
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 7091 - School for Advanced Studies South

FeederPattern: Alternative Education

Region: Alt./ESE

District: 13 - Miami-Dade

Principal: Melissa Patrylo

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

School for Advanced Studies South

The School for Advanced Studies is a combined effort of Miami-Dade County Public Schools (M-DCPS) and Miami-Dade College (MDC) initiated in the 1988-89 school year. The school is designed for academically talented eleventh (11th) and twelfth (12th) grade students whose needs are not met in the traditional high school setting. Each semester, students are enrolled in three (3) college dual-enrollment courses, taught by MDC faculty, and three (3) high school courses, taught by M-DCPS faculty. This opportunity for acceleration and enrichment is limited to a total student population of four hundred (400) students (200 at the Kendall Campus, 100 at the North Campus, and 100 at the Wolfson Campus) due to restricted availability of rooms at MDC. Student selection is based solely on the order of application among students who meet the basic requirements for admission. All applicants must pass three sub-sections of reading, English grammar, and mathematics on the Computerized Placement Test (CPT) given by MDC or attain an equivalent score on the SAT or ACT and show evidence of a 3.0 unweighted high school GPA. Students apply from all senior high schools in the district and numerous private and parochial schools. Additionally, many home-schooled students choose SAS to complete their secondary studies. The school population reflects the religious, ethnic, and cultural diversity of the community. Students selected for the program receive free tuition and fees, free textbooks and materials, and, if eligible, school bus and metro-rail transportation, all funded by M-DCPS. Students enrolled at the School for Advanced Studies earn a minimum of 18 college dual-enrollment credits each year. Moreover, numerous seniors earn their Associate in Arts degree before their high school diploma by accruing college credits, Advanced Placement credits, and College-Level Examination Program (CLEP) credits from MDC. All (100%) of our students graduate and continue their academic studies at colleges and universities in Florida and throughout the nation or at foreign universities. The small high school environment affords the opportunity for individual student tutoring, counseling, and mentoring by faculty and staff. The environment provides a supportive transition between secondary and post-secondary education.

Given instruction using Sunshine State Standards, students enrolled in Advanced Placement U.S. History classes at the Wolfson and North campus will increase the mastery of the subject area as evidenced by an increase of three percentage points in the number of students scoring 3, 4, or 5 on the Advanced Placement U.S. History examination when percentages from May 2005 are compared to May 2006, as documented by reports generated by The College Board and the Division of Advanced Academic Programs.

Given instruction using Sunshine State Standards and strategies recommended by Educational Testing Services and the College Board, returning seniors in the Class of 2006 will raise the group mean scaled score on the mathematics section of SAT I by 20 points above the group mean scaled score on the mathematics section of the PSAT 2004.

Given instruction using Sunshine State Standards, seventy per cent (70%) of students enrolled in Advanced Placement and Honors Language Arts classes will achieve a score of seventy per cent (70%) or higher on the Validated Writing Systems' Part One of the Links to Forceful Writing post test by May 2006.

Given instruction using the Sunshine State Standards, eleventh grade students at the School for Advanced Studies will demonstrate an improvement in critical thinking skills as evidenced by a minimum of a 5 percentage point gain on the total average score on a district prepared pretest-posttest. The pretest will be administered in October 2005, and the posttest will be administered in May 2006.

Given the school wide emphasis on parental and community involvement, the School for Advanced Studies will solicit parental involvement and the opportunities for parents and educators to share partnering information through the use of numerous non-traditional channels of communication with an average of one communiqué per week to parents as evidenced by a log of formal communiqués.

Given emphasis on the benefits of consistent student attendance, the yearly school attendance rate will increase by a 0.05 percentage point during the 2005-2006 school year when compared with the annual attendance rate for the 2004-2005 school year.

Given an emphasis on the use of technology in education, students will access Miami-Dade College (MDC) registration online to select courses for the Winter Term 2006 as evidenced by seventy-five per cent (75%) of the students providing a printout of their selected courses to the counselor.

Given the emphasis on developing healthy habits, seventy per cent (70%) of all students will complete the Stress Vulnerability Questionnaire, Time Management Inventory, Sleep Inventory, and will discuss information to enhance their ability to manage stress levels and time utilization as evidenced by a completion log.

Given emphasis on preparing students for post-secondary education, one hundred per cent (100%) of students at the School for Advanced Studies will enroll in elective college courses directed towards meeting upper division college pre-requisites as evidenced by their counselor approved schedule.

