Miami Dade County Public Schools
Secondary School Reform

"It's dangerous to assume too little when it comes to what our children can accomplish. The peril comes not from the fact that they undoubtedly will prove us wrong. The real danger is in selling short the potential of even a single student, as that would be an unforgivable injustice."

Dr. Rudolph F. Crew
Superintendent of Schools
Miami-Dade County Public Schools
Making the Right Assumptions About Students, 2005

Small Learning Community (SLC) Grants and Secondary School Reform (SSR)

- Since 2004, approximately $23 million has been awarded to 26 high schools as part of the SLC federal grants. This money has enabled high schools to begin the process of redesigning and restructuring their schools.

- At present, 29 high schools have opted to implement an 8 period day scheduled, 15 of which are SLC schools, and have received funds from the district to hire teachers, purchase additional textbooks and materials, and provide professional development.

What's Been Happening Countywide 2006-2007

- **All high schools implementing Freshmen Transition Academies and developing Career Academies for grades 10-12, and implementing a stand alone or embedded Freshmen Transition course**

- **11 high schools implemented 8 period schedules and in the spring of 2007 voted to continue**

- **9 comprehensive high schools and 10 alternative high schools voted to implement 8 period schedules in 2007-08**

- **Professional development focused on high school reform has been provided for SLC high schools**

- **Launched the SSR website: SSR.dadeschools.net**

SSR Cohort I Schools & Principals

Booker T. Washington	Ms. Regina P. Lowe-Smith
Hialeah-Miami Lakes	Ms. Karen L. Robinson
John A. Ferguson	Ms. Jane Garraux
Miami Beach	Dr. Rosann P. Sidener
Miami Douglas MacArthur South	Dr. David Moore
Miami Edison	Dr. Jean E. Teal
Miami High	Dr. Daniel Tosado
Miami Jackson	Ms. Deborah L. Love
Miami Southridge	Mr. Martin T. Reid
North Miami Beach	Mr. Raymond L. Fontana
Ronald W. Reagan/Doral*(RC III)	Mr. Douglas P. Rodriguez

SSR Cohort II Schools & Principals

500 Role Models Academy	**Mr. Samuel L. Johnson**
Academy for Community Ed	**Mr. Carlos J. Cambo**
COPE Center North	**Ms. Mary M. Richards**
Coral Gables	**Ms. Jo Anne D. Gans**
Corporate Academy North	**Dr. Barbara T. Hawkins**
Corporate Academy South	**Mr. David H. Brooks**
D. M. Wallace - COPE Center South	**Ms. Edwina S. King**
Hialeah	**Mr. Lorenzo Ladaga**
Homestead	**Dr. Henry N. Crawford**
Jan Mann Opportunity Education Center	**Ms. Deborah A. Carter**
JRE Lee Educational Center	**Ms. Claire C. Warren**
Miami Carol City	**Ms. Kim W. Cox**
Miami Central* (RC III)	**Ms. Robin Y. Atkins and Mr. Jerry Clay**
Miami Douglas MacArthur North	**Mr. Marion L. Rogers**
Miami Norland	**Dr. Mark Soffian**
Miami Northwestern* (RC III)	**Mr. Charles E. Hankerson**
Westland Hialeah* (RC III)	**Dr. Alberto Rodriguez**
North Miami	**Mr. Carnell White**

School-Site SSR Design Teams

- **Each high school should develop a school site Secondary School Reform design team comprised of (up to 15 members) the following stakeholders:**

  - ➢ **The principal;**
  - ➢ **A UTD building steward (selected by the stewards);**
  - ➢ **The PTSA president;**
  - ➢ **A representative from feeder pattern middle school (s); and**
  - ➢ **Representatives from departments, academies, media specialists, paraprofessionals, counselors, coaches, etc.**

- **The design team responsibilities are to collaborate with faculty, community, students, and other stakeholders to develop and implement the school's reform plan; participate in district provided professional development sessions; coordinate efforts with middle schools; and keep all stakeholders informed of progress, information, and status of reform plan.**

Six Core Principles and Operational Implications

Six Core Principles

- **Personalized Learning Environments**

- **Academic Engagement of all Students**

- **Empowered Educators**

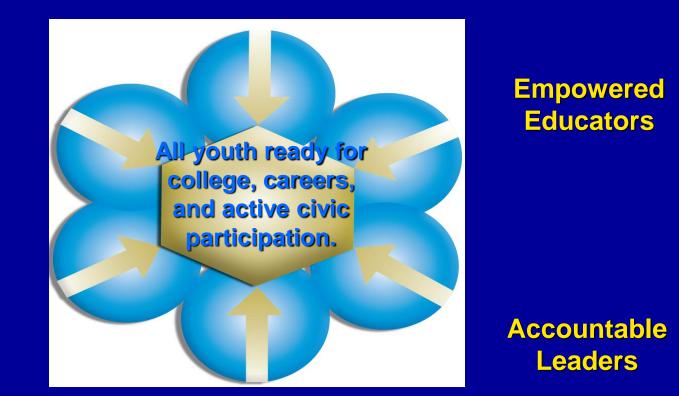## Operational Implications

- **Ninth grade transition academies**
- **Career academies**
- **Interdisciplinary teams that integrate curricula**
- **Transition courses in sixth and ninth grades**

