ Academy Development ▪ Capstone Projects ▪ Project-Based Learning ▪ Service Learning ▪ Professional Learning Communities/Critical Friends Groups				
Cadre of School Site Trainers	In order to build capacity and academic leadership at school sites, schools will form cadres of school site trainers who will attend district provided professional development related to the area(s) that they oversee or are involved in. They will then provide appropriate PD and support for their staff.	Continue district provided professional development to the Cadres of School Site Trainers in order to strengthen and deepen the ability of schools to build capacity within their school sites as well as provide professional development at each school site.			
Secondary School Reform Professional Partners	Each year complete the following: ▪ Train additional SSR Professional Partners ▪ Meet quarterly with SSR Professional Partners. ▪ Include SSR Professional Partners in school site visitations.				

Community/Business Partnership					
Defined: The purpose of the internship program is to offer opportunities for extended learning in real world applications.					
	2008-2009	**2009-2010**	**2010-2011**	**2011-2012**	**2012-2013**
Internship	Create strategic plan for Career Academy internship implementation. Create and implement plan to train 30 SSR schools on how to use and maximize Clearinghouse online tool.	Implement strategic plan for Career Academy internships. Revise with best practices. Continue to assist schools to maximize use of the Clearinghouse online tool.	Implement strategic plan for Career Academy internships. Continue to assist schools to maximize the use of the Clearinghouse online tool.		
Advisory Boards	Create district-wide Career Academy Advisory Board Strategic Plan to strengthen existing Advisory Boards and create new Advisory Boards.	Implement district-wide Career Academy Advisory Board Strategic Plan. Revise with best practices.	Implement district-wide Career Academy Advisory Board Strategic Plan to add one Advisory Board aligned to a high demand career cluster.		
Post Secondary Articulation	Coordinate meetings with all MDC and FIU campuses to articulate Diploma Options and SSR Plan.	Coordinate meetings with central Florida colleges and universities campuses to articulate Diploma Options and SSR Plan.	Coordinate meetings with north Florida campuses to articulate Diploma Options and SSR Plan.	Continue to collaborate with Florida colleges and universities to support the transition of MDCPS students to post secondary educational institutions.	

Evaluation and Assessment					
Defined: In order to assess the effectiveness of Secondary School Reform and the implementation of an eight class schedule as well as provide SSR administrators and design teams with effective and useful feedback, on going school site visits and an evaluation study will be conducted.					
	2008-2009	**2009-2010**	**2010-2011**	**2011-2012**	**2012-2013**
Rubric for Six Core Principles	Provide appropriate school staff with rubric for implementation of the Six Core Principles. Instruct selected school staff how to use rubric as a self-evaluation tool.	Continue to use the rubric for implementation of the Six Core Principles with school design teams in order that they deepen and improve the implementation of their school's reform plan. Continue to provide appropriate and cogent feedback to the SSR design teams based on the information gathered from the rubric.			
School Site Visitations	Set up school site visits with staff from District and Regional offices, SSR Professional Partners, and staff from the National Academy Foundation. Use rubric for Six Core Principles as assessment tool. Provide schools with feedback and suggestions for improving and deepening implementation activities and practices.				
Four Year Study of Secondary School Reform	Implement evaluation study developed by the Office or Program Evaluation on the impact of Secondary School Reform on high schools implementing an eight period schedule.				Provide written report of findings to all stakeholder groups.