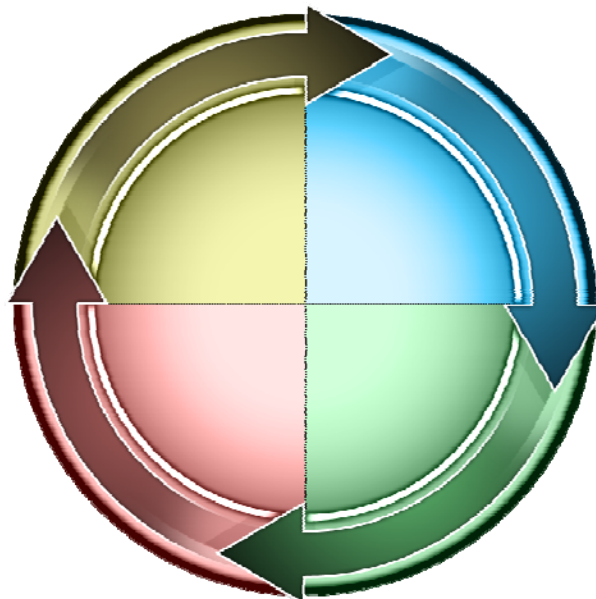




COHORT 2008

**SMALLER LEARNING
COMMUNITIES**

PROGRAM #4942



b. SLC Program Grant Application Coversheet

Coversheet

Smaller Learning Communities (SLC) Program

Grant Application Package

1. LEA Name and Address:

Miami-Dade County Public Schools
1450 NE Second Avenue, Suite 912
Miami, Florida 33132
NCES District ID: 1200390

NCES District ID (for help , please see <http://www.nces.ed.gov/globallocator/>):

2. Name and Address of Each School Named in the SLC Application:

Name	Address	No. of students enrolled
American Senior High School	18350 NW 67 th Avenue Hialeah, FL 33015	2,682
Coral Gables Senior High	450 Bird Road Coral Gables, Florida 33146	3,492
Miami Beach Senior High School	2231 Prairie Avenue Miami Beach, FL 33139	1,958
Miami Jackson Senior High School	1751 NW 36 th Street Miami, FL 33142	1,550
Miami Lakes Educational Center	5780 NW 158 Street Miami Lakes, Florida 33014	1,589
North Miami Beach Senior High School	1247 NE 167 th Street North Miami Beach, FL 33162	2,836
Robert Morgan Educational Center	18180 SW 122 Avenue Miami, Florida 33177	2,429
Booker T. Washington Senior High School	1200 NW 6 th Avenue Miami, FL 33136	1,345

PROGRAM ABSTRACT -- Miami-Dade County Public School District (M-DCPS)

M-DCPS requests \$11,250,000 for implementing Smaller Learning Communities (SLC) at eight M-DCPS high schools, (\$1,750,000 for Coral Gables High School with an enrollment between 3,000 and 4,000 students; \$1,500,000 for American Senior High School, North Miami Beach Senior High School, Robert Morgan Educational Center with enrollments between 2,000 and 3,000 students; and \$1,250,000 each for Miami Beach Senior High School, Miami Jackson Senior High School, Miami Lakes Educational Center and Booker T. Washington Senior High School, with enrollments between 1,000 and 2,000 students). This grant will support the efforts of the School Board of Miami-Dade County, Florida, the Superintendent, Rudolph F. Crew, Ed.D., teachers, principals and other personnel at the eight high schools and in the extended learning communities to substantially improve the academic achievement, school climate, and postsecondary and career success for the diverse student populations that each school serves.

Students in all eight high schools perform below Florida standards on a variety of measures and the minority enrollment ranges from 81% - 99%. The SLC approach underway in these high schools is based on a comprehensive secondary school reform framework that is guiding M-DCPS improvement initiatives. Comprehensive SLC, to be developed through this grant, will include: intensive supports for students performing below grade level in reading, writing and mathematics; increased academic rigor for all students through their subsequent enrollment in a coherent sequence of courses; the implementation of strategies to identify a wider and more diverse pool of students who demonstrate the potential for success in Advanced Placement, International Baccalaureate and/or dual enrollment courses; comprehensive academic support systems such as

enhanced guidance and academic advising to all students; and the subsequent in-depth investment in teacher professional development.

The phased approach will first focus on the 9th grade and be expanded to create (or expand) career-themed academies in upper grades to ensure all students benefit from increased personalization, rigor and relevance. All students, assigned randomly (9th grade academy) or by student choice (career academies), will be in SLC settings within four years. The M-DCPS experience as an existing SLC grantee for 26 other high schools with the creation of career academies and its long-time partnership with the National Academy Foundation, are among the factors that provide a sound foundation for expansion of SLC efforts.

In summation, M-DCPS and the eight target schools are committed to creating a culture of high achievement and a learning environment which knows the needs, interests, and aspirations of each student and is then capable of providing the academic supports to create and fulfill academic goals and aspirations. Through funds derived from the SLC grant, the eight selected schools will further deepen their capacity to educate a productive and contributing citizenry.

Appendix B

Tab 1: Summary Data

The following tables provide data for the 8 high schools included in this application. The school report cards are included in Appendix C.

Table 1: High School Enrollment, 2007-08

Table 2: High School Enrollment, 2006-07

Table 3: High School Enrollment, 2005-06

Table 4: Adequate Yearly Progress, 2005, 2006, and 2007

Table 5: 9th-10th Grade Student Performance on FCAT State Assessment, 2007

Table 6: 9th-10th Grade Student Performance on FCAT State Assessment, 2006

Table 7: Student Performance on FCAT State Assessment by Race, Ethnicity, Disabled, Economically Disadvantaged, LEP - High School (State) 2006-07 Percent of Students *Below* State Standards

Table 8: Participation in Advanced Academics, 2005, 2006, and 2007

Table 9: Student Results in Advanced Academics, 2004, 2005, and 2006

Table 10: Graduation Rates by Race, Ethnicity, Disabled, Economically Disadvantaged & LEP Status for 2003-2006

Table 11: SAT/ACT Scores, 2005, 2006, and 2007

Table 12: Dropout Rates¹ for 2004, 2005, and 2006

Table 13: Suspensions, Incidents of Crime and Violence, 2005-06

Table 14: Percent of Seniors who Plan to Enroll In Postsecondary Education, Apprenticeships or Advanced Training in Semester Following Graduation, 2005 and 2006

Table 15: Average Daily Attendance, 2005, 2006, and 2007

¹ Percentages show the proportion of students from the total 9-12 enrollment who dropped out of school in each year.

Table 1: High School Enrollment, 2007-08

	American	Coral Gables	Miami Beach	Miami Jackson	Miami Lakes Educ. Center	North Miami Beach	Robert Morgan Educ. Center	Booker T. Washington
Enrollment								
9 th grade	754	959	579	430	425	785	679	352
10 th grade	732	1008	524	432	493	753	631	352
11 th grade	543	847	470	378	388	736	511	331
12 th grade	653	678	385	310	283	562	608	310
TOTAL	2682	3492	1958	1550	1598	2836	2429	1345
Race/Ethnicity								
% White	5	9	18	1	5	4	19	1
% Black	27	10	8	43	14	69	19	54
% Hispanic	65	80	71	56	79	22	57	44
% Other	3	2	3	--	2	5	5	1
Other Characteristics								
% Students w/ Disabilities	13.1	10.9	10.2	14.2	9.1	9.9	8.3	19.8
% Econom. Disadvantaged	52.4	44.6	50.6	69.3	54.5	47.4	41.1	74.7
%ELL	10.9	13.9	13.2	10.6	2.7	8.0	1.4	7.5

Table 2: High School Enrollment, 2006-07

	American	Coral Gables	Miami Beach	Miami Jackson	Miami Lakes Educ. Center	North Miami Beach	Robert Morgan Educ. Center	Booker T. Washington
Enrollment								
9 th grade	708	963	592	432	468	772	676	441
10 th grade	775	1010	601	440	470	790	539	455
11 th grade	718	835	526	382	329	648	628	359
12 th grade	562	717	372	281	290	628	665	280
TOTAL	2763	3525	2091	1535	1557	2838	2505	1535
Race/Ethnicity								
% White	5	9	19	1	6	5	20	1
% Black	30	9	8	45	13	68	19	53
% Hispanic	63	81	71	54	80	22	57	46
% Other	2	2	2	--	2	5	4	--
Other Characteristics								
% Students w/ Disabilities	9.8	6.4	2.7	7.9	6.5	7.1	5.9	14.4
% Econom. Disadvantaged	42.3	41.4	38.3	53.6	39.7	46.1	39.4	74.3
% ELL	8.6	13.8	14.6	11.4	2.7	6.6	1.7	8.0

Table 3: High School Enrollment, 2005-06

	American	Coral Gables	Miami Beach	Miami Jackson	Miami Lakes Educ. Center	North Miami Beach	Robert Morgan Educ. Center	Booker T. Washington
Enrollment								
9 th grade	812	1023	606	545	469	874	618	553
10 th grade	839	1093	658	463	430	716	719	486
11 th grade	763	845	519	373	321	712	727	257
12 th grade	485	665	407	358	325	632	258	245
TOTAL	2900	3626	2190	1739	1545	2934	2322	1541
Race/Ethnicity								
% White	6	10	19	1	5	6	20	1
% Black	30	8	7	47	13	68	21	52
% Hispanic	62	80	72	52	80	22	56	47
% Other	2	2	2	--	2	4	3	1
Other Characteristics								
% Students w/ Disabilities	12.9	7.5	5.5	12.2	6.6	8.2	7.2	16.1
% Econom. Disadvantaged	40.7	40.0	44.2	68.0	43.7	55.1	13.8	74.8
% ELL	8.1	12.4	17.7	13.3	2.3	7.6	1.6	9.0

Table 4: Adequate Yearly Progress, 2005-2007²

	2005 AYP Met?	2005 State Grade	2006 AYP Met?	2006 State Grade	2007 AYP Met?	2007 State Grade
American	NO	C	NO	C	NO	D
Coral Gables	NO	C	NO	C	NO	C
Miami Beach	NO	C	NO	C	NO	D
Miami Jackson	NO	D	NO	F	NO	D
Miami Lks. Ed. Ctr.	Provisional	B	Provisional	A	NO	B
North Miami Beach	NO	C	NO	C	NO	D
R. Morgan Ed. Ctr.	NO	C	Provisional	B	NO	C
B.T. Washington	NO	D	NO	D	NO	F

² Data used to calculate AYP for 2005-06 includes FCAT data for 2006 and 2005, graduation rate data for 2005 and 2004, and the school performance grade assigned in 2006.

Table 5: 9th-10th Grade Student Performance on FCAT State Assessment, 2006-07

	% Meets or Exceeds Standard	% Below Standard	Well Below Standard	Below Standard	Meets Standard	Exceeds Standard	Distin- guished	Total ³
9th Grade Reading								
American	28	72	39	33	21	5	2	100
Coral Gables	35	66	38	28	20	9	6	101
Miami Beach	34	65	32	33	20	10	4	99
Miami Jackson	14	86	58	28	12	2	0	100
Miami Lakes Ed. Ctr.	50	50	17	33	33	11	6	100
North Miami Beach	31	68	39	29	21	7	3	99
R. Morgan Ed. Ctr.	52	48	14	34	34	13	5	100
B.T. Washington	13	87	59	28	10	3	0	100
M-DADE COUNTY	33	67	37	30	21	8	4	100
STATE	41	59	28	31	25	11	5	100
9th Grade Math								
American	44	55	26	29	28	14	2	99
Coral Gables	48	51	24	27	24	16	8	99
Miami Beach	54	46	22	24	29	19	6	100
Miami Jackson	32	68	34	34	25	6	1	100
Miami Lakes Ed. Ctr.	72	28	8	20	36	27	9	100
North Miami Beach	49	51	24	27	29	16	4	100
R. Morgan Ed. Ctr.	72	28	6	22	41	24	7	100
B.T. Washington	35	65	31	34	28	5	2	100
M-DADE COUNTY	50	49	24	25	29	16	5	99
STATE	60	39	17	22	31	21	8	99
10th Grade Reading								
American	21	79	52	27	12	4	5	100
Coral Gables	31	68	41	27	13	7	11	99
Miami Beach	28	73	50	23	14	4	10	101
Miami Jackson	7	92	76	16	5	2	0	99
Miami Lakes Ed. Ctr.	34	66	34	32	20	7	7	100
North Miami Beach	22	78	48	30	11	5	6	100
R. Morgan Ed. Ctr.	44	55	22	33	23	9	13	99
B.T. Washington	8	91	76	15	6	2	1	99
M-DADE COUNTY	27	73	47	26	13	5	8	100
STATE	34	67	39	28	16	7	11	101
10th Grade Math								
American	55	45	20	25	35	17	3	100
Coral Gables	64	36	14	22	31	25	8	100
Miami Beach	56	44	19	25	27	24	5	100
Miami Jackson	27	74	41	33	19	8	0	101
Miami Lakes Ed. Ctr.	73	26	6	20	33	35	5	99

³ Totals may not add to 100 due to rounding.