- **Project-based learning**
- **Increased enrollment in honors and AP courses**
- **Increased rigor and relevance in all courses**

- **Planning time for teachers**
- **Site-specific professional development**
- **Involvement in school redesign and restructure**

Miami-Dade County Public Schools—Secondary School Reform Initiative

Six Core Principles

Personalized Learning Environments

Academic Engagement of All Students

Empowered Educators

All youth ready for college, careers, and active civic participation.

Engaged Community and Youth

Accountable Leaders

Integrated System of High Standards, Curriculum, Instruction, Assessments, and Support

Six Core Principles and Operational Implications

Six Core Principles

- **Accountable Leaders**

- **Engaged Community and Youth**

- **Integrated System of High Standards, Curriculum, Instruction, Assessment, and Support**

Operational Implications

- **Analyze and improve instructional practices fundamental to student achievement**
- **Equitable practices and policies**
- **Data driven decision making**

- **Business partnerships**
- **Increased parental involvement**
- **Internship/senior experiences**

- **Experiential learning activities**
- **Essential skills**
- **Literacy instruction throughout the curriculum**
- **Academy courses aligned to industry standards**
- **Articulation with post secondary institutions**

MIAMI-DADE COUNTY PUBLIC SCHOOLS' CAREER/PROFESSIONAL ACADEMIES

AGRISCIENCE & BIOTECHNOLOGY

Academy of Agriculture Technology
Agricultural Technology
Environmental and Natural Resource Ecology
Landscape Design Architecture
Plant Biotechnology
Sports and Recreational Turf Management

Academy of Veterinary Science
Animal Biotechnology
Animal Science and Services
Veterinary Assisting Technology

ARCHITECTURE & CONSTRUCTION

Academy of Architecture and Construction
Air Conditioning, Refrigeration and Heating Technology
Architecture
Building Construction Technology
Carpentry
Construction Technology
Drafting/Illustrative Design Technology
Electrical Wiring Technology
Major Appliances and Refrigeration Technology
Masonry
Materials and Processes Technology
Welding Technology

Academy of Drafting Technology
Architectural Drafting
Civil Drafting
Drafting /Illustrative Design Technology
Electrical Drafting
Electronic Drafting
Mechanical Drafting
Structural Drafting

BUSINESS, ADMINISTRATION, MANAGEMENT, MARKETING, & FINANCE

Academy of Finance
Accounting
Insurance/Real Estate Services
International Finance and Business

Academy of Small Business & Entrepreneurship
Administrative Support Technology
Arts Administration
Business Supervision and Management
Entrepreneurship
Human Resources
Sports Administration
Virtual Enterprise

Academy of Marketing & Retail Services
Customer Service
Fashion Marketing
Inventory Control and Management/Warehousing
Marketing

COMMUNICATION ARTS & DIGITAL MEDIA

Academy of Communication Arts & Digital Media
3-D Animation Technology
Commercial Art Technology
Communications Technology
Graphic Arts and Interactive Media
Journalism
Printing and Graphics
Television Production
Technology Studies

Academy of Film & Entertainment
Digital Photography
Entertainment Design
Film
Lighting Engineering
Radio and Broadcast Production
Sound Engineering
Television Production

EDUCATION & TRAINING SERVICES

Academy of Education
Early Childhood Education
Teacher Education

ENGINEERING AND AEROSPACE

Academy of Aerospace
Aerospace Technologies
Power and Energy Technology
Technology Studies

Academy of Engineering
Electronics Technology
Engineering Technology
Production Technology
Technology Studies

HEALTH SCIENCE

Academy of Health Science & Medicine
Allied Health Assisting
Allied System/Medical Assistant
Electro Cardiographer Aid
First Responder
Health Unit Coordinator
Nursing Assistant
Medical Information Management
Pharmaceutical Research and Development
Sports Medicine

Academy of Personal Services & Wellness
Cosmetology
Barbering
Textile Services

HOSPITALITY, TOURISM, & CULINARY ARTS

Academy of Culinary Arts, Food Services & Production
Commercial Foods and Culinary Arts Technology
Culinary Operations

Academy of Hospitality & Tourism
Lodging Operations
Sports Entertainment and Event Planning
Travel and Tourism

