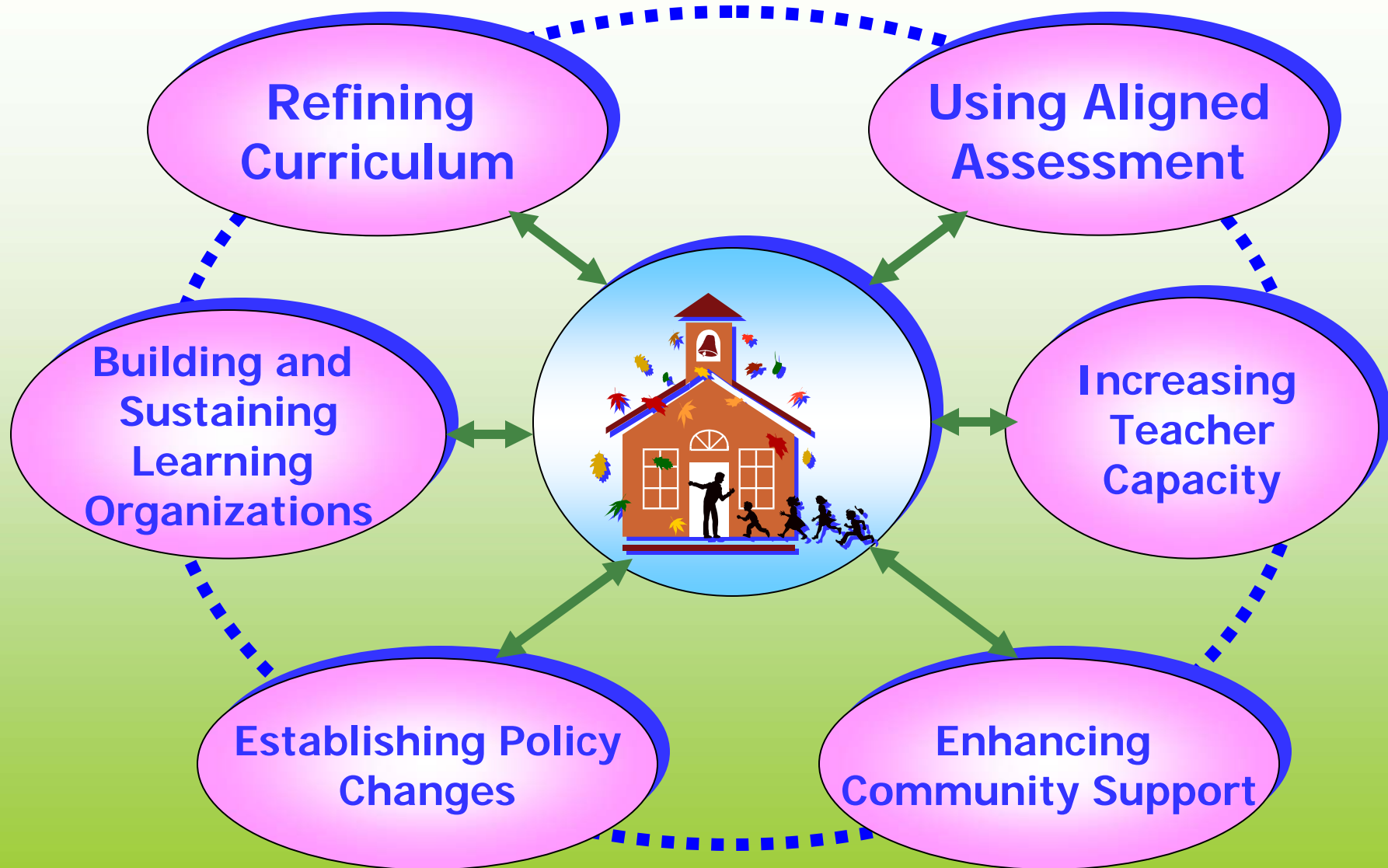


Miami RISE USP Strategic Plan for Year Four (2003-04)



MIAMI-DADE COUNTY PUBLIC SCHOOLS
Miami RISE USP STRATEGIC PLAN FOR YEAR FOUR (2003-04)