Given the school mission for preparation for post-secondary study, eighty per cent (80%) of graduating seniors will meet eligibility requirements for Bright Futures scholarships as evidenced by their final transcripts.

One hundred per cent (100%) of twelfth (12th) grade students at the School for Advanced Studies will graduate in May 2006 with a standard high school diploma.

Given the results of the Organizational Performance Improvement Snapshot, the composite weighted data generated by the three campuses of the School for Advanced Studies indicate two areas for improvement: Strategic Planning (Index score of 4.240): The School for Advanced Studies will adopt a Continuous Improvement Model that aims to increase communication among stakeholder regarding the school's strategic plan. Instructional personnel will be trained on collecting and analyzing data to determine if they are making progress as it relates to the strategic plan. Periodic department meetings will be held in order to develop departmental long-term instructional goals and to measure progress. Early-release days will be utilized to review the strategic plan, solicit input on strategies and assessment related to the plan, and schedule professional development activities to insure that personnel have the necessary skills and resources to implement and assess the strategic plan. A curriculum council will be created for the purpose of reviewing the school's current vision and mission and to draft recommendations for long-

term instructional goals. A needs assessment will be conducted and all stakeholders will be afforded the opportunity to provide constructive input on the objectives and strategies to be included in the strategic plan. Areas identified as requiring improvements based on results of the needs assessment will be studied, quantified and an action plan adopted that is research supported. The strategic plan will be the product of continuous collaboration, input and feedback by all members of the instructional and non-instructional staff at the School for Advanced Studies. Instructional Professional Development Plans will be jointly developed with the administration to insure that the goals of the strategic plan are addressed and necessary professional development activities are scheduled according to the individual need of the teacher. The main theme in developing the strategic plan will be increased collaboration and inclusion. The administrative team will work diligently to insure that all members are involved in developing and monitoring the strategic plan. Continuous feedback will be provided to teachers through administrative and peer-teacher observations. Areas requiring improvements as it relates to the strategic plan will be identified and the necessary remediation strategies and instructional support will be provided.

and

Human Resource Focus (Index score of 4.292): A needs assessment as it relates to professional development will be conducted to determine the skills instructional and non-instructional personnel need to acquire to enhance their vocation. Administrative and peer-review observations will be conducted throughout the year in order to identify areas of strength and weaknesses, develop individual and department professional development plan, and schedule professional development activities. Information regarding professional development workshops will be disseminated to all personnel and release time will be provided to afford these personnel the opportunity to improve their skills. Administrative personnel will publicize personnel accomplishments and will celebrate educational excellence through an annual luncheon. School-wide and department-wide collaboration will be encouraged through monthly subject-area department meetings and inter-disciplinary thematic units.

MIAMI-DADE COUNTY PUBLIC SCHOOLS

VISION

We are committed to provide educational excellence for all.

MISSION

We provide the highest quality education so that all of our students are empowered to lead productive and fulfilling lives as lifelong learners and responsible citizens.

CORE VALUES

Excellence

We pursue the highest standards in academic achievement and organizational performance.

Integrity

We build positive relationships through honesty, respect and compassion, which enhance the self-esteem, safety, and well-being of our students, families and staff.

Equity

We foster an environment that serves all students and aspires to eliminate the achievement gap.

Citizenship

We honor the diversity of our community by working as a team to ensure the educational success of all of our students and recognize that our obligations go beyond our professional responsibilities to promote democratic principles.

School for Advanced Studies South

VISION

The School for Advanced Studies is committed to a comprehensive academic program which will enable our students to become productive and active citizens.

MISSION

The School for Advanced Studies enables highly motivated students to achieve their academic and personal potential through an accelerated, full-time high school dual-enrollment program in a community college setting. In the process, students develop high levels of self-esteem, mutual respect, and appreciation for cultural diversity while demonstrating responsibility and independence as self-directed life-long learners.

CORE VALUES

Student learning is the chief priority for the school.

Each student is a valued individual with unique physical, social, emotional, and intellectual needs.

A safe and physically comfortable environment promotes student learning.

Students learn in different ways and should be provided with a variety of instructional approaches to support their learning.

Cultural diversity can increase students' understanding of different peoples and cultures.

A student's self-esteem is enhanced by positive relationships and mutual respect among and between students and staff.

The commitment to continuous improvement is imperative if our school is going to enable students to become confident, self-directed, lifelong learners.