INFORMATION TECHNOLOGY

Academy of Information Technology
Computer Repair and Support Services Technology
Database and Information Management
Digital Design Technology
Information Technology
Multimedia/New Media Technology
Network Systems: CISCO, Microsoft, UNIX, LINUX
Programming and Software Engineering
Web Design Technology

LAW, PUBLIC SAFETY, & SECURITY

Academy of Law & Criminal Justice
Criminal Justice
Forensics Science and Crime Scene Investigation
Legal Services

Academy of Public Service & Security
Firefighting
Homeland Security
JROTC
Law Enforcement and Customs Operations
Security and Corrections Services

MANUFACTURING

Academy of Manufacturing Technology
Machining Technology
Materials and Processes Technology
Production Technology
Technology Studies

TRANSPORTATION

Academy of Aviation
Aeronautics
Aircraft, Airframe and Power Plant Mechanics
Avionics

Academy of Aviation
Aeronautics
Aircraft, Airframe and Power Plant Mechanics
Aviation Maintenance
Avionics

Academy of Automotive Industries: Cars, Trucks & Buses
Automotive Service Technology
Automotive, Collision, Repair and Refinishing Technology
Diesel Engine Repair Technology
Motorcycle Repair Technology
Heavy Duty Truck and Bus Repair Technology
Power and Energy Technology
Transportation Technology
Technology Studies

VISUAL/PERFORMING ARTS & DESIGN

Academy of Visual Arts
Animation
Art History
Photography
Drawing
Painting
Sculpture

Academy of Performing Arts: Dance
Dance Anthropology
Dance Education
Dance Therapy
Dance Performance

Academy of Performing Arts: Theatre
Children's Theatre
Commercial Theatre Arts/Performance
Musical Theatre
Playwriting
Technical Theatre

Academy of Performing Arts: Music
Music Composing
Music Conducting
Music Education
Music Journalism
Music Performance
Music Technology
Music Therapy

Academy of Design
Communication Design
Entertainment Design
Fashion Design
Industrial Design
Interior Design
Urban Planning and Design

Clarifying Questions with Regard to Academy Development

Goal Clarifying and Designing
- What is your school's vision for excellence?
- What type of Academies would enhance this vision?
- What resources are there in the school and community to support each Academy?
- What is the purpose of each Academy?
- How will students be grouped?
- Where will the Academies be located in the building?
- How will teachers be placed in their Academies?
- What are the responsibilities of teachers in the Academy? Lead Teacher?
- What will be the curricula relationship between core courses and Academy theme courses?
- How will common planning time be scheduled?
- What are the roles of support staff in the Academy, i.e., counselors, administrators?

Student Involvement
- How will students know about the Academies?
- What guidance and support will students receive about Academy selection?
- What type of articulation activities will take place with the feeder pattern middle schools?
- When will orientations and other assemblies be held?

Curriculum, Instruction, and Assessment
- What courses are students expected to take in the Academy?
- How will all the levels be offered?
- How will core and Academy theme course content be integrated?
- What strategies will be in place to assure that students will be successful in meeting standards?
- What is the instructional philosophy of the Academy? How will this be reinforced and perpetuated?
- How will student performance be assessed?
- What standards and performance expectations will be in place for Academy students?
- How will teachers be involved in developing and teaching to these standards?
- What are programs, activities and strategies will be implemented to personalize the learning environment, i.e., student and teacher teaming, looping, flexible scheduling, advisory, community mentoring, peer mentoring, personalized learning plans, career plans, academic interventions, service learning and community service, other?
- How will students learn to take responsibility for their learning?

Professional Development Design and Implementation
- What will teachers need to know and be provided with to plan projects and teach in the block?
- What professional development activities need to take place before implementation?
- What professional development activities will be ongoing?
- What will be the approach to professional development? Will it be internally driven by a PD committee and lead teacher coaches/ mentors? Will certain areas be addressed by external providers?
- How will capacity be developed and sustained?

Parent, Business, and Community Involvement
- How will parents be involved in the school community and specific Academies?
- How will the business community and local colleges be involved in the Academies?

Academy Components

Freshmen Transition Academy
- All ninth grade students are placed on teams with common core teachers
- Freshmen Transition course/curriculum is implemented
- Classes are housed in either separate location or in separate building
- Teachers plan collaboratively, interdisciplinary units
- Common planning time is provided for teachers
- All teachers incorporate agreed upon competencies and skills
- Counselor(s) and an administrator are assigned to Academy
- Freshmen teachers, support staff work together to personalize learning environment

Career Academies
- Students are grouped around common core teachers and/or academy teachers
- Teamed and subject area teachers are provided with common planning time
- Teachers plan lessons/units that are interdisciplinary and aligned to the Academy theme
- Academy teachers coordinate CEO internship and Capstone projects
- Academies are aligned to industry and business standards