	% Meets or Exceeds Standard	% Below Standard	Well Below Standard	Below Standard	Meets Standard	Exceeds Standard	Distin-guished	Total ³
North Miami Beach	57	43	18	25	30	22	5	100
R. Morgan Ed. Ctr.	78	23	5	18	38	37	3	101
B.T. Washington	36	64	34	30	25	10	1	100
M-DADE COUNTY	57	43	19	24	28	24	5	100
STATE	65	34	14	20	28	30	7	99

Table 6: 9th-10th Grade Student Performance on FCAT State Assessment, 2005-06

	% Meets or Exceeds Standard	% Below Standard	Well Below Standard	Below Standard	Meets Standard	Exceeds Standard	Distin-guished	Total ⁴
9th Grade Reading								
American	21	78	50	28	16	4	1	99
Coral Gables	33	66	40	26	19	8	6	99
Miami Beach	30	70	41	29	16	8	6	100
Miami Jackson	7	94	75	19	6	1	0	101
Miami Lakes Ed. Ctr.	42	59	25	34	27	11	4	101
North Miami Beach	23	76	48	28	15	5	3	99
R. Morgan Ed. Ctr.	42	58	28	30	25	11	6	100
B.T. Washington	9	91	69	22	8	1	0	100
M-DADE COUNTY	28	72	46	26	17	7	4	100
STATE	37	63	35	28	21	10	6	100
9th Grade Math								
American	44	56	30	26	28	12	4	100
Coral Gables	54	47	23	24	26	18	10	101
Miami Beach	50	49	27	22	26	16	8	99
Miami Jackson	21	79	54	25	14	7	0	100
Miami Lakes Ed. Ctr.	68	32	11	21	37	23	8	100
North Miami Beach	44	56	33	23	25	13	6	100
R. Morgan Ed. Ctr.	64	37	14	23	33	23	8	101
B.T. Washington	27	72	44	28	21	6	0	99
M-DADE COUNTY	48	52	28	24	27	15	6	100
STATE	59	41	20	21	30	20	9	100
10th Grade Reading								
American	18	83	56	27	11	4	3	101
Coral Gables	29	72	45	27	15	6	8	101
Miami Beach	20	80	55	25	12	4	4	100
Miami Jackson	5	95	78	17	4	1	0	100
Miami Lakes Ed. Ctr.	29	61	36	35	20	5	4	100
North Miami Beach	20	79	54	25	13	4	3	99
R. Morgan Ed. Ctr.	31	69	36	33	20	6	5	100

⁴ Totals may not add to 100 due to rounding.

	% Meets or Exceeds Standard	% Below Standard	Well Below Standard	Below Standard	Meets Standard	Exceeds Standard	Distin-guished	Total ⁴
B.T. Washington	7	92	72	20	5	1	1	99
M-DADE COUNTY	24	77	50	27	14	5	5	101
STATE	32	68	39	29	17	7	8	100
10th Grade Math								
American	50	50	23	27	29	18	3	100
Coral Gables	57	43	21	22	24	27	6	100
Miami Beach	49	51	26	25	25	19	5	100
Miami Jackson	29	71	43	28	20	9	0	100
Miami Lakes Ed. Ctr.	69	32	8	24	36	31	2	101
North Miami Beach	51	50	24	26	26	21	4	101
R. Morgan Ed. Ctr.	63	37	12	25	31	30	2	100
B.T. Washington	30	69	37	32	20	9	1	99
M-DADE COUNTY	54	46	22	24	27	22	5	100
STATE	63	37	15	22	27	28	8	100

**Table 7: Student Performance on FCAT State Assessment by Race, Ethnicity, Students with Disability, Economically Disadvantaged, ELL - High School (State) 2006-07--
Percent of Students Below State Standards⁵**

	White	Black	Hispanic	Asian	Am. Ind.	Multi - racial	Students with Disabilities	Economically Disadvantaged	ELL	All Students
READING (9th-10th GRADES)										
American	--	82	74	--	--	--	94	78	93	76
Coral Gables	45	88	67	--	--	--	94	74	87	67
Miami Beach	42	--	75	--	--	--	91	79	--	70
Miami Jackson	--	87	89	--	--	--	--	90	--	88
Miami Lks. Ed. Ctr.	--	64	58	--	--	--	--	59	--	58
North Miami Bch.	--	77	67	--	--	--	79	76	90	72
R. Morgan Ed. Ctr.	49	60	50	--	--	--	--	57	--	51
B.T. Washington	--	91	87	--	--	--	--	89	--	89
DISTRICT	30	65	49	29	37	--	77	57	71	51
STATE	33	63	51	29	40	--	56	69	71	44

⁵ The district reports disaggregated data for 9th and 10th grades combined; data source is a Florida School Grades 2006-07 AYP report. Missing data indicates that subgroup count did not meet AYP criteria for documentation.

MATHEMATICS (9 th -10 th GRADES)										
	White	Black	Hispanic	Asian	Am. Ind.	Multi-racial	Students with Disabilities	Economically Disadvantaged	ELL	All Students
American	--	63	49	--	--	--	89	57	67	52
Coral Gables	30	70	43	--	--	--	85	51	58	44
Miami Beach	22	--	49	--	--	--	90	50	65	45
Miami Jackson	--	71	70	--	--	--	--	77	85	70
Miami Lks. Ed. Ctr.	--	29	29	28	--	--	--	29	--	28
North Miami Bch.	--	52	41	--	--	--	80	48	66	46
R. Morgan Ed. Ctr.	24	30	25	--	--	--	--	26	--	26
B.T. Washington	--	72	55	--	--	--	92	--	63	64
DISTRICT	24	59	40	17	31	--	74	50	52	43
STATE	26	57	43	17	32	--	71	56	69	37

Table 8a: Percentage of Total Number of Students Taking Advanced Placement Courses by Race, Ethnicity, Disabled, Economically Disadvantaged & LEP Status for 2005

	American	Coral Gables	Miami Beach	Miami Jackson	Miami Lakes Ed. Center	North Miami Beach	R. Morgan Educ. Center	B. T. Washington
Total	8.8	13.1	12.9	5.2	9.3	13.8	11.5	9.7
White	.86	2.8	3.3	.11	.40	1.3	3.1	.19
Black	1.4	.30	.34	1.4	.40	3.4	1.5	3.3
Hispanic	5.8	9.4	8.8	3.7	8.1	4.6	6.0	6.1
Other	.66	.55	.34	0	.40	1.7	.58	0
Students w/Disabilities	0	.11	.04	.05	.06	0	.21	0
Economically Disadvantaged	3.2	2.9	4.2	4.3	6.2	7.4	3.6	8.7
English Language Learners	.49	.91	2.6	1.6	.60	1.0	.31	2.3

Table 8b: Percentage of Total Number of Students Taking Advanced Placement Courses by Race, Ethnicity, Disabled, Economically Disadvantaged & LEP Status for 2006

	American	Coral Gables	Miami Beach	Miami Jackson	Miami Lakes Ed. Center	North Miami Beach	R. Morgan Educ. Center	B. T. Washington
Total	10.6	18.8	14.2	7.5	9.9	9.0	14.9	8.2
White	.01	3.5	3.7	0	.32	1.0	3.4	.12
Black	1.6	.55	.45	2.5	.51	3.9	2.6	2.2
Hispanic	7.5	13.8	9.5	4.9	8.6	3.0	8.1	5.7
Other	4.0	.71	.45	0	.38	.92	.68	0
Student w/Disabilities	0	.22	.13	0	0	0	.38	0
Economically Disadvantaged	4.3	5.2	4.4	5.5	4.9	3.9	5.9	7.0
English Language Learners	.13	1.2	2.6	1.6	.19	1.0	.73	1.4

Table 8c: Percentage of Total Number of Students Taking Advanced Placement Courses by Race, Ethnicity, Disabled, Economically Disadvantaged & LEP Status for 2007

	American	Coral Gables	Miami Beach	Miami Jackson	Miami Lakes Ed. Center	North Miami Beach	R. Morgan Educ. Center	B. T. Washington
Total	12.3	14.3	16.4	7.7	11.3	10.4	16.6	13.6
White	8.3	2.3	4.5	.06	.83	1.1	4.2	.19
Black	2.3	3.4	.52	2.8	1.2	4.5	3.2	5.7
Hispanic	8.6	10.9	10.9	4.8	8.9	3.4	8.3	7.7
Other	.47	.62	.43	0	.25	1.2	.59	0
Student w/Disabilities	.10	.22	0	0	0	0	.19	.06
Economically Disadvantaged	5.4	4.4	4.7	5.4	4.4	4.4	5.3	10.7
English Language Learners	1.3	1.5	3.1	2.4	.32	.88	.59	1.3

Table 9: Student Results in Advanced Academics, 2004, 2005, and 2006

	# of Students Completing a Course 2004	# of AP Exams Taken 2004	% of Exams scoring 3 or higher 2004	# of Students Completing a Course 2005	# of AP Exams Taken 2005	% of Exams scoring 3 or higher 2005	# of Students Completing A Course 2006	# of AP Exams Taken 2006	% of Exams scoring 3 or higher 2006
American	254	519	4.8	232	517	4.8	271	554	5.1
Coral Gables	467	944	12.2	490	972	12.6	681	1341	14.4
Miami Beach	294	482	10.3	261	457	9.9	289	529	11.7
Miami Jackson	65	82	2.2	80	121	2.9	106	149	1.9
Miami Lks. Ed. Ctr.	58	73	0.4	131	176	5.3	129	196	4.9
North Miami Bch.	185	333	6.4	247	480	7.6	220	444	5.3
R. Morgan Ed. Ctr.	63	63	0.6	208	262	1.9	323	504	4.8
B.T. Washington	85	109	2.0	186	251	4.7	132	177	3.1

Table 10: Graduation Rates⁶ by Race, Ethnicity, Disabled, Economically Disadvantaged & LEP Status for 2004, 2005, and 2006

	White	Black	Hispanic	Asian	Am. Indian	Multiracial	Students with Disabilities	Econ. Disadv.	ELL	All Students
2004										
American	68.6	51.6	58.1	85.7	100.0	75.0	20.3	51.2	46.6	58.8
Coral Gables	81.6	61.1	67.2	83.3	--	50.0	50.0	64.3	58.9	69.0
Miami Beach	61.3	55.2	51.2	42.9	--	50.	45.8	45.3	39.3	53.7
Miami Jackson	70.0	47.0	37.1	--	--	--	30.9	44.2	19.8	43.1
Miami Lks. Ed. Ctr.	68.8	83.3	74.8	100.0	--	--	63.6	77.5	59.4	76.6
North Miami Bch.	67.6	64.1	54.0	100.0	100.0	100.0	27.0	67.8	66.8	63.3
R. Morgan Ed. Ctr.	60.0	60.0	56.5	--	--	--	--	54.2	--	57.9
B.T. Washington	--	40.6	32.3	--	--	--	11.8	36.7	30.8	35.6

⁶ The graduation rate shows the percentage of students who graduated within four years of initial entry into ninth grade.

DISTRICT	74.0	49.6	61.5	80.5	69.0	73.5	33.5	53.2	47.1	59.6
STATE	77.6	53.2	61.4	81.2	69.8	74.9	36.6	53.8	46.8	68.7
2005										
American	47.8	51.6	58.1	85.7	100.0	75.0	20.3	51.2	46.6	56.1
Coral Gables	70.5	68.5	65.2	91.7	--	100.0	32.5	61.0	53.4	66.4
Miami Beach	66.7	48.6	57.8	100.0	--	33.3	37.7	56.5	45.8	59.3
Miami Jackson	33.3	43.4	35.6	--	100.0	--	32.1	40.3	20.6	39.6
Miami Lks. Ed. Ctr.	68.8	70.2	76.7	75.0	--	--	65.4	74.3	65.9	75.1
North Miami Bch.	64.2	58.6	53.9	80.8	100.0	100.0	33.8	57.5	35.4	58.9
R. Morgan Ed. Ctr.	33.3	28.6	45.5	--	--	100.0	37.5	36.4	66.7	39.1
B.T. Washington	40.0	42.4	25.5	--	100.0	--	18.2	35.7	13.9	33.7
DISTRICT	73.4	48.2	61.2	82.1	66.7	73.4	33.1	53.0	49.2	59.1
STATE	78.3	52.9	62.1	81.2	68.9	75.1	36.8	54.3	47.2	69.0
2006										
American	64.7	41.2	55.9	80.0	--	66.7	31.6	46.5	45.3	51.6
Coral Gables	76.8	50.0	66.3	90.0	100.0	100.0	41.0	60.7	48.6	66.6
Miami Beach	58.3	54.7	52.6	100.0	100.0	50.0	30.0	52.0	40.6	54.0
Miami Jackson	46.2	39.9	34.4	--	--	--	17.9	39.9	22.0	37.0
Miami Lks. Ed. Ctr.	92.9	66.0	84.7	100.0	--	100.0	60.0	80.8	82.9	82.5
North Miami Bch.	72.3	51.6	56.7	79.2	66.7	100.0	17.3	55.3	43.2	55.3
R. Morgan Ed. Ctr.	62.2	63.0	68.8	56.0	100.0	100.0	64.5	62.3	36.8	66.8
B.T. Washington	11.1	35.0	27.8	100.0	--	66.7	12.2	32.4	11.4	31.2
DISTRICT	72.5	47.5	60.5	82.8	74.1	73.3	36.0	52.9	45.9	58.5
STATE	77.6	52.8	61.2	82.5	73.1	73.9	37.4	53.6	46.3	68.3

Table 11: SAT/ACT Scores, 2004-05, 2005-06, 2006-07

	Average SAT 2005	Average SAT 2006 (includes writing)	Average SAT 2007	Composite ACT 2005	Composite ACT 2006	Composite ACT 2007
American	901	1348	1331	18.1	17.0	17.0
Coral Gables	990	1459	1499	20.5	20.4	21.1
Miami Beach	938	1417	1406	20.3	20.3	20.0
Miami Jackson	832	1169	1193	15.6	15.4	14.4
Miami Lks. Ed. Ctr.	867	1340	1311	18.3	18.4	17.7
North Miami Bch.	911	1311	1355	17.3	16.9	16.4
R. Morgan Ed. Ctr.	834	1302	1361	18.3	18.4	19.1
B.T. Washington	722	1141	1180	14.5	15.2	14.1
M-DADE COUNTY	931	1377	Not available	18.7	18.6	Not available
STATE	996	1473	1472	20.4	20.3	21.0
NATIONAL	1028	1518	1511	20.9	21.1	21.0

Table 12: Dropout Rates⁷ for 2004, 2005, and 2006

	2004	2005	2006
American	5.9	4.8	7.4
Coral Gables	4.8	3.4	5.1
Miami Beach	4.0	5.4	7.2
Miami Jackson	5.6	7.9	11.8
Miami Lks. Ed. Ctr.	1.5	1.3	2.7
North Miami Bch.	5.5	4.3	7.9
R. Morgan Ed. Ctr.	3.1	.07	3.8
B.T. Washington	8.4	4.2	8.1
M-DADE COUNTY	4.6	4.5	6.7
STATE	2.9	3.0	3.5

⁷ Percentages show the proportion of students from the total 9-12 enrollment who dropped out of school in each year.