Miami RISE Goals	NSF Driver	Year-Four Strategic Plan	USP Funds	Carryover Fund	District Cost Share	Starting Date
1, 2, 3, 4	5, 6, 1	6. Provide professional development to science and mathematics teachers in utilizing classroom assessments, examining student work, and using SPI to improve instruction and student learning. This process will be discussed regularly at Instructional Improvement Team meetings at school-sites in the district *				9/1/03 District Supervisors And Curriculum Support Specialists
1, 2, 3, 4	5, 6, 1	7. Continue to develop and disseminate district assessments in mathematics and science areas for all grades.*				9/1/03 Data Manager
4, 6	1	8. Meet with ACCESS (Area Community Centers for Educational Support Services) Directors and principals to provide and obtain feedback on issues pertaining to mathematics and science teaching and learning.*				9/1/03 Project Director and District Supervisors
4, 6	1	9. Continue professional development for principals, assistant principals, and secondary mathematics and science department chairpersons on systemic reform. <ul style="list-style-type: none"> • Principals' Institute – October 28, 2003 • Secondary mathematics and science department chairperson – twice a year • Elementary Mathematics and Science Leaders Professional Development 	\$30,221			9/1/03 Project Director And District Supervisors
4, 6	1, 3	10. Implement a Miami RISE USP/NSF Mathematics/Science Teacher Mentor Program for selected high school.	\$8,000		\$8,240	9/1/03 District Supervisor
4, 6, 7	1, 3	11. Continue the implementation of the Science Engineering Communication Mathematics Enhancement (SECME) Program to improve the academic achievement of all students in science, mathematics, communications and technology and to encourage students to prepare to enter careers in SMET: <ul style="list-style-type: none"> • Support teachers participating in SECME. • Select 32 SECME teachers (all levels) to participate in a 2-week science and mathematics professional-development program designed to increase content, use of technology, and knowledge of 	\$32,204		100,000	9/1/03 District Supervisors

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		engineering and technical career choices for students.				
		12. Implement the Science, Engineering, Mathematics, and Aerospace Academy (SEMAA) - a K-12 initiative that encourages minority students through a standards-based, hands-on curriculum to increase content and to explore careers options in the aerospace industry. SEMAA includes professional development, materials, and field experiences.	\$34,043		\$15,000	9/1/03 SEMAA Director
4, 6, 7	1, 3	13. Implement and support the following technology and research-based instructional programs*: <ul style="list-style-type: none"> • <i>Teacherline</i> - Provides teachers with intensive online professional development in mathematics. Teacherline is partnership with WLRN and is funded by PBS and NCTM (National Council of Teachers of Mathematics). Examples of the professional development include: Gender Equity in the Math Classroom (grades 4-8), Jus the STATS: Data Analysis (grades 6-8), Measurement: Surface Area and Volume (grades 6-8), Patterns and Relations (grades 1-5), and The Concept of Function (grades 9-12). • <i>Carnegie Learning – Cognitive Tutor Algebra I and Geometry</i> program (Year Four) conducted in 12 high schools. Provides follow-up training to teachers for implementation of the program. • <i>Riverdeep</i> - mathematics and science for all middle schools (Year Four) - a complete, computer-based, Internet program. • <i>Tias - Technology for All Students</i>, a systemic approach to training teachers through a train-the-trainer model. (Graphing calculators, CBLs, Probes, Internet-based content programs, CDs and videos, etc.) 				9/1/03 District Supervisors
5	4	14. Continue collaboration with community and university-sponsored programs for teachers and students.* <ul style="list-style-type: none"> • Florida International University (FIU): <ul style="list-style-type: none"> ➤ MASTT (Math and Science Teacher Training) – sponsored by NASA and FIU. Uses high-quality learning modules and educational materials from NASA through its website. ➤ Miami PREP (Pre-Freshman Engineering Program) – intensive math-based pre-college summer program for achieving middle 				9/1/03 District Supervisors

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		<p>school students.</p> <ul style="list-style-type: none"> ➤ SECME Matheletics - one month summer enhancement program for middle school students; all student activities centered on various sports incorporating algebra and geometry. ➤ Enlace Miami- sponsored by the W.K. Kellogg Foundation. Targets Hispanic students to prepare them for careers in mathematics, science, and engineering. ➤ FLAME (Florida Action for Minorities in Engineering Program) – a program to attract more students to engineering and to increase the retention rate of students admitted to the College of Engineering. <ul style="list-style-type: none"> • University of Miami (UM): <ul style="list-style-type: none"> ➤ Follow-up for teachers who were in Project INSTAR (Investigating Nature through Science Teacher Active Research) – offering middle and high school teachers marine science content, laboratory, field, and technology training in coastal themes. ➤ Project AMBIENT – an Environmental Problems Teacher Institute Program, sponsored by the UM Rosenstiel School of Marine and Atmospheric Science and was funded by the National Institute for Health at UM. The program is designed for high school teachers across content areas. ➤ Research in Ecology 2003 – provides students and teachers with research experiences in ecology. ➤ Project SUCCEED (School University Community Coalition for Excellence in Education) – an innovative interdisciplinary program that provides an intensive two-week summer professional development for 12 middle school science teachers that provides the theory and application with hands-on activities that are relevant to the teachers’ classes. ➤ Curtin University and UM Doctoral Program Partnership – sponsored by UM and Curtin University of Mathematics, Science and Technology of Perth, Australia to focus on the development and implementation of research studies in mathematics and 				