School Demographics

The School for Advanced Studies is designed for academically talented eleventh (11th) and twelfth (12th) grade students whose needs are not met in the traditional high school setting. The school is not a magnet school. Student selection is based solely on the order of application among students who meet the basic requirements for admission. All applicants must pass three sub-sections of reading, English grammar, and mathematics on the College Placement Test (CPT) given by MDC or attain an equivalent score on the SAT or ACT and show evidence of a 3.0 unweighted high school GPA.

Since we are not in a direct feeder pattern nor are we a magnet school and since we draw our students from all areas of the district, we must publicize our program and recruit new students each year. New student recruitment begins in the fall of each year. This process includes numerous newspaper ads, participation in the School Discovery Showcase, mailings to eligible students, and orientation sessions at the Kendall and North Campuses. Students apply from all senior high schools in the district and numerous private and parochial schools. Additionally, many home-schooled students choose SAS to complete their high school studies.

The school population reflects the religious, ethnic, and cultural diversity of the community. The student population for the 2005-2006 academic year is composed of 177 (48.5%) twelfth grade students [Kendall, 93; North, 36; Wolfson, 48] and 188 (51.5%) eleventh grade students [Kendall, 88; North, 56; Wolfson, 44]. When disaggregated by gender, the population includes 236 (64.4%) female students [Kendall, 107; North, 65 ; Wolfson, 63] and 130 (35.6%) male students [Kendall, 74; North, 27; Wolfson, 29]. An analysis of our ethnic composition indicates students have identified themselves as 23 (6.3%) Asian, 77 (21/1%) Black, 183 (50.1%) Hispanic, 2 (0.5%) Indian, 6 (1.6%) multi-ethnic, and 74 (20.3%) white.

Students and faculty are supported by parental and community involvement; however, the geographic dispersion of our students' homes and the distant proximity of many of the parents' work places requires exceptional efforts to involve all stakeholders. This requires that most activities to engage the parents and community (such as Open House and awards ceremonies) are repeated at three different times and campuses. Nevertheless, the school prides itself on its family-like environment, small school setting, and its focus on the humanities and a traditional education.

The small high school environment affords the opportunity for individual student tutoring, counseling, and mentoring by faculty and staff. This school provides a supportive transition between secondary and post-secondary education. All of our twenty-one (21) classroom teachers, counselors, and administrators have dedicated their energies to post-graduate study: fifteen (15) achieving a Master of Science or Master of Arts degree, one (1) attaining the level of Educational Specialist, and four (4) earning a Doctor of Education or Doctor of Philosophy. Furthermore, three have National Board Certification and serve as mentors to new teachers throughout the district. Several serve as adjunct professors at local universities.

Although not involved in the FCAT testing in the past, our students perform at exceptional levels on other standardized measures. As a group, the class of 2005 ranked first (1st) among the district high schools on the mean scaled score on the SAT I in both Reading Comprehension and Mathematics. Disaggregated results showed the Wolfson Campus students ranked first (1st) in both reading comprehension and mathematics, the Kendall Campus students tied for second (2nd) in reading comprehension and ranked second (2nd) in mathematics, the North Campus students attained the third (3rd) highest score in reading comprehension and ranked fourth (4th) in mathematics. Furthermore, the College Board named the Wolfson Campus results on the 2004 Advanced Placement Test in Literature and Composition as number one (1) in the world for schools under 500 students. Newsweek magazine ranked the School for Advanced Studies in the top 1% of over 30,000 public high schools in the United States. Last year's graduating class included three (3) National Merit Scholar Finalists, three (3) Gates Millennium Scholarship winners, three (3) National Achievement Scholars, eighteen (18) College Board Advanced Placement Scholars, . The students also registered the highest school attendance rate in Miami-Dade County Public Schools for two grading periods. Sixty-four percent (64%) of the graduating seniors received the Superintendent's Diploma of distinction, ninety-one per cent (91%) earned a Florida Bright Futures Scholarship, and seventy-six per cent (76%) were admitted to their first choice college or university after graduation.