Table 13: Suspensions, Incidents of Crime and Violence (Senior High School), 2005-06

	In-School Suspensions as % of Enrollment	Out-of-School Suspensions as % of Enrollment	Incidents of Crime and Violence	Number of Students	Incidents of Crime and Violence as % of Enrollment
American	31.2	9.8	207	2900	7.1
Coral Gables	15.3	6.3	152	3638	4.1
Miami Beach	30.0	4.5	83	2192	3.7
Miami Jackson	34.6	16.6	213	1741	1.2
Miami Lks. Ed. Ctr.	0.0	5.1	27	1547	1.7
North Miami Bch.	32.7	12.0	186	2936	6.3
R. Morgan Ed. Ctr.	6.9	2.9	73	2323	3.1
B.T. Washington	20.9	11.9	150	1547	9.6
M-DADE COUNTY	19.2	9.9	7,954	107,795	7.3
STATE	16.2	12.2	37,990	726,945	5.2

Table 14: Percent of 2006 and 2005 Seniors who Plan to Enroll In Postsecondary Education, Apprenticeships or Advanced Training in Semester Following Graduation

	2006 4 Year College	2006 Comm. College	2006 Trade School/ Other	2005 4 Year College	2005 Comm. College	2005 Trade School/ Other
American	30.6	26.7	4.2	23.4	34.58	5.6
Coral Gables	38.0	46.0	15.0	39.0	45.0	15.0
Miami Beach	50.6	40.2	4.4	27.9	34.3	2.8
Miami Jackson	42.0	24.0	5.0	35.0	19.0	17.0
Miami Lks. Ed. Ctr.	56.0	22.7	6.9	36.7	34.4	7.0
North Miami Bch.	33.4	35.8-	16.0	21.0	44.1	0
R. Morgan Ed. Ctr.	45.6	36.9	5.5	35.0	40.0	25.0
B.T. Washington	34.0	23.9	4.2	29.9	16.4	3.0

Table 15a: Attendance Information, 2006-07

	American	Coral Gables	Miami Beach	Miami Jackson	Miami Lakes Ed. Center	North Miami Beach	R. Morgan Ed. Center	B.T. Washington
Attendance	93.61	93.93	91.63	89.42	94.67	92.81	95.4	89.65
% absent >20.5 days	13.0	11.6	25.8	42.2	6.1	18.9	5.3	36.7

Table 15b: Attendance Information, 2005-06

	American	Coral Gables	Miami Beach	Miami Jackson	Miami Lakes Ed. Center	North Miami Beach	R. Morgan Ed. Center	B.T. Washington
Attendance	93.61	93.93	91.63	89.42	94.67	92.81	95.4	89.65
% absent >20.5 days	13.0	11.6	25.8	42.2	6.1	18.9	5.3	36.7

Table 15c: Attendance Information, 2004-05

	American	Coral Gables	Miami Beach	Miami Jackson	Miami Lakes Ed. Center	North Miami Beach	R. Morgan Ed. Center	B.T. Washington
Attendance	93.57	93.13	91.63	91.28	94.54	92.08	94.83	89.54
% absent >20.5 days	14.4	17.2	24.1	38.5	9.1	22.8	6.1	34.9

PROGRAM NARRATIVE

Need for the Project: Miami-Dade County Public Schools (M-DCPS) serves over 347,774 students, including 106,673 students in 41 comprehensive high schools. The fourth largest school district in the U.S., M-DCPS closely mirrors the rich diversity of Florida's most populous county where the ethnic composition of students is as follows: approximately 10% of students are White, Non-Hispanic; Black, Non-Hispanic students comprise approximately 27% of the total population; approximately 62% of students are Hispanic; and approximately 2% of students categorize themselves as Other. The demographics range from rural to suburban to urban, with great diversity in race and ethnicity, socio-economic status, educational attainment and economic advantage.

Miami is one of the poorest cities of its size in the United States. Over the past two decades, a major factor shaping the character of the region has been a steady flux of immigrants primarily from the Caribbean and Latin America. The steady flow of immigration, while contributing to the region's rich diversity, also contributes to vast discrepancies in the population's level of academic readiness, workforce skill development, and overall academic achievement. Other factors contributing to Miami's high poverty rate include low levels of educational attainment, the regional low-wage economy, and the flight of the middle class to areas of the country that offer more affordable living conditions. Factors that continue to hinder existing low-income families from moving to the middle class involve decentralized growth patterns that isolate low-income residents from opportunity, the large portion of a poor person's income devoted to basic necessities, and the limited capacity to access mainstream financial institutions and government support programs. For parents, movement is hindered by the need to work two jobs to support those basic needs and also by the myriad of problems encountered when assimilating into another culture i.e., language barriers, social customs, available government resources, and educational requirements and opportunities.

In addition to inequities in student achievement, the impact of immigration and poverty has the following effects on M-DCPS students: the district averages 61.3% of students who qualify for free/reduced lunch and among senior high schools, 48.5% of students are eligible for this service; almost 91% of the student population is minority, surpassing both state and national averages. Speaking 135 different languages, more than 61% of students speak a language other than English in the home (Table 1), and almost 15% of the student population is enrolled in English for Speakers of Other Languages courses.

Table 1: Summary of Top Ten Languages (other than English) Used as Primary Language by Students, 2006-07

Language	# of Students Using as Home Language
Spanish	192,008
Haitian Creole	18,291
French	2,234
Portuguese	1,643
Zhongwen (Chinese)	729
Arabic	510
Russian	448
Urdu	423
Hebrew	244
Vietnamese	232
	TOTAL 216,762

This application supports the creation of Smaller Learning Communities (SLC) at eight large high schools where funds from this grant will have a direct impact on the education of 17,881 students. Table 2 details school enrollment for the eight high schools included in this application, disaggregated by race and ethnicity, socio-economic status and other relevant factors. The inclusion of both Miami Lakes Educational Center, and Robert Morgan Educational Center in this grant opportunity further supports the district's drive toward Secondary School Reform (SSR), by offering both schools the opportunity to benefit from deepening and sustaining their work as full academy schools. Since

opening in 2000, both schools demonstrate the move from the out-dated “Vo-tech” centers to modern examples of 21st Century wall-to-wall academy schools designed to meet the needs of all students as they prepare to enter post-secondary education and/or careers. As such, their academy models allow for curricular integration and the building of comprehensive, increasingly complex academic and Career and Technical Education programs. All students are scheduled into an academy beginning in the ninth grade and are scheduled into their core academic courses according to their selected academy. Grant funds would provide much needed support to the existing career academies. Specifically, funds would be utilized to: *1) continue and expand professional development opportunities for teachers; 2) allow career and technical teachers to upgrade technical knowledge in response to the rapid changes technology brings to those career pathways; 3) increase internship and apprenticeship opportunities for students; and, 4) support the cost of industry related exams and licenses for students.*

Table 2: High School Enrollment, October 2007

2007-08	American	Coral Gables	Miami Beach	Miami Jackson	Miami Lakes Educ. Center	North Miami Beach	R. Morgan Educ. Center	B.T. Washington
9 th grade	754	959	579	430	425	785	679	352
10 th grade	732	1008	524	432	493	753	631	352
11 th grade	543	847	470	378	388	736	511	331
12 th grade	653	678	385	310	283	562	608	310
Total	2682	3492	1958	1550	1598	2836	2429	1345
% Minority	95	92	82	99	95	96	81	99
% White	5	9	18	1	5	4	19	1
% Black	27	10	8	43	14	69	19	54
% Hispanic	65	80	71	56	79	22	57	44
% Other	3	2	3	--	2	5	5	1
% SWD	13.1	10.9	10.2	14.2	9.1	9.9	8.3	19.8
% Econ Dis.	52.4	44.6	50.6	69.3	54.5	47.4	41.1	74.7
ELL	10.9	13.9	13.2	10.6	2.7	8.0	1.4	7.5

Student Performance and Gaps in Student Achievement: In 2006-07, none of the eight

identified schools met federally determined Adequate Yearly Progress (AYP) goals; six of the schools dropped a letter grade in the Governor's A+ Plan for Education and one of the schools received a failing grade. Over the past three years, none of the selected schools has achieved AYP status, and two of the schools are in corrective action under the oversight of the Florida Department of Education. The inability to improve the overall school grade can in part be attributed to the failure of those students who perform below standard and well below standard on accountability tests to achieve marked learning gains. Continued failure to achieve AYP status is indicative of the vast learning gaps among the subgroups as detailed in Appendix B, and demonstrates the need for focused assistance at these schools. Table 3 (page 6), provides summary indicators of academic performance as well as other measures for these high schools, and M-DCPS overall and comparative state statistics for 2006-07. Appendix B also provides additional indicators measuring school performance as well as longitudinal data relative to enrollment, Adequate Yearly Progress, student achievement and learning gains on State accountability assessments, participation in Advanced Academics, graduation rates, drop-out rates, indoor/outdoor suspensions and incidents of crime, post-secondary education planning, college entrance examinations, and student attendance.

All 9th-10th grade MDCPS students are required to take the Florida Comprehensive Assessment Test (FCAT), which assesses student achievement on five levels ranging from "well below standard" to "distinguished." In 2007, an average of the eight schools indicates that, overall, 71% of students performed below state standards in reading and 47% of students performed below state standards in mathematics. While minority students consistently perform lower on all measures, the achievement gap is most clearly evidenced through the percentages of students, at the target schools, **performing below state standards** on the reading portion of the 2007 FCAT:

- *78% of Black students perform below state reading standards;*

- *71% of Hispanic students perform below state reading standards;*
- *90% of Students With Disabilities perform below state reading standards;*
- *75% of Economically Disadvantaged students perform below state reading standards; and,*
- *90% of Limited English Proficient students perform below state reading standards.*

It is significant to note that the minority enrollment at the selected eight schools ranges from 82% - 99%, with six of the schools populated with minority enrollments above 90%.

In addition to the fact that the percentage of students performing below state standards at six of the target schools far exceeds both state and district averages, participation in this grant program was also based on the significant differences in learning gains among the AYP subgroups. Other factors included need, demographic characteristics particular to the school and extended learning community, the percentage of students who drop out of high school, and the overall graduation rate. Five of the selected schools, American, Miami Beach, Miami Jackson, North Miami Beach, and Booker T. Washington senior high schools were recipients of the 2004 SLC grant and will utilize monies from this grant to deepen academy work and provide for long term sustainability to the reform efforts currently in place. All five of the above mentioned SLC 2004 Cohort schools have seen improvement in attendance rates, four have achieved a reduction in the percentage of outdoor suspensions, and three of those schools have seen a reduction in the incidents of crime. Table 4 provides summative improvements.

The 2004 SLC schools had only three years to implement the goals of the grant and four of those schools have experienced changes in leadership. As such, additional time and monies are needed to solidify the work thus far and expand opportunities to those schools and their learning communities to further embrace the goals of SLCs. Because M-DCPS has been the recipient of SLC grants in the past and because of the comprehensive district supported plan, we have been able to change the language used in high schools to assess success and to determine "excellent" implementation.