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		<p>science.</p> <ul style="list-style-type: none"> • GatorTrax –University of Florida received a grant and included Miami-Dade County Public Schools, in an effort to prepare more minority students for higher level mathematics courses in order to prepare for careers in engineering. • South Florida Regional Science, Mathematics, and Engineering Fair – sponsored by M-DCPS, Friends of the Science Fair, BellSouth Mobility, U.S. Army/Navy/Marine Corps, and others. The Friends of the Science Fair provides awards and additional funds for other benefits such as travel to the state and national competitions. • Add-On Certification – provides tuition reimbursement for university mathematics and science classes and other subject areas. • Partnerships with other community agencies and businesses: <ul style="list-style-type: none"> ➤ Miami-Dade SECME Alliance - a group of engineers who support the activities of the SECME program. ➤ Biscayne Nature Center - a private non-profit organization that provides support to the Biscayne Nature Center for Environmental Education. ➤ Miami Museum of Science: <ul style="list-style-type: none"> • <i>Fifth Grade Science Museum Visitation program</i> - an annual program that contains elements of the physical, earth/space, and biological sciences in an interactive format of classroom presentations and field studies conducted at the museum. • Florida Leaders.net – a \$5.5 million grant from the Bill and Melinda Gates Foundation to implement and manage a statewide technology leadership development programs for principals. 				
5	3,4	15. Coordinate an on-going integrated project that involves the M-DCPS Division of Student Services, the Division of Advanced Academics, and school-site counselors for the purpose of increasing the number of students meeting academic criteria for executive internships.*				9/1/03 Project Director
5	4	16. Update the USP Advisory Board members at their annual meeting.				9/1/03 Project

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		Report on USP Year Three accomplishments, provide information on the current status, and solicit input for future strategies.*				Director
5	4	17. Target students to participate in science programs conducted by other community institutions such as Fairchild Tropical Gardens, the Zoological Society/Metro Zoo, and Everglades National Park.*				9/1/03 District Supervisors
5	4	18. Support student, parent, and community initiatives that enhance mathematics and science teaching and learning: <ul style="list-style-type: none"> • Publish newsletter, brochures, and flyers. • Implement “Celebrating Math and Science at the Library” – standards-based lessons delivered on Saturdays. • Promote “Parent Nights” that focus on mathematics, science, and technology, including Family Math, SEMAA, Family Science, SECME, Go Figure This, and FANS. • Participation in the District Parent Involvement Program focusing on mathematics and science areas. 	\$14,162		\$3,000	9/1/03 Project Director and District Supervisors
1 - 7	1 - 6	19. Conduct an external evaluation of the Miami RISE USP/NSF Year-Three Plan.	\$15,000			9/1/03 Data Manager
1 - 7	1 - 6	20. Continue to work collaboratively with the offices listed below in order to support the intra-district-level capacity for mathematics and science achievement.* <ul style="list-style-type: none"> • Assessment and Data Management • Teacher Education Center • Division of Advanced Academics Programs • Intergovernmental Affairs and Grants Administration • Title I • Division of Instructional Technology and Media Support Services • Information Technology Services • Office of Evaluation and Research • Office of Exceptional Student Education and Student/Career Services 				9/1/03 Project Director and Data Manager

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		<ul style="list-style-type: none"> • Division of Bilingual Education and World Languages • Curriculum and Innovative Program • Office of Performance Indicators • Division of Student Services • Division of Language Arts/ Reading • Office of Adult/Vocational and Alternative Education • Division of Early Childhood Programs • Instructional/Non-instructional Training • WLRN Educational Services 				
		Total budget	\$1,782,670	\$22,881	\$2,278,555	

** This amount of \$1,782,670 plus the total cost of salaries, wages, and fringe benefits (Categories A + B + C, equaling \$354,772), equipment (Category D of \$3,000), travel (Category E, equaling \$12,000), materials and supplies (Item 1 of Category G, equaling \$10,000), and indirect cost (Category I of \$14,918) equal the total USP approved budget for Year Four of \$2,177,360.

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