Suggested Essential Competencies Incorporated in all Academies
Students will be able to:
- Summarize and synthesize ideas and concepts
- Demonstrate fluency and organizational skills in writing
- Demonstrate effective oral and presentation skills
- Use research and reference skills to gather and synthesize information
- Work collaboratively in groups
- Demonstrate competent technology skills
- Develop independent thought and decision making processes
- Problem solve and resolve conflicts
- Apply learned knowledge and skills to new learning situations and activities
- Develop and strengthen creative and interpersonal skills
- Be successful in a global society

Academy Lead Teacher Role and Job Functions
- Implement the Academy in accordance with school's design plan, curricular guidelines
- Work closely with the appropriate district and regional center support staff
- Act as liaison between the Academy planning team and school/district staff
- Oversee coordination of strategic planning sessions with stakeholders, sub-committees
- Work with each sub-committee to ensure that the goals of each committee are met
- Report Academy planning activities/achievements to all stakeholders
- Establish and maintain a working relationship with partners from the business community and local colleges and universities
- Establish, manage, and administer the budget of the Academy (at the principal's discretion)
- Order all equipment, software, books, materials, and supplies
- Report all personnel needs to designated administrator
- Collect and summarize program data and prepare reports
- Oversee development of interdisciplinary curricula within Academy
- Organize professional development for Academy teachers

Competencies Taught in All Academies

Students will be able to:

- **Summarize and synthesize ideas and concepts**
- **Demonstrate fluency/organizational skills in writing**
- **Demonstrate effective oral skills**
- **Use research/reference skills to gather information**
- **Work collaboratively in groups**
- **Demonstrate advanced technology skills**
- **Participate in independent thought and decision making processes**
- **Problem solve and resolve conflicts**
- **Develop and strengthen creative and interpersonal skills**
- **Be effective and useful global citizens**

Measurable Goals
Secondary School Reform

- **The following are outcomes selected to measure the effectiveness of SSR:**
  - improved attendance rates;

  - reduced drop-out rates;

  - increased graduation rates;

  - increased percentage of students meeting high levels of academic performance;

  - increased participation in honors, Advance Placement, dual enrollment courses, SAT and ACT testing programs, and internship experiences; and

  - increased numbers of students pursuing post secondary education.

Freshmen Transition Academy and Transition Course

- **Freshmen Transition Academy -** in order to provide a more personalized learning environment, ninth grade students are scheduled on teams around common core content teachers. Teachers are provided with opportunities for common planning in order to plan Interdisciplinary units and lessons as well as look at student work in a collaborative setting. Agreed upon skills and competencies are embedded in all classes. Students are introduced to the Career Academies.

- **Freshmen Transition Course -** is offered in ninth grade transition academy as a separate course. "Tools for Success," the district-provided resource curriculum and other school site and outside curriculum and programs can be used.

What about Middle Schools?

- **Institute 6th grade transition curriculum "Middle Moves"**

- **Incorporate a career and academic advisement curriculum in a 7th or 8th grade course**

- **Offer a "college experience" for 8th graders**

- **Examine current implementation of teams for academic rigor and effectiveness**

- **Increase availability of advanced and honors course offerings for all students**

- **Collaborate with feeder pattern high school(s) to align elective courses to academies and strengthen articulation**

SSR Website

http://ssr.dadeschools.net/

Career Experience Opportunity (CEO)

- An internship experience for 11th or 12th grade students that is aligned to student's career academy

- A preparatory internship course has been developed - staff who teach course will oversee students during internship

- 107 businesses, to date, have been recruited, aligned to career academies, and matched to schools

- A clearinghouse is being developed for businesses to enroll and for students and parents to make selections

What's next?

- **2007- 2008**

- 11 Cohort I and 18 Cohort II high schools implement 8 period class schedule and students participate in an internship experience during 11th or 12th grade.

- Implementation Task Force continues to meet to align district and regional support for schools.

- All high schools proceed with development and roll out of the Six Core Principles, their career academies as well as continue to implement ninth grade transition academies and courses.

- All high schools continue to develop and deepen their redesign plans and include their feeder pattern middle schools.

- **2008-2009**

- Cohort III schools will be selected – if 80% of high schools vote for 8 period schedules, it will become the standard for the remaining high schools.

- **2009-2011**

- All high schools and middle schools will continue to deepen and expand their school reform plans.

"Cosmetic change is like putting lipstick on a bull dog. The bulldog's appearance hasn't improved, but now it's really angry."

Rosabeth Moss Kantor, Author
Evolve!
Harvard School of Business

"The work of improvement is very different from the work of change. It requires more focus, more sustained effort, greater attention to the core processes of instruction…"

Richard F. Elmore, Author
School Reform: From the Inside Out

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