Table 3: High School Summary Statistics

Statistics	American	Gables	Miami Bch	Miami Jackson	Miami Lks. Ed.	N. Miami Bch	R. Morgan	BT Washington	Miami-Dade County	State of Florida
State Grade ¹ 06/07	D	C	D	D	B	D	C	F	C	Not Available
AYP Met 06/07	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO
9 th % Read Below Standard 06/07	72%	66%	65%	86%	50%	68%	48%	87%	67%	59%
10 th % Read Below Stand 06/07	79%	68%	73%	92%	66%	78%	55%	91%	73%	67%
9 th % Math Below Standard 06/07	55%	51%	46%	68%	28%	51%	28%	65%	50%	60%
10 th % Math Below Standard 06/07	45%	36%	44%	74%	26%	43%	23%	64%	43%	34%
Econ. Disadvantaged 06/07	42.3%	41.4%	38.3%	53.6%	39.7%	46.1%	39.4%	74.3%	59.0%	45.4%
Graduation Rate ² 05/06	52%	67%	54%	37%	83%	55%	67%	31%	58%	68%
Dropout Rate 05/06	7.4%	5.1%	7.2%	11.8%	2.7%	7.9%	3.8%	8.1%	6.7%	3.5%
Absent > 20 days 06/07	14.3%	12.8%	13.8%	26.5%	3.1%	6.2%	7.1%	24.8%	17.5	15.9
Indoor Suspension ³ 05/06	31.2%	15.3%	30.0%	34.6%	0.0%	32.7%	6.9%	20.9%	19.2%	16.2%

¹ Based on Florida's A+ Plan, which grades schools based on how well students have mastered state academic standards in reading, writing, math, and science.

² The number of graduates with a standard diploma as a percentage of seniors. Reflects 2005-06 data, the latest year for which data is available.

³ School suspensions as % of enrollment.

Changing an entire district, particularly one the size of M-DCPS, requires a tremendous commitment of time and resources. As such, this grant will enable the district to continue the momentum that is well underway to move to a high performing district supporting the needs of all students and recognizing the multiple pathways necessary to ensure their success.

Table 4: Summative School Characteristics Improvements for SLC 2004 Cohort Schools

School	2003 % absent>20 days	2007 % absent>20 days	2003 % Outdoor Suspensions	2007 % Outdoor Suspensions	2003 Incidents of Crime	2003 Incidents of Crime
American	17	14	18	10	254	207
Miami Beach	27	14	34	4	155	83
M. Jackson	39	26	22	17	146	213
N. Miami Bch.	20	6	34	12	221	86
B.T. Washington	40	25	9	12	94	150

Both Miami Jackson and Booker T. Washington senior high schools participate in the District's School Improvement Zone program mandated for selected schools based on continued low academic performance and participation in a feeder pattern in which low performance is widespread. Because of the demographics and socioeconomic factors of the student populations, both schools receive Title I funding which seeks to improve the learning of children from low income families and to close the achievement gap between disadvantaged and minority students and their peers. In alignment with the goals of the SLC grant program, the Title I program has changed from a remedial academic track to a high performance program dedicated to helping eligible children meet the same challenging academic standards that States are required to establish for all children.

Although all eight schools serve students from the very lowest socioeconomic levels, Miami Jackson, North Miami Beach, and Booker T. Washington senior high schools are located in areas of high risk characterized by populations that live in extreme poverty, deteriorating neighborhoods, and

continued exposure to violent crime and drug use. Other debilitating factors include large special needs populations, high percentages of at-risk youth, and the inordinate number of adults requiring social assistance and services.

Dropout rate, and gaps in the graduation rate between all students and student subgroups: A Johns Hopkins University study (Balfanz & Letgers, 2004) identified Florida as one of five states characterized as “America’s dropout factories.” Education Week (June 12, 2007) supports this claim with a study that reveals Florida as one of three states nationwide with the largest number of students leaving high school after the 9th grade. The graduation rate in Florida is equally abysmal with the same study rating Miami-Dade County as having the eighth lowest graduation rate among the nation’s 50 largest cities. The subgroup graduation rate among these eight schools supports this claim. In 2006, the overall graduation rate of the eight schools averaged 55.6% and as such, is below the District average of 58.5% and even farther below the state average graduation rate of 68.3. More telling, however, is the graduation rate among AYP subgroups as follows: White 60.5%, Black 50.1%, Hispanic 55.9%, Economically Disadvantaged 53.7%, LEP 41.3%, and SWD 34.3%. As detailed in Table 5, the majority of subgroup graduation rates at the target schools remain far below the state average graduation rate. Longitudinal data is provided in Appendix B.

Table 5: 2006 Subgroup Graduation Rates

	White	Black	Hispanic	Econ. Dis.	ELL	SWD
American	64.7	41.2	55.9	46.5	45.3	31.6
Coral Gables	76.8	50.0	66.3	60.7	48.6	41.0
Miami Beach	58.3	54.7	52.6	52.0	40.6	30.0
Miami Jackson	46.2	39.9	34.4	39.9	22.0	17.9
Miami Lks. Ed. Ctr.	92.9	66.0	84.7	80.8	82.9	60.0
N. Miami Beach	72.3	51.6	56.7	55.3	43.2	17.3
R. Morgan Ed. Ctr.	62.2	63.0	68.8	62.3	36.8	64.5
B.T. Washington	11.1	35.0	27.8	32.4	11.4	12.2
District	72.5	47.5	60.5	52.9	45.9	36.0
State	77.6	52.8	61.2	53.6	46.3	37.4

Student Attendance: Given the impact that regular school attendance has on academic performance, the overall percentage of students missing 20.5 days or more from the target schools is alarming. Those numbers range from 3% – 26.5% of students missing 20.5 days or more of school. The five target schools that were a part of the 2004 SLC Cohort have all shown improved student attendance as reflected in the average percentage of students missing 20 plus days of school as evidenced from 34.6% in 2003 to 17.1% in 2006. Although the continued need for improvement is evident, the drop in 17.5 percentage points indicates that efforts are moving in the right direction.

Current educational research indicates that ideal enrollments for a secondary school should range between 600 – 900 students. (Lee & Smith, 1997) Data supports higher attendance rates, lower drop-out rates, less violence, and higher grades and test scores at schools that fall within the aforementioned population range. In his article, “Small Schools: The Numbers Tell a Story,” author Michael Klonsky reports that smaller schools have been of particular benefit to inner-city youth, African-American and Latino students, and those students coming from low-income families. Given that the average population of the eight target schools is 2,235 students, the need to move the district’s large, anonymous high schools to the more personalized learning environments of the SLC configuration is obvious.

Enrollment in postsecondary education, apprenticeships, advanced training, or work: To offer students more postsecondary choices and opportunities, Florida graduation requirements have been enhanced to add additional rigor to the existing academic tracks. Beginning in 2008, the Florida Department of Education (FLDOE) mandates that students will be required to complete four years of mathematics and that each student select a “major” course of study aligned with individual preference. Given this new state requirement, the implementation of SLC career academies is of paramount importance and closely aligned with the goals of the state Board of Education. Participation in career

academies, to be determined solely by student preference, will allow students to concentrate their electives in career choices inclusive of, but not limited to, *Agriscience & Biotechnology, Architecture & Construction, Business, Administration, Management, Marketing, and Finance, Communication Arts & Digital Media, Education & Training Services, Engineering & Aerospace, Health Science, Hospitality, Tourism, and Culinary Arts, Information Technology, Law, Public Safety, & Security, Manufacturing, Transportation, and Visual & Performing Arts*. The M-DCPS Career Academy Planning Guide (URL link located in Appendix K), provides a comprehensive plan for creating and sustaining career academies and is supported by the Secondary School Reform website which details academies, course sequencing, postsecondary choices aligned with academy choice, and career opportunities stemming from the secondary academy choice. The website, <http://ssr.dadeschools.net/>, also provides current information on existing M-DCPS academies, academy charts, business partnerships, scholarship information, student work spaces, career academy staff contacts, and other resource links.

Schools provide each student with additional tools and resources to help guide them in preparation for post-secondary opportunities through use of the Armed Services Vocational Aptitude Battery (ASVAB) and the Florida CHOICES Planner. The ASVAB is designed to assist 10th-12th graders in career exploration and post-secondary planning. This assessment enables students to evaluate their skills, estimate their academic performance, and identify areas of interest. Students are able to discover and explore potentially satisfying career choices, choose high school majors, and develop post-secondary plans that will prepare them for a successful transition into post-secondary education and/or the real world of work. The Florida CHOICES Planner is a free online program provided by the FLDOE for high school students and adults. The CHOICES Program affords students the opportunity to assess their areas of interest, values, and skills. Using their student identification numbers, students

may access this program anywhere Internet capabilities exist. The freedom of access also allows parents to work with their children at home. Students create online portfolios and store information for ongoing additions and modification of artifacts. Currently, M-DCPS collects information about post-graduation plans and paths for high school students through surveys during the senior year.

This application meets the absolute priority of preparing all students to succeed in post-secondary education and careers. The 2008 SLC Grant Project plan is explicitly designed to develop an education plan to provide a comprehensive effort to prepare all students to succeed in post-secondary education and careers without the need for remediation. The 2008 SLC Grant Project will be inclusive of meaningful and substantial academic supports for all students to ensure they perform at or above grade level and to increase academic rigor and relevance for across all academic levels. Students will be engaged in a coherent sequence of rigorous and career-relevant English language arts, mathematics, and science courses that will equip them with the skills and content knowledge needed to succeed in post-secondary education and careers. For those students not yet performing at grade level, the 2008 SLC Grant Project will offer intensive interventions strategies in the disciplines of language arts, mathematics, and science courses that will equip them with the skills to perform at grade level by the completion of the 10th grade. Examples of interventions include, but are not limited to:

- *homogenous scheduling of students for targeted instruction;*
- *small group pull-out interventions during the school day;*
- *supplemental tutoring opportunities after school; and,*
- *the use of educational software and tutorials.*

These interventions derive from current scientifically-based research and best practice, and include the use of age-appropriate instructional materials. Instructional and academic support mechanisms are available during the regular learning day, before and after school, on weekends, and at other times

when school is not in session. Based on their academy choice, students will enroll in a coherent sequence of rigorous English Language arts, mathematic, and science courses that will equip them with the skills that and content knowledge needed to succeed in postsecondary education and careers without need for remediation. As an example, Table 6 below (URL link provided in Appendix K), presents the course options for students in a Building Construction Academy.

Table 6: Sample Academy Course Sequence

Pre-Academy Grades 6 – 8	Grade 9	Grade 10	Grade 11	Grade 12
6 th grade— Middle Moves	English I or higher	English II or higher	English III or higher	English IV or higher
7 th grade— Career Preparation Requirement	Algebra or higher	Geometry or higher	Algebra II or higher	Pre-calculus or Other Mathematics Course
8 th grade— Transition Tools	Earth & Space Science or Biology	Biology or Chemistry	Chemistry or Physics or Physical Science	Science Elective or Other Elective
	World History	Elective	American History	American Government / Economics
	9 th Grade Transition	Foreign Language or Other Elective	Foreign Language or Other Elective	Foreign Language or Other Elective
	Building Construction Technology 1 872031001	Building Construction Technology 3 872033001	Building Construction Technology 5 872035001	Building Construction Technology 7 872037001
	Building Construction Technology 2 872032001	Building Construction Technology 4 872034001	Building Construction Technology 6 872036001	Industrial Cooperative Education (I.C.E.)
	Elective	Elective	Elective	Industrial Cooperative Education (I.C.E.)
<p>Suggested Electives:</p> <ul style="list-style-type: none"> •Students may in their Junior or Senior year opt to participate in the Career Experience Opportunity (CEO) internship program using the following course numbers: Workplace Essentials – 83003101A (Honors .5) and CEO internship – 0500330CE (Honors .5). •Students may complete more than one program within the Academy of Architecture and Construction providing courses are offered at the school site. •In addition, students can choose to enroll in Materials and Processes Technology, Architecture Design, or Construction Technology classes to enhance their marketability. <p>http://ssr.dadeschools.net/acad_tally_schls.pdf</p>				

The target schools will offer an enhanced guidance and academic advising program to

students and their parents that will include assistance in planning a rigorous and relevant course of study that will provide the academic preparation needed to succeed in post-secondary education or entrance in a career pathway. Particular attention and activities will target first generation college applicants and their parents. Career planning activities will begin in the mandatory 9th grade transition course, *Tools for Success*, with the creation of an individual electronic career/academic portfolio designed for real-world application, and on-going assistance and guidance in developing postsecondary plans. In addition to the Career Specialist who is assigned to provide increased awareness in career preparation, each school is assigned a College Assistance Program (CAP) counselor dedicated to raising awareness of post-secondary opportunities, i.e., financial aid, scholarships, and the application process. The SLC Grant Project Plan will further detail increased opportunities for students to earn postsecondary credit through Advanced Placement (AP) courses, International Baccalaureate courses, or dual enrollment credit programs.

This application meets the competitive preference priority of providing assistance to schools in need of improvement, corrective action, or restructuring. Two of the schools included in this grant application, Miami Jackson and Booker T. Washington senior high schools, have been identified by the State Board of Education as being in need improvement, corrective action, or restructuring under the Elementary and Secondary Education Act of 1965, as amended by the No Child Left Behind Act of 2001. Both schools have high rates of student minority populations (both at 99% minority populations), a high incidence in poverty among the student population, (Jackson with 53.6% and B.T. Washington with 74.3% of their students populations economically disadvantaged), and a failure to achieve learning gains. Because both schools have populations with high rates of poverty, they receive Title I funds. Such funding is

utilized to ensure that all students have a fair, equal and significant opportunity to obtain a high quality education and that they reach, at minimum, proficiency on state academic achievement stands and state academic assessments. Documentation of having been identified by the State of Florida for corrective action is available in Appendix A.