School Foundation

Leadership:

The School for Advanced Studies involves all employees in helping to set the direction for the school and encourages all employees to assume leadership roles in the long range plans as well as the day-to-day operations within each campus site. The administration promotes involvement in curriculum enhancement, peer review, and leadership workshops with freely granted release time. As the administrators and other support personnel travel to the three campuses, they embrace and acknowledge the staff's and students' dedication to offering academic opportunity for acceleration and enrichment in the students' transition between secondary and post-secondary study with both individual and schoolwide recognition and accolades. A positive working environment provides the teachers with all equipment, materials, and supplies needed for classroom instruction and mentoring; additionally, they are kept abreast of the latest research and encouraged to implement strategies they believe will serve the students well. All the employees are afforded an open-door policy by the administration and encouraged to collaborate in the many decision making processes. Since the School for Advanced Studies has such a non-traditional schedule and facility, members of the faculty and staff support each other and the students by willingly assuming broadly defined areas of responsibility creating a collegial atmosphere.

District Strategic Planning Alignment:

Results of the Organizational Performance Self Assessment Survey indicate that stakeholders perceive that the school could make more improvements in the area of strategic planning, as evidenced by an index score of 4.240 on a 5 point scale, the lowest score of the indicators covered in the survey.

The school utilizes a Shewhart Cycle to effect overall improvement in instructional services. Various analytical tools are used to gather data that will enable teachers to make decisions regarding teaching and learning. The data is used to identify low performing students and provide appropriate remediation.

The School for Advanced Studies has articulation agreements with Miami Dade College which allows high school students to take dual enrollment courses. Given the unique curriculum design of our program, our students have ample opportunities to enroll in courses that expand their comprehension in and appreciation of the arts. Moreover, students are afforded opportunities to acquire dual language education by enrolling in intensive foreign language courses at the college level.

Instructional personnel work in academic teams utilizing research-based instruction and assessment for the purposes of expanding student opportunities to learn. Additionally, students are exposed to a myriad of career opportunities through the dual-enrollment program, earning college credits while they acquire career-focused skills.

Given the unique set-up of the school, instruction and student counseling is individualized to meet the particular scholastic and emotional needs of the student. Consequently, no student is left behind. Intensive remediation and conferencing is held to ensure all students are successful.

The administration at the School for Advanced Studies is committed to including all stakeholders in the development of the school's strategic planning. To this end, the school has developed a curriculum council which will have the responsibility of coordinating the development and implementation of long-term instructional objectives and strategies as well as the integration of curriculum across grade level and subject area. Periodic meetings will be

scheduled to address modifications to the schools long-term plan, solicit input from stakeholders, and make necessary adjustment. Instructional personnel will be kept abreast of policies and procedural changes that may directly impact the schools strategic plan and will be afforded the opportunity to provide recommendations and develop action plans. Direct communication will take effect via e-mail and consultations with the administrative team and department chairpersons.

Stakeholder Engagement:

Results of the Organizational Performance Self Assessment Survey indicate that stakeholders perceive that the school has made adequate progress in the area of customer and market focus, as evidenced by an index score of 4.704 on a 5 point scale.

The school in the last year has expanded parent outreach with monthly communications which include pertinent information relating to curriculum, students activities, upcoming events and important deadlines. Additionally, the school has revamped its website to make it parent/student friendly. Contact information, curriculum bulletin, policies and procedures and Educational Excellence School Advisory Council (EESAC) agenda and minutes are posted on the school website. A curriculum fair is scheduled at the beginning of the school year to inform parents of the many programs and activities available at the school.

The school is committed to maintaining direct lines of communication with parents and students. In the event that students exhibit a change in behavior or academic performance, the school immediately schedules parent conference to address the issues and create an action plan that will insure the greatest potential of student success.

Faculty & Staff:

Teacher Mentoring Program

The School for Advanced Studies promotes collaboration among instructional staff. Teachers meet on a monthly basis by department to discuss curriculum, review instructional and assessment strategies, and share best practices. The instructional staff is comprised of seasoned teachers. All teachers develop a Professional Development Plan which reflects the process of inquiry, reflection, research, action and analysis. Ninety-four percent (94%) of instructional personnel hold advanced degrees in education and have been recognized by professional organizations for their instructional leadership.

Data/Information/Knowledge Management:

Results of the Organizational Performance Self Assessment Survey indicate that personnel perceive that the school has made adequate progress in the area of measurement, analysis, and knowledge management, as evidence by an index of 4.660 on a 5 point scale.

The school has embarked in the last year in collecting and analyzing data for the purposes of creating its long term plan. Teachers have been trained on how to analyze data for purposes of re-teaching and remediation services. These efforts have resulted in a remarkable increase in the number of students increasing their comprehension of the subject matter, as evidenced by, for example, the number of students attaining a 3 or higher on both the Advanced Placement U.S. History and American Government examination. Teachers now use test item analysis on a periodic basis to assess student strength and weaknesses and for purposes of assessing the quality of instruction being delivered. As a result of the data analysis conducted, teachers are now using scientific methods to address how the curriculum is delivered, how students are assessed, and what remediation strategies are employed with low performing students.