Quality of Project Design:

(1a) Teachers, school administrators, parents and community stakeholders support for the proposed project: The *Miami-Dade County Public Schools' Secondary School Reform Plan* (hereafter, *SSR Plan*, the Executive Summary appears in Appendix I, and the URL address is listed in Appendix K), approved and endorsed by the School Board in 2006, outlines organizing principles, pedagogy, plans and measurable milestones for comprehensive high school reform. Principals from across the district developed the *SSR Plan* and have been central in all aspects of reform planning. The selected schools have formed SSR Design Teams comprised of an administrator, the SSR coordinator, 9th grade team leaders, academy leaders, faculty representatives from Special Education, LEP, advanced academics, teacher's union, and parent, student, and community representatives who are charged with the responsibility of the planning and implementation of the reform process. These Design Teams have examined the characteristics of high-performing high schools, reviewed instruction and other aspects of the high school experience, and developed individual school plans to build on those strengths and to address weaknesses. Individual school plans are detailed in Appendix H. As previously stated, two of the selected schools are full academy schools, and all of the others have implemented at least one academy including the scheduling of all 9th graders into SLC. Teachers have been closely involved in the planning and implementation of the SLC. A survey of the target schools indicates the following plans to ensure both implementation at the three schools new to the SLC process and the continuation of said process at the remaining five schools:

- *continued professional development in research-based strategies to deepen and sustain reform effort (topics determined by the need and level of the individual school);*
- *data analysis training for school-site personnel, parents, and students;*
- *visitation to comparable Design Studios;*
- *professional development allocations for sharing of best practices among other SLC schools in the district;*
- *collaboration opportunities between academy teachers and appropriate business community partners; and,*
- *professional development with the scheduling associated with SLCs and career academies.*

Examples of the process for the continued implementation of the *SSR Plan* and the SLC plan include the district *Secondary School Leadership Regional Design Studios* held in 2005 which consisted of school leadership teams for all high schools. The *Regional Design Studios* involved school-based teams in learning about national models of high school reform and the most current research and strategies used in developing action plans for implementing SLC in their schools. The *SSR Design Team Workshop*, held in 2006 and 2007, were comprised of assistant principals, teachers, counselors, and career specialists. SSR Design Teams from six of the target schools attended a one week M-DCPS Summer SSR Workshop (2007) designed to further guide the SSR implementation in 2008.

(1b) Parent, student, and community stakeholder involvement in planning and development: M-DCPS recognizes that successful reform requires effective involvement of stakeholders from across the community, including students, parents, business and community leaders, and has included these groups in planning and implementation of SLC. M-DCPS is using a *Student Voice* protocol to drive the school redesign process. To enhance a feeling of ownership and empowerment, students provide feedback and suggestions through school climate surveys,

participation in conferences, and focus group discussions. It has been recognized that *Student Voice* can be a powerful catalyst for change in the transformation of schools and the instructional process. By attentively listening to students, a positive impact can also be made in the overall school culture. Student views about their schools are important, not only because they can inform reform decisions, but also because they affect the quality of the educational experiences (Johnson, 2002).

M-DCPS has worked diligently to raise the awareness of the value derived through the use of *Student Voice*. These efforts were recognized May 9, 2007, when the Mayor of Miami-Dade County and the Board of County Commissioners issued an official proclamation declaring the day "*Student Voice Day*." Funds from this grant will be used to raise the level of student voice in the target schools by providing the forums to adequately support *Student Voice* activities. Professional development will also be provided for faculty and staff to be trained on the importance of *Student Voice*. Each school will complete a *Student Voice Action Plan* to sustain the efficacy of the program.

Parents and other stakeholders (administration, faculty, bargaining unit, parent, student, and community/business partner), at every school have been involved through Educational Excellence School Advisory Committee (EESAC) participation and the SSR Design Teams, which have guided overall high school reform planning and direction. The EESAC is a State-mandated advisory board, comprised of individual school stakeholders, charged with the specific oversight of school operations as they relate to school improvement and educational accountability. Because M-DCPS recognizes that parents are an integral link to their child's academic success, *The Parent Academy* (URL link is located in Appendix K), was created as a year-round initiative designed to help parents become full partners in their children's education. Because of its early success, *The Parent Academy* was recently rewarded with a \$1,200,000

donation to support the expansion of its efforts to all 347,774 students and their parents. Having access to classes and courses being offered in facilities all over the countywide school system, parents have the opportunity to enroll in classes that interest them most. Such ideas include effective discipline, nutrition, financial management, or child development. As the first of its kind in the country, *The Parent Academy* partners with higher education academicians, K-12 practitioners, actively engaged parents, and the public and private sectors, to offer M-DCPS' parents the opportunity to enjoy an academic collegiate environment and learn how to help their children succeed. Partnering with higher education, the goal is to have buildings, facilities, and resources harnessed to open college classrooms to parents all across this county. Within these walls of higher learning, parents will be offered a myriad of classes ranging from "*The A,B,C's of Miami-Dade County Public Schools*," to how to "*Help My Child with Math!*" Parents will have a rich menu of opportunities, which will include basics on how to help their child, to their own life skills classes, such as "*How to Write a Resume for a New Job.*" Stakeholder letters of support for SLC implementation are included in Appendix G.

M-DCPS and its high schools boast a long history of strong community and business ties, as evidenced by more than 2,000 partnerships for Miami youth. These partnerships include pathways to higher education and alliances with national education reform experts. A URL link detailing many of the partnerships now expanded to support wall-to-wall SLC is included in Appendix K. Industry-focused advisory boards (i.e., Academy of Finance, Academy of Hospitality and Tourism, the Academy of Information Technology) provide strong support and commitment to developing a competent and highly skilled workforce by offering internships, scholarships, job shadowing experiences, mentors, and other resources. Additionally, Superintendent Dr. Rudolph F. Crew, the 2008 National Urban Superintendent of the Year, has initiated "education compacts" with the county

government, and each of its cities and municipalities that describe shared interests and a common desire to improve teaching and learning in the public schools located within their jurisdictions. Over the course of the next five years, the various governmental institutions will pool intellectual, financial, and human capital to raise the performance of those schools and provide thousands of internship opportunities for the 106,673 high school students within their jurisdictions.

An example of these partnerships was the donation of \$500,000 from the Miami-Dade County Commission to implement the Fire Fighter Academies at two former SLC schools with the guarantee of job placement upon graduation. A web-based clearinghouse which aligns interested business partners with student interns was launched in December of 2006 and plays an integral part in placing students in internships aligned with individual interest and selected career academies. As a result, approximately 1,136 students have participated internship opportunities. More than 450 local businesses serve as committed members of the M-DCPS Business Partner Clearinghouse. Using the clearinghouse as a tool, students, their counselors and their academy teachers will be able to communicate directly with businesses that are interested in providing internships, apprenticeships, or scholarships. As such, students will be given increased opportunity to gain real world experience expanding the opportunity to better prepare them for post-secondary education or career.

(2) Sufficient planning and preparatory activities to begin implementation in Fall 2008:

M-DCPS is ready to begin implementation of the 2008 SLC Grant Project in these high schools beginning in 2008-09. Because of the district's extensive experience with SLC, substantial investment in high school reform and development over the past two years and the implementation of successful career academies at 26 high schools, the selected schools are well prepared to hit the ground running in the fall of 2008. The target schools have all completed a *SSR Planning Roadmap* (Appendix H), conducted faculty seminars in which SSR was the primary topic, and participated in district-wide SSR

workshops. Although three years provided a limited amount of time to complete the enormous task of re-culturing urban high schools to the goals of SLCs, the previous recipients of the 2004 SLC grant have made significant progress in the formation of career academies. American Senior High School offers nine academies with plans to add an additional National Academy Foundation (NAF), Academy of Information Technology academy in the 2008-09 school year; Miami Beach offers seven academies; Miami Jackson offers four academies; and B.T. Washington offers four academies. Both Miami Lakes Educational Center and Robert Morgan Educational Center are wall-to-wall academy schools offering students a total of 13 career academies and Coral Gables Senior High School has plans to implement five academies beginning in the 2008-09 school year.

Seven of the target schools currently mandate participation in a ninth grade academy or transition course designed to meet the needs of their student population with plans to either enhance the existing plan or move from a single course to the academy concept in the next year. Robert Morgan Educational Center plans to utilize grant funds to develop a ninth grade mentoring program which focuses on character education and post-secondary planning. Miami Lakes Educational Center enrolls each ninth grader in the ninth grade transition course, aptly titled the Millennium Course. This course provides students with an overview of the career pathways available in grades 10-12 in their chosen academy. This required course introduces the concept of working collaboratively and to working within a small learning community. Other activities from the ninth grade academies include the following innovations:

- *collaboration on inter-disciplinary projects;*
- *common planning for ninth grade team members;*
- *separate facilities housing ninth grade students with assigned administrators and guidance staff;*

- *personalized mentoring for students identified at-risk; and,*
- *team building activities to develop cohesiveness.*

The *SSR Plan* and Design Studios provide sufficient guidance and direction to further drive the implementation that reflects school-based needs. Prior to the implementation of the SLC grants, M-DCPS implemented career academies in various schools throughout the 1990s which currently includes 20 NAF-licensed academies in 17 schools. As those early academy versions varied, the SLC initiative reflected in this proposal is an opportunity to align reform efforts, raise quality, and improve consistency. The original grantees provide a learning laboratory for expanding SLC to more high schools in the district. The experience gained by the initial SLC schools is being used to inform this subsequent phase. Because of the previous SLC experience, opportunities for forums will be developed to share best practices to improve the implementation process, particularly in areas of documented success such as improved attendance rates, outdoor suspension rates, reduction in student discipline referrals incidences of crime. The target schools will be paired so as to establish professional learning communities for meaningful conversation, sharing of best practices, and professional support.

(3) Technical assistance and support for implementation: Working with the National Academy Foundation (NAF) and Small Schools Workshop (SSW) as our core partners for secondary school reform, the schools in this application have refined the approach to SLC creation and sustainability, promulgating a project plan and implementation supports to guide this process. NAF has provided professional development focusing on the “*six core principles*,” so that schools could gain a deeper understanding of the overall plan and how each piece of professional development is connected to the overarching plan. Other outside services to be contracted for services may include, but are not limited to, the following research-based agencies which offer support and guidance in the implementation of SLCs: Southeastern Regional Educational Laboratory (SERVE), Northwestern

Regional Educational Laboratory, (NWREL), The National Literacy Project, Conscious Classroom Management, Educators for Social Responsibility, Nova Southeastern University, the University of Miami, Harvard WIDE World On-line courses, Florida International University, and Barry University. Since 2006, 29 professional development activities relative to smaller learning communities have been offered and have been attended by over 3,500 teachers and administrators.

While the district office will offer guidance, the use of outside services will be determined by the needs of the individual schools. The proposal to develop SLC at eight additional high schools is part of the district's goal of establishing wall-to-wall SLC at all 41 high schools by 2011. Each of the schools has a strong, committed principal, a willing and participatory leadership team, effective parent/business/community relationships, and broad organizational support within the school community and the regional administration -- all are firmly committed to implementing broad-based reform.

(4) Offer a coherent sequence of rigorous coursework: As mentioned, the M-DCPS *SSR Plan* provides the overall guidance and direction for using SLC to improve student achievement and narrow the achievement gap in M-DCPS high schools. This effort is fully integrated and aligned with State and district initiatives to improve FCAT performance. Initiatives include a "double-dosing" of reading for students below grade level, a county-wide literacy, mathematics, and science curriculum, and extra help to provide academic supports to students. The District's Literacy Initiative and Mathematics and Science plans include training teachers and providing literacy and curriculum-specific interventions across the curriculum (URL links are available in Appendix K). All schools not meeting AYP, including all of the schools in this grant application, receive additional support and guidance to bolster student achievement. Academic interventions and SLC components work hand-in-hand to improve student achievement and SLC funding will be instrumental in facilitating these

supplemental academic support mechanisms. Educational stakeholders are able to access course sequences via the newly launched Secondary School Reform website, located at <http://ssr.dadeschools.net/>. Here, all students can plan their entire secondary career in a chosen academy based on the individual's academic level. Links to colleges and universities, dual enrollment opportunities, career planning and opportunities are also available from this site. Information and technical assistance associated with the use of this website are offered at all SSR meetings and will be included in meetings with SLC personnel from the target schools.

(5) District-wide strategy for reform: The development and implementation of SLC is part of the M-DCPS overall comprehensive high school reform strategy for which substantial groundwork has been completed and significant progress has been made. Superintendent Crew entered the district in 2004 with high school reform as a top priority, where it remains today. The goals for improving M-DCPS's high schools – reducing dropout rates, raising student achievement, increasing post-secondary education enrollment and career success – are aligned with state and national standards targeting secondary school reform.

Based on the principles of the SLC, the *SSR Plan* was developed under the leadership of the Superintendent with substantial input from district and school level personnel (specifically principals, teachers, parents, community leaders, and other stakeholders). The *SSR Plan* serves as the umbrella for all high school reform efforts in the district and was developed based on a review of research and current best practices in improving performance of high school youth (URL link is located in Appendix K). The *SSR Plan* specifies a multiyear, phased approach to improving high school achievement by implementing wall-to-wall SLC in *all* M-DCPS high schools. The *SSR Plan* is grounded in **six core principles**: (1) *integrated system of high standards, curriculum and instruction, assessments, and supports*; (2) *personalized learning environments*; (3) *academic engagement of all students*; (4)

empowered educators; (5) accountable leaders; and (6) engaged community and youth.

Commitment to secondary school reform is evident in the documentation of participation in planning activities and professional development opportunities among faculties, the willingness of those faculty members to teach additional periods, and their willingness to move to flexible scheduling in the form of an eight class day. The adoption of an eight class schedule (instead of the traditional six period schedule), allows for those students in need of remedial courses to still participate in career-themed academies structured around industry-focused electives, thus, re-enforcing the goals of providing needed remediation and preparing all students to succeed in post-secondary education and careers. All of the target schools will conduct a faculty vote this spring for the implementation or the retention of the eight-period day. The SLC funds from this grant will be used to sustain flexible scheduling as an integral part of the redesign process.

Quality of Project Services

(1) Creating an environment for success: The purpose of these structural changes is to create environments in which core groups of teachers and other adults within the school know the needs, interests, and aspirations of each student, closely monitor each student's progress, and provide academic and other supports vital to individual success. The M-DCPS plan for implementation is focused on a phased approach. These SLC will be wall-to-wall and they will encompass all students in all grades.

All 9th grade students will be placed randomly in 9th grade academies with SLC groups of no more than 160 students with curricula focused on: 1) improving student achievement; 2) high school transitions; 3) career exploration; and 4) physical/emotional wellness. Students will be placed in SLC career academies for grades 10-12 based solely on student interest. No student will be placed based on any other criteria. Upper level SLC will have, at minimum: a) a required thematic plan of study; b) a

rigorous and relevant curriculum; c) personalization of academy courses according to industry focus; and d) frequent assessment of progress. The M-DCPS phased approach to this grant, coupled with the prior U.S. Department of Education grants will result in SLC well underway at two-thirds of M-DCPS high schools, including those with the largest and most challenging campuses.

M-DCPS has adopted the Continuous Improvement Model (CIM) as a formal process for administrators and staff to assess student achievement and capture lessons learned from implementation. The model ensures that staff can make appropriate instructional corrections as the project progresses. The CIM requires adherence to the *SSR Plan* while allowing individual school variance based on needs and SLC experience to date. M-DCPS has set measurable outcomes of performance for assessing impact of the SLC program (Appendix E) pursuant to the requirements for this grant application.

In the first year, each high school will tailor 9th grade academies to smaller, more personalized learning environments that support each student's individual needs. These 9th grade academies (of no more than 160 students) will be supported by a common group of teachers for core academic subjects, common planning time, a student advisory model, and intensive reading and mathematics supports for students performing below standard on the FCAT. These interdisciplinary teaching teams will scaffold instruction for remedial students by infusing literacy and learning strategies throughout all core classes. The curriculum will be of college preparatory rigor and content for all students. The remaining five schools will participate in professional development opportunities designed to deepen the culture of change and the reform process.

During the foundation year for the three schools new to the SLC process, each school will work with the National Academy Foundation and Small Schools Workshop to complete a

detailed baseline profile of all programs at the school, the performance of those programs, and a plan for complete transition to SLC. Some schools with particularly acute performance challenges may select a looping model for grades 9-10 followed by career themes for grades 11-12.

Schools with career academy experience and clear feeder patterns that allow for strong articulation with middle schools may elect to modify the 9th grade experience to be part of a 9-12 academy structure. The design teams have specific guidelines, documented in the District Career Academy Planning Guide (URL link located in Appendix K), and they will be supported by NAF and SSW in making decisions and implementing SLC after the foundation year. In the subsequent four years of the SLC grant, schools will add another grade level and implement the SLC academy action plan that was developed during the first year. The academy action plans for grades 10-12 will include: a required thematic plan of study for each student, rigorous and relevant curriculum, personalization of academy courses, consistency in expectations and supports across the school, annual assessment of performance, and staged implementation. By the fourth year of the grant, wall-to-wall implementation will be complete, performance assessment systems will be in place, and ongoing evaluation will provide feedback to actual teaching and school operation. Components include student advisories, mentoring, team teaching and planning across subjects, professional learning communities within disciplines, intensive reading and mathematics support, opportunities for parent and community involvement, and enhanced counseling. Alignment with district and State literacy and other performance measures includes implementation of the District Literacy, Mathematics, and Science plans (URL links located in Appendix K), which includes double periods of reading, reduced class size, frequent assessment, and a prescribed curriculum.

(2) Equipping all students with rigorous coursework and skills for post-secondary success: District curriculum is being redesigned to ensure that all students are prepared for post-secondary education and careers. The graduation requirements as identified in the *SSR Plan* point to the rigor of high school requirements and high standards. All students will be provided with a college preparatory curriculum, organized in upper grades around career themes. Because large percentages of students enter high school well below grade level, schools participating in the SLC initiative are implementing a range of interventions to provide the necessary support to those students to accelerate their learning gains. These include the literacy initiative discussed above, and others. In addition, high schools are working to apply AP teaching strategies across the curriculum to raise standards and expectations for all students.

In an effort to better align the high school curriculum with the entry requirements of post-secondary institutions and industry, the district now offers three diploma options:

- *Superintendent's Professional Career Diploma which aligns and strengthens the district's SSR initiative, indicates to industry that students are ready to work, and allows students more opportunities in addition to earning a standard diploma;*
- *Superintendent's Honors Diploma which increases the rigor to add further alignment to Florida Bright Future scholarship opportunities, reinforces the district's initiative to increase the number of students participating in AP and Honors course, and places an emphasis on college readiness through the course work and dual enrollment opportunities; and,*
- *Superintendent's International Diploma which prepares students to be competitive in a global economy, requires an additional year of a foreign language, parallels with the Florida Bright Future scholarship requirements, and*

because all schools in the district do not offer an international program, provides and international diploma to students at those school, therefore enhancing the district's goal of equity and access for all students.

All 9th grade students are required to take the Preliminary Scholastic Aptitude Test (PSAT) exam which generates the AP Potential Report used to assist in the identification and placement of eligible students in AP courses. Further academic support is provided for the most challenged learners and all 9th grade students will be enrolled in the *Tools for Success* transition course to address the needs of those students who traditionally have seen dramatic retention and/or dropout rates. Prior to Dr. Crew's tenure in 2004, a limited number of high schools offered extensive AP courses. Under his leadership, all high schools offer a minimum of 11 AP courses, with a number of schools offering 20+ courses. M-DCPS, as detailed in its Regal Plan, (URL link located in Appendix K), approved by the School Board in June 2006, is implementing a comprehensive plan for substantially increasing student enrollment in Honors and AP classes. This bold plan calls for every high school student to graduate with a minimum of one advanced level course.

M-DCPS has made improving attendance and raising graduation rates a major priority. Documentation from both NAF and SSW shows that attendance rates can be expected to improve with increased attention to the transition to high school and investment in 9th grade academies. Tables 4 and 5 provide summative data and longitudinal data is provided in Appendix B. As described in the *SSR Plan*, each student will be assigned to an academic team responsible for guiding the student and monitoring performance throughout his/her high school career. This model, developed with NAF, SSW, NWREL and other experts, draws on the emerging body of research that demonstrates the impact of small, focused and intensive

structures and interventions on attendance and success. M-DCPS also intends to improve attendance by increasing the relevance of curricula, while simultaneously raising rigor and expectations. Career planning and portfolio development will be expanded to all schools. Specifically, because the role of guidance councilors is significant in ensuring successful transition to post-secondary options, monies from this grant will be used to offer a series of workshops for guidance counselors to enhance their capacity and to provide strategies for meeting the needs of all students in relation to post-secondary planning.

(3) Accelerated learning strategies and interventions for students significantly below grade level: As mentioned above, M-DCPS has incorporated numerous strategies for assisting students with levels of proficiency below grade level. For example, as the SLCs are implemented, each high school is structuring an intensive 9th grade experience to raise performance in reading and mathematics. The District Literacy, Mathematics, and Science plans (URL links provided in Appendix K), for Students with Reading Deficiencies and other state mandates support students not meeting FCAT standards participating in accelerated learning strategies and intensive instruction in reading and mathematics.

Students performing below grade level are required to participate in additional instruction in core subjects, including an extended school day, summer classes, and "double dosing" of English and mathematics during the school day. Literacy across the curriculum is another component of this support. Mathematics is approached in a similar manner. Intensive intervention and ongoing support, using and taking advantage of state-of-the-art software for mathematics instruction, are elements of the mathematics initiative. These efforts are designed to equip participating students with grade-level reading and mathematics skills by the end of the 10th grade. M-DCPS has also invested substantially in ensuring that curricula and teaching

methods are well suited to meeting the needs of students. A standard curriculum is provided for FCAT Level 1 and 2 students ("well below standard" and "below standard") which focus on all tested benchmarks. This curriculum is based on the most current knowledge about teaching reading and mathematics to adolescents using age-appropriate instructional materials and teaching/learning strategies. Teachers have been provided with professional development through school and district workshops, coaching, and online courses to ensure that they have access to best practices for teaching struggling students.

Because of the SLC implementation in place, the following improvements were noted from the 2007 FCAT administration: a decrease in the number of 9th and 10th grade students performing at Levels 1 and 2 in reading, and a decrease in the number of 9th and 10th grade students performing at Levels 1 and 2 on the mathematics portion. Additional longitudinal data can be found in Appendix B, Tables 5, 6, and 7.

(4) High-quality professional development: Effective professional development is an essential component of the SLC initiative. Schools combine traditional training models such as workshops and presentations, with innovative forms of learning such as online web based courses, collaborative lesson design, examination of student work, curriculum development, study groups, action research and professional networks. Teachers participate in two learning teams: one serves as a subject-area curriculum group and the second as an advisory group focusing on specific student cohorts and sharing best practices, peer support, strategies for student advisement and parent involvement.

Professional development is provided for all SLC schools in order to build capacity for the redesign process and includes, but is not limited to, the following opportunities: (1) *Critical Friends Groups* study their teaching practices, build a shared knowledge base, and talk in depth about student work, teacher tasks, or professional dilemmas using structured conversations; (2) *Harvard Graduate*

School of Education's Wide-Scale Interactive Development of Educators (WIDE) World Online courses includes *Leading and Teaching for Understanding*, *Mathematics*, *Reading*, *Writing*, *Differentiated Instruction*, *Multiple Intelligences*, *Data Wise*, and *Technology Integration* courses in which teachers interact nationally and globally with educators from 66 countries across six continents; (3) *National Literacy Project* offers a systematic, comprehensive, and research-based approach to improving the literacy success through a Literacy Action Plan which creates a school-wide culture of literacy; (4) *NWREL* offers a series of SLC Implementation courses and *Equity and Equality in SLC Implementation*; (5) *Educators for Social Responsibility* offers *Freshman Academies*, *Personalization Strategies and Advisories*; (6) *Conscious Classroom Management* provides a deeper understanding of what works and why in classroom management; (7) *Association for Supervision and Curriculum Development* provides curriculum design and learning strategies courses; and (7) *NAF* involves a Year of Planning protocol for creating academies.

In addition to the above, schools will also be given a menu of recommended professional development options based on current research in school reform and SLCs, (from which they will facilitate no less than three components per school year). Individual schools will then select those most closely tied to the needs of the school population and the faculty or select a professional development component of their own choosing tied to the goals of the grant. Those schools having previous experience from the 2004 SLC grant will also select their professional development, (from which they will facilitate no less than three components per school year), based on their level of implementation and the specific needs of their school population and faculty. Those same schools will lead professional learning communities in the development of forums for sharing of best practices, teacher mentoring and coaching, and collaborative efforts to further imbed the reform process throughout the district.

On-site professional development initiatives consist of creating school site support for school redesign efforts by the development of a distributed leadership model to remove the content division “silos” that exist in schools. The professional development includes certification as trainers for Conscious Classroom Management and Differentiated Instruction and as coach/facilitators of Harvard WIDE Online courses. This “teachers-training-teachers” model has empowered the SSR/SLC Design Teams and other school leaders to take control of providing their own professional development. This past summer, 21 SLC schools facilitated individual three-day Summer Retreats for Secondary School Redesign, at off-site locations, for over 1,500 school staff. Based on careful analysis of FCAT and other student performance data, each school is refining its professional development plan to raise student achievement, Grant funds will be used to hire field experts.

(5) Increased participation in AP/IB courses: M-DCPS is expanding AP/IB opportunities and increasing partnerships with post-secondary institutions to provide dual enrollment opportunities. The School Board has recently approved plans to add the International Baccalaureate program to five additional high schools, the Cambridge program to three more high schools, and the College Board Scholars program at two additional high schools. One of the target schools offers the IB Diploma Program where eligible students throughout the county are selected for participation through a random lottery process. In addition, the State student progression plan, including the Florida Bright Futures and the Gold Seal Diploma Scholarship (URL link located in Appendix K), programs provide opportunities for the top 20 percent of graduating students to obtain financial support for college. These programs provide strong, viable incentives for students to stay in school and meet rigorous academic requirements. As previously mentioned, all 9th graders are required to take the PSAT and the ensuing report assists in the identification and placement of those students demonstrating potential for success

in AP classes. Additional school-site strategies to increase participation in AP courses include the following:

- *the use of AP interest surveys distributed to students;*
- *increased articulation middle schools;*
- *dual enrollment seminars for students and parents to raise awareness of opportunities;*
- *AP Parent Information workshops in English, Spanish, and Haitian Creole;*
- *collaboration with middle schools to provide professional development for teachers of Advanced Placement courses; and*
- *the continued use of the AP Potential report to identify students who present the potential for success in advanced academics.*

As detailed in the longitudinal data in Tables 8a, 8b, and 8c, Appendix B, seven of the eight schools have demonstrated marked improvement in the percentage of students enrolled in AP classes; *at Miami Jackson Senior High School, 136 students are currently enrolled in AP courses for the 2007-08 school year, representing a 33% increase of the previous school year.* One of the target schools, Miami Jackson Senior High School, has been a part of the College Board's Rise to Rigor Program Florida Partnership for the past two years. The entire staff, including the principal, assistant principal, and counselors have attended professional develop sessions offered by College Board. Success of these opportunities is evidenced in the increase of student participation in Advanced Placement courses.

In 2007, M-DCPS partnered with Miami Dade College (MDC) to develop a comprehensive plan to prepare all students to succeed in the postsecondary world with the primary goal of creating a seamless transition from high school to postsecondary education or career. The areas of focus include: *identifying strategies designed to decrease the number of students who need remediation when entering college; recruiting teachers to participate in professional learning communities that assist in aligning*

high school curricula and instruction with college level curricula; and, targeting areas of deficiency early in high school. By partnering with colleges and universities to create articulation agreements, and dual enrollment, M-DCPS can provide college-level opportunities for students in the SLC high schools. Partner institutions include Florida International University, University of Miami, St. Thomas University, Barry University, MDC, and Florida Memorial University.

M-DCPS has implemented a Summer Outreach program designed to provide students with the opportunity to experience several career clusters in innovative ways and has partnered with several local post-secondary institutions to provide a learning environment infused with an intensive academic curricula and hands-on experiences. This past year's program included approximately 550 high school students in grades 9-12 experiencing careers in seven academy themes including *Business and Finance, Computer Science, Engineering, Education, Hospitality & Tourism, Public & Legal Affairs and Medical Careers*. Participating students experienced life as a college student at the six local college/university campuses mentioned above. The instructional staff was provided by the college or university and M-DCPS employees were utilized as support staff for the program.

(6) Increasing the percentage of students who enter post-secondary education in the semester following high school graduation (please see Table 13, Appendix B): Current state legislation now requires all high school students to select a "major" area of study where a determined course of elective offerings, to be determined solely by student preference, will further ensure that students are ready for post-secondary education or the workforce upon high school completion. Providing individualized and personalized attention is critical to student success and to the goals of the SLC initiative. The M-DCPS College Assistance Program (CAP) assigns a CAP Counselor to each senior high school with the primary responsibility to:

- *increase the number of students applying for admissions into post-secondary institutions;*

- *increase the number of students applying for local and national scholarships;*
- *increase financial aid awareness and the application process;*
- *reduce the drop-out rate by focusing on postsecondary transition; and,*
- *increase parental involvement and improve student achievement.*

The above mentioned goals are facilitated through individual student meetings, beginning in the ninth grade, college fairs, college forums, and parent information sessions – all offered in English, Spanish, and Haitian Creole. Academic counselors also work closely with teachers to ensure that student services personnel are involved in SLC planning and implementation, will receive professional development in the academy and SLC concepts. Students will be offered an array of career related activities, including career counseling, internships, job shadowing, and mentoring opportunities. The history of the NAF experience in Miami-Dade, coupled with active and widespread business partnerships, makes opportunities for demonstrating the linkages between school and future careers possible. In addition, strong relationships with area colleges and universities provide students with the opportunity to participate in dual enrollment offerings, pursue summer college courses, and be exposed to the requirements and expectations of higher education; these experiences contribute to both college and career preparation.

Because of the large minority populations and low academic performance at all eight target schools, the school reform process must take additional measures to ensure that all students graduate with not only the preparation for college, but also with the intuitive belief that they belong in a postsecondary academic setting and that they can be successful in the attainment of a college degree – many times as the first member of their families to reach that academic level. Each of the target schools schedules opportunities to meet with students and parents to discuss academic performance and to present information on postsecondary opportunities. As an

example of increased awareness for parents and stakeholders, 85% of Miami Jackson students have active SAT accounts. Additional school-site activities include the following (offered in English, Spanish, Haitian/Creole): Parent Conference days and Back-to-School Night, Senior Parent Night, Financial Aid forums, College representative visits, and perhaps most valuable, presentations with returning alumni to discuss the college experience.

To that end, MDCPS has developed partnerships with both AVID (Advancement Via Individual Determination) and College Summit – both of which offer students research-based strategies to successful postsecondary planning. The AVID program, selected for use by four of the schools in this grant opportunity, is designed to assist underachieving middle and high school students to prepare for and succeed in colleges and universities through academic instruction and through the introduction to college level entry skills.

Currently, two of the schools from the 2004 SLC Cohort utilize the College Summit program which focuses on transition, an often overlooked step in the postsecondary planning process that is particularly challenging for many of the District's first generation college-bound students. Grants funds will be utilized to expand this research-supported service to eligible students from all eight schools in this application. Both the College Summit and the AVID programs combine academic rigor with effort from all stakeholders to ensure that each student has the tools and motivation to make it to the next level of education.

Support for implementation

The M-DCPS *SSR Plan* was designed to narrow the achievement gap and increase student success in pursuing post-secondary education and seeking employment. The 2008 SLC Grant Project is fully integrated with the district's overall high school improvement strategy, because in fact it is the district's high school reform strategy. The principles and components of the *SSR Plan*, and those

projects proposed herein, are entirely mutually supportive and consistent and are reflected in the District Strategic Plan (URL link located in Appendix K). Funding of this proposal will allow M-DCPS and eight schools to fully implement the *SSR Plan* and SLC on schedule.

(1) Achieve the objectives on time and within budget: Table 6 summarizes major SLC programmatic and management milestones for the five years of the grant. Organizationally, the SLC initiative is supported by district and school-level personnel as well as outside expertise. The Specialized Programs–Schools of Choice Division and the Secondary School Reform Division in the Office of Secondary Curriculum and Instruction, which report to the Deputy Superintendent for Instruction, Curriculum, and School Improvement, oversee high school reform and innovation related efforts, including the SLC program. These divisions work collaboratively in the overall coordination and leadership of SLC planning, creation and development. The Office of Secondary Curriculum and Instruction provides oversight of all curricular processes and monitors school performance. The Specialized Programs - Schools of Choice Division provides strategic direction and technical assistance, and coordinates professional development of administrators, teachers and other personnel.

The lead administrators in both offices serve as liaisons to the Superintendent and the School Board for high school reform and SLC related matters. A full-time project director in the Schools of Choice Division will head the 2008 SLC Grant Project. A primary responsibility is to coordinate and align the work of technical assistance providers as mentioned in the professional development section. At each school, the administration of the SLC initiative is managed by a grant-funded project coordinator and design team, which meet regularly. Reporting to the school principal, the project coordinator is responsible for convening the design team, ensuring its effective operations, and leading and overseeing SLC implementation. The assistant principal for

curriculum, in addition to lead teachers, student services staff and other key personnel are members of the design team.

(2) Time commitments of the project director and other key personnel: M-DCPS recognizes that attention to implementation and strong project management is critical to SLC success. The district and SLC schools have taken steps to ensure that personnel essential to effective implementation have the time available to dedicate to SLC. Key personnel in developing and implementing the SLC initiative have substantial expertise and experience in M-DCPS, high school reform, education policy, curriculum development and instruction, administration and management.

The SLC Project Director, *Ms. Nicki Brisson*, is a 16 year education veteran, with extensive experience in curriculum development and secondary school operations. *Dr. Helen Blanch*, Administrative Director of Schools of Choice, has 26 years of experience working in a multitude of different roles providing instruction, leadership and direction in the field of education. Resumes of key personnel are included in Appendix F. School level SLC coordinators include teachers and administrators with long standing experience in high school teaching, learning and leadership and the proven ability. Supported by ongoing technical assistance provided by NAF and SSW, and with backing from the Superintendent and the district, M-DCPS has staffed the SLC effort to provide the focus and expertise necessary for success. Each school will identify a full time SLC coordinator who will be supported by the Design Team and personnel across the school. Staffing at the school is adequate to ensure appropriate, high quality attention to SLC implementation. On the following page, Table 7 provides details of anticipated summary milestones.

Table 7: Management Plan Summary Milestones

<i>Key Activities and Milestones</i>	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	<i>Resp. Party</i>
District project director in place	X	X	X	X	X	Admin. Dir.
District SLC leadership team established, meets monthly	X	X	X	X	X	Project Dir.
School SLC coordinators in place	X	X	X	X	X	Project Dir.
School design teams established, meet weekly	X	X	X	X	X	Principal
9 th grade academies established at 8 schools	X					Principal
9 th grade continues, 10 th grade academies established		X				Principal
9 th – 10 th grade academies continue, 11 th established			X			Principal
Wall-to-wall, 9 th -12 th grade implementation of SLC				X	X	SLC Team
Ongoing NAF and SSW technical assistance	X	X	X	X	X	Project Dir.
Teacher development institute, summers	X	X	X	X	X	Project Dir.
Principal and team leadership summits, annually	X	X	X	X	X	Principal
Ongoing PD (e.g., SLC methodology, accelerated learning strategies, instructional techniques)	X	X	X	X	X	Project Dir.
Develop school guidelines based on best practices	X	X	X			SLC Team
Expand internship and career preparation options	X	X	X	X	X	SLC Team
Implement District Literacy Plan	X	X	X	X	X	Principal
Evaluation interim report, annually	X	X	X	X	X	Project Dir.
Evaluation technical studies	X	X	X	X	X	Project Dir.
Evaluation final report					X	Project Dir.

(3) Use funds provided by ESEA, Perkins, other Federal, local, State, and private sources:

As a large district (over 353,000 students) with real financial constraints, M-DCPS is aware of the need to leverage resources to support common goals, reduce redundancy, and ensure integration. The SLC initiative provides an opportunity to coordinate funding streams in M-DCPS schools beyond what has already been accomplished. The Secondary School District Reform Committee, chaired by the Deputy Superintendent of Business Operations and including school level administration, oversees coordination of funds to support the implementation of SLC. M-DCPS commitment to full scale school reform is demonstrated through funding of up to \$1,000,000, based on student enrollment, for each high school offering an eight period schedule. All budgets for high schools designated as Title I schools are well aligned with SLC purposes. Perkins funds are used at the high school level for professional development and curriculum enhancement. Six of the applicant schools receive funding to support magnet programs, which will be reviewed to ensure alignment to the SLC guidelines. Support from the

community, including in-kind support from business and foundation grants further leverage the SLC funds. This collaboration expands the resources available and builds a substantial constituency and resource base for continuing SLC after the federal grant expires. The SLC leverages resources across the district and each school in a systemic approach to improving student achievement, and continuation is therefore assured. Each school can expect a minimum of \$250,000 per year from additional funding sources to support the SLC initiative. As delineated in the budget narrative, the success of the SLC at these schools is considered so critical to the broad implementation of the *SSR Plan* that M-DCPS commits approximately \$.79 for every \$1 granted.

(4) Adequacy of resources: M-DCPS requests \$11,250,000 for implementing SLC at eight high schools (\$1,750,000 for Coral Gables, with an enrollment of 3,492 students; \$1,500,000 each for American, North Miami Beach, and Robert Morgan Educational Center all with enrollments between 2,001 – 3,000 students; and \$1,250,000 each for Miami Beach, Miami Jackson, Miami Lakes Educational Center, and Booker T. Washington all with enrollments between 1,000 – 2,000 students. In the Budget Narrative, funding is requested for the duration of the grant period to support professional development for teachers, administrators and other school personnel in designing and implementing SLC; salaries for SLC coordinators; supplements for academy leaders; stipends for technical assistance and evaluation; creating real-life laboratory experience for students; and other measures to increase rigor and relevance. SLC activities are supplemented by other sources from the school, district and community. In-kind contributions from business partners and school advisory board members have generated substantial support for high school improvement efforts. The leveraging of federal funds to align resources from multiple sources to support SLC goals ensures adequacy of funding and also full integration of SLC into district efforts to raise student achievement.

SLC Project Evaluation

(1a) Methods of evaluation are thorough, feasible, and appropriate: The evaluation of the M-DCPS SLC program, performed by the University of Miami Educational Evaluation Team (UMEET), will assess the impact of the SLC project on participating students' achievement and other indicators of success, and evaluate the implementation process of SLC in the eight schools. The independent evaluator is also conducting the evaluation of the current 26 SLC schools. UMEET has developed a sequential cohort design to track students from entry into SLC to graduation. This design supports examination of impact within and between each cohort group. Achievement of students in SLC will be compared to district-wide performance. The methodology used for SLC evaluation combines accepted practice in educational evaluation, using both quantitative and qualitative methods. The design is structured to triangulate among data sources, thereby increasing validity and reliability and to use a number of other means to ensure data reliability and validity. The evaluation proposal (Appendix J) includes annual formative and end-of-project summative reporting, and regular technical papers addressing SLC implementation issues.

(1b) Collect and report accurate qualitative and quantitative data: The evaluation will include collection and analysis of quantitative and qualitative data using a variety of sources and means, and includes the data requirements set forth in the application package and will address the performance indicators that have been established to evaluate the overall effectiveness of the Smaller Learning Communities project. Quantitative data will include student achievement disaggregated by subgroup, data regarding school climate and other indicators of student success and school performance, including post-graduation post-secondary and work placement. Targets to increase performance in these areas are summarized in Table 8 on the following page and in Appendix E.

Table 8: Performance Objectives (5 Year Goals) to be used by all 8 High Schools

1	Increase 10 th graders' FCAT level 3 and above by 10 % pts.-reading and 5 % pts.-math.
2	Increase graduation rates by 5 percentage points.
3	Decrease school wide dropout rate by 1 percentage point.
4	Increase of 5 percentage points in students attending postsecondary institutions.
5	Reduction -10 percentage points in referral rate for indoor and outdoor suspensions.
6	Reduction of 5 percentage points of students absent 20.5+ days.

The tracking of student level data will allow evaluators to discern how individual students are faring and to conduct cluster analyses that examine performance by the major subgroups. Qualitative data regarding process will be collected and utilized regarding the implementation of the SLC program. *Surveys, focus groups, mind-mapping* (a graphical depiction of the themes that arise during focus group sessions), *Photolanguage* (a method which utilizes black and white photographs that have been carefully selected for their aesthetic qualities, their ability to promote thoughtful reflection with the view, and their strength in stimulating memory, emotions, and the imagination – Bessell, Deese & Megina, 2007) and *individual interviews* will be used at the student level, the teacher level, and the administrative level to collect data used to assess the progress of the SLC program. The combination of quantitative and qualitative evaluation methods will decrease potential bias and increase reliability and validity of data and provide a summative evaluation of results at the conclusion of the grant and interim and formative evaluation findings to assist administrators and teachers in making midcourse corrections and improving the program while it is underway.

(1c) Timely and regular feedback on progress areas for needed improvement: Following completion of the grant, a comprehensive, end-of-project report of evaluation findings will be provided. At the school level, participating schools will be paired for participation in focus groups and will conclude with debriefing sessions highlight accomplishments, strengths, weaknesses, and future direction. On an annual basis, formative reports will be submitted an estimated 90 days after the final day of the school year which will ensure that the formative studies can be most helpful in informing

ongoing SLC work. Both the summative and formative evaluation reports will include description of evaluation methodology and measurable objectives, and presentation of evaluation results that summarize data analysis for each evaluation question.

A synthesis of findings will address the impact of the SLC model on participating students' achievement and provide assessment of implementation consistency with the proposed SLC model. Each report will include recommendations for future SLC implementation and ongoing evaluation. These technical papers will be based on data analysis and initial findings regarding early implementation; it will be possible for the evaluation team to have the most real-time impact on SLC implementation success. Table 9 provides details for SLC meetings and reports inclusive of formative sessions during each year of the grant.

Table 9: Smaller Learning Communities Meetings and Reports for Cohort 8

	FALL	SPRING	REPORTS
YEAR 1 2008-2009	-Downtown- <i>all schools</i> (1 day) (Planning Guides and Timeline Mindmaps) -Single Venue (Orientation for Directors)	4 site-visits-- <i>pair up schools for debriefing</i> Site Visits + RSFL* (Review surveys & phone interviews, discuss progress/status, facilitators, barriers, etc)	-Annual Report (1) -Reflective Feedback Reports (4) (RSFL8*: what was accomplished-strengths, challenges & recommendations)
YEAR 2 2009-2010	-Downtown- <i>schools in pairs</i> (2 days) Review of Annual Report Year 1 -Single Venue (Orientation for Directors)	4 site-visits-- <i>pair up schools for debriefing</i> Site Visits + RSFL* Status/what was accomplished	-Annual Report (1) -Reflective Feedback Reports (4)
YEAR 3 2010-2011	-Downtown- <i>schools in pairs</i> (2 days) Review of Annual Report Year 2 -Single Venue (Orientation for Directors)	4 site-visits-- <i>pair up schools for debriefing</i> Site Visits + RSFL* Status/what was accomplished	-Annual Report (1) -Reflective Feedback Reports (4)
YEAR 4 2011-2012	-Downtown- <i>schools in pairs</i> (2 days) Review of Annual Report Year 3 -Single Venue (Orientation for Directors)	4 site-visits-- <i>pair up schools for debriefing</i> Site Visits + RSFL* Status/what was accomplished	-Annual Report (1) -Reflective Feedback Reports (4)
YEAR 5 2012-2013	-Downtown- <i>schools in pairs</i> (2 days) Review of Annual Report Year 4 -Single Venue (Orientation for Directors)	Downtown- all schools (1 day) Schools to complete Historical Mindmap RSFL*	-Annual Report (1)

RSFL*: Reflective Synthesis Feedback Loops

(2) Qualifications and relevant training and experience of the independent evaluator:

UMEET has extensive experience and expertise evaluating educational programs. UMEET faculty focus on research, evaluation and training related to improving curricula, assessment, outreach and school reform. UMEET specializes in conducting high quality research of K-12 education programs, with particular focus on accountability. Previous work includes the S. Florida Annenberg Challenge, the Council for Educational Change and the Governor's Family Literacy Initiative for Florida. The Principal Investigator for this evaluation, Dr. Ann Bessell, is a Research Assistant Professor in the UM Teaching and Learning Department and her resume is included in Appendix F.

BUDGET NARRATIVE

Miami-Dade County Public Schools continues to invest tremendous resources into Secondary School Reform through construction and renovation of existing facilities and curricular and instructional innovations. Over \$1 billion in bond funds have been utilized for school construction, school additions, and renovations. Many of the schools renovated and otherwise positively affected have been ones that house academy programs. As such, Miami-Dade County Public Schools will use the \$11,250,000 requested to restructure the eight selected high schools into personalized smaller learning communities; to re-culture the teaching and learning environment in classrooms; to restructure our communities by changing the way in which the business and professional communities interact and collaboratively support education; and to rethink our on-going commitment to staff development in ways that increase the knowledge of our teachers to improve practice and increase student achievement.

Personnel: In order to ensure proper management of the requested funds, a full time project director will be hired to administer, implement, and oversee the Smaller Learning Communities (SLC) 2008 grant. The project director will be responsible for managing and coordinating day-to-day activities and working closely with each high school's administration, SLC coordinator, lead teachers, and staff to ensure that activities and outcomes occur at the time, place, frequency, and level of success specified in this proposal. Also, a grant-funded administrative secretary supervised by the director will schedule meetings, prepare correspondence, maintain files and databases, make travel arrangements, and facilitate reimbursements. The project director will join an existing team of secondary school support staff, in the Specialized Programs - Schools of Choice Division, in the implementation and creation of SLCs. In addition, in order to facilitate the school implementation of SLC, each high

school will be provided with a full-time release SLC coordinator. This person will be responsible for coordinating the work of the SLC Design Team in the planning of professional development and activities to tailor 9th grade transition academies and 10th-12th career academies to the goals of the grant. The SLC coordinator will also monitor the five academy team leaders who will receive a supplement of \$2,000 per year for their services; thus, the eight schools are allocated \$80,000 per year in stipends for academy leaders.

Grant funds will also be used for to provide stipends and hourly salary for instructional staff at the schools who will attend after school, Saturday, and summer professional development workshops designed to enhance classroom instruction by facilitating collaborative workshops and sessions. The outcome of these activities will be an integration and alignment of curriculum with best teaching practices associated with, but not limited to, the following national experts:

- *National Literacy Project (NLP) offers a systematic, comprehensive, and research-based approach to improving the literacy success through a Literacy Action Plan which creates a school-wide culture of literacy;*
- *Northwest Regional Educational Laboratory (NWREL) offers a series of SLC Implementation courses;*
- *Educators for Social Responsibility (ESR) offers Freshman Academies, Personalization Strategies and Advisories;*
- *Conscious Classroom Management (CCM) provides a deeper understanding of what works and why in classroom management;*
- *Association for Supervision and Curriculum Development (ASCD) provides curriculum design and learning strategies courses; and,*

- *National Academy Foundation (NAF) and Small Schools Workshop (SSW) offer protocols for creating academies and for improving learning strategies.*

Funds for substitutes are provided in order for teachers to have classroom release time to attend SLC related conferences and monthly SLC leadership team meetings/workshops for planning, collaboration and feedback from peers, as well as attending valuable sessions designed to better inform lead teachers on topics such as program management, budget, and curriculum implementation.

The total funds requested for salaries, stipends, supplements, and substitutes including fringes total \$5,704,516, or 50%, of the grant over five years in salary expenses. However, in-kind salary expenses provided by Miami-Dade County Public Schools will total approximately \$3,685,098 over the five year period of the grant including fringes. The in-kind salaries include 25% time and effort of two senior district co-administrators, 5% time and effort of each school site principal and 20% time and effort of the designated assistant principal. This staff will provide vision and leadership, monitor the budget and all contracts, interpret the program to the district and schools, interface with the external evaluator, allocate the human and physical resources necessary for project success, and monitor implementation of project strategies.

Travel: Project staff travel is allocated for attendance at the SSW and NAF Institutes, NWREL's conferences related to SLC Implementation and High School Design Studios, the SLC Regional Leadership Institute and/or other technical and professional conferences related to the full implementation of the grant. Administrators and instructional staff will benefit from a national network of educators dedicated to developing, growing, and sustaining small learning communities that has proven to increase student achievement. Grant funds in the amount of \$132,900 will be used each year to provide travel, registration, and related expenses for SLC

Design teams to attend the abovementioned conferences. Travel, at all eight high schools, will occur in successive turns for the benefit of more than 1,000 teachers and administrators. Also, funds for required travel to Washington D.C. by district and school-site staff to satisfy the grant requirements have been included in the budget projections.

Materials and Supplies/Miscellaneous: Materials and supplies have been allocated in the amount of approximately \$32,825 a year per school for the purchase of curriculum related, research-based books, periodicals and manipulatives for alignment with each academy's theme. In addition, consultant expenses of \$46,500 per year have been allotted for on-site school-based technical assistance in order to facilitate orientation and visioning for the full implementation of small learning communities and the facilitation of leadership building at each school. Regular site visits by technical assistance staff will assist district and school teams in the assessment of the progress and implementation of objectives set forth in this proposal. Funds in the amount of \$1,860,000 have been allotted over five years for consultant and/or contractual expenses, including, but not limited to, the University of Miami (external evaluator), the National Literacy Project which will augment instruction through a literacy across the curriculum program, and the Small Schools Workshop and the National Academy Foundation as the district's partners for secondary school reform who will guide and direct the SLC Design Teams and as well as assist administratively by providing academy frameworks. School will have specific goals of improving student achievement and will require more direct, sustained site based professional development to involve all of the teachers associated with the developing academies. For these cases, high schools will contract for additional assistance from NAF, SSW, ASCD, NLP, ESR, Kagan Institute, Nova Southeastern University, and Florida International University. These national and state organizations were selected based on the fact that they have been successfully

working with the other twenty-six SCL schools over the past two years and/or with the district's professional development division in providing services to individual schools or district level teams of teachers. Indirect costs in the amount of 3.74% have been included in the budget for the administration of the grant.

Evaluation: A comprehensive evaluation of the attainment of grant goals and assessment of strategies and objectives is included in an amount not to exceed \$94,000 annually. The evaluator will conduct a yearly assessment based on written strategies contained in this proposal. The analysis will be data driven and include baseline academic achievement measures of nearly 17,881 students that will benefit by participating in the Smaller Learning Communities.

Partners/In kind support: In-kind support by the district and community partners and organizations consists of approximately \$3,685,098 in salary and \$5,250,000 in non-salary per year; matching funds at approximately 79% of the grant total. Academy Advisory Boards raise approximately \$170,000 per year, and donate in-kind services such as use of their facilities for meetings, seminars, and conferences. Business partners contribute approximately \$300,000 in goods and services by providing internships, curriculum content support, activities for students and teachers, speakers, and industry training for students. As an example, Miami-Dade County Public Schools is fortunate to include business partners such as Carnival Cruise Lines, now in its 20th year of commitment to the students of our school district through the abovementioned forms of support. Additionally, post-secondary partners such as Miami Dade College, Florida International University, Johnson & Wales University and St. Thomas University provide on-going support in curriculum planning, student referrals, and provide a critical summer outreach program that complements the classroom studies and gives students exposure and information on college programs.

Additional funding: The use of Perkins Vocational and Technical Education Act funds are utilized by all eight schools for a total of approximately \$850,000 annually. Funds are primarily used to support building modifications, career laboratories, industry-specific materials, curriculum development, and teacher training.

To further implement the SLC, specifically the eight period structure and common planning for teachers, all eight of the schools will be eligible for additional funding from the Office of Secondary School Reform. These funds are dependent on a faculty vote scheduled in the spring of 2008, where each faculty will determine whether to implement/sustain flexible scheduling in the form of an eight period day. Funds are utilized for additional faculty, school improvement, supplemental instruction, tutoring, professional development and the purchase of curriculum related materials and supplies. M-DCPS is financially committed to expanding and sustaining the SLC model beyond the grant cycle. Currently, 20 of our 41 high schools have been funded for the eight-period day structure which facilitates the implementation of wall-to-wall SLC. The intent of the SSR plan is that by 2011, all of M-DCPS high schools will be on the eight-period day plan.