Education Design:

School Improvement Design

The school utilizes a Shewhart Cycle to effect overall improvement in instructional services. Various analytical tools are used to gather data that will enable teachers to make decisions regarding teaching and learning. The data is used to identify low performing students and provide appropriate remediation. Further, teachers use data on a consistent basis to dictate curriculum pathways. The objective of utilizing a school-wide data-driven improvement model at SAS is to empower teachers in using data to chart the learning process, showing trends over time; to assess student readiness for learning; and to measure the level of student comprehension and mastery of competency both in the short and long-term. In conjunction with the development of an improvement model addressing re-accreditation for SACS, SAS will also utilize the Continuous Improvement Model (CIM) for school improvement which identifies five characteristics common to effective schools. The characteristics include: strong instructional leadership, high expectations for student achievement, an instructional focus on reading, writing, and mathematics, a safe and orderly school climate, and frequent measures of student achievement as a basis for program evaluation and improvement. Striving to achieve these characteristics, SAS will: (1) analyze disaggregated data from Advanced Placement, ACT, PSAT, and SAT results to determine trends and identify specific needs. The results are to be discussed with staff and interpreted for application to the classroom setting. (2) incorporate instructional timelines/course syllabi by subject areas. Departments will work collaboratively to ensure mastery of Florida Sunshine Standards and the M-DCPS Competency Based Curriculum (CBC), and establish skills for a smooth transition from part-time to full-time post-secondary study. (3) meet in formal and informal settings throughout the year to engage in curriculum mapping activities and share lesson plans/units, materials, and classroom activities. Department chairpersons monitor timely implementation of instructional timelines and maintenance of appropriate instructional focus. (4) implement ongoing assessment to be used as a diagnostic and planning tool through formative, summative and authentic means: e.g. commercial and teacher prepared quizzes and tests, comprehensive examinations, standardized tests, formal and informal research and writing, student presentations, and class discussion. (5) monitor and update the timely implementation and maintenance of records of completion of strategies at each Secondary Early Release Day (6) administrators make regular formal and informal classroom observations with post observation conferences providing an opportunity for ongoing dialog concerning the instructional and primary mission of the school – student achievement.

Extended Learning Opportunities

Students at the School for Advanced Studies have numerous opportunities to extend their learning. The School for Advanced Studies provides a unique opportunity for highly motivated students to participate in both curriculum enrichment and compacting. As dual enrollment students, they earn college and high school credits over the course of two years. All students graduate from our high school with many college credits, some even earning their Associate of Arts degree prior to their high school graduation, with tuition, fees, transportation for eligible students and texts supplied by MDCPS. Additionally, the School for Advanced Studies offers a variety of tutorial services to students: small student organized study groups; two scheduled hours per day per teacher for tutoring; designated tutorials by members of the National Honor Society, Mu Alpha Theta, and Future Teachers of America; before, during, and after school mock testing and review of standardized test data. Discussion of assigned summer reading and study activities initiate the focus on curriculum as soon as school begins in the fall.

Many clubs at each campus focus on discipline based interest groups which apply skills introduced in the classrooms: robotics, foreign language, drama, chess, etc. Each student is provided extensive and comprehensive instruction in note-taking and materials organization, test-taking and test anxiety reduction techniques, and Modern Language Association (MLA) documentation strategies during the first few weeks of the year; this information is applicable in all secondary and college classes. All students complete an online individual learning style analysis.

This individual data is provided in aggregate class groupings to each teacher for each of his or her classes; appropriate teaching strategies are to be implemented to address the variety of learning styles within each class. A follow-up discussion and handout emphasizes the tools by which students may utilize this information to enhance and to take control of their own learning processes.

Advanced Courses Initiatives and Post-Unitary Commitments

The personnel at the School for Advanced Studies are committed to providing a rigorous course offering to all students, regardless of learning exceptionalities. To this end, the school has embarked on enacting a remediation program that aims to provide all students with the opportunity to enroll in Advanced Placement courses. Students are identified for Advanced Placement courses based on PSAT, sampling of writings, past performance, teacher recommendation and most importantly, commitment and dedication to the program and its requirements. Students in 11th grade enrolled in honors courses are exposed to AP material. Teachers in all grade levels and subject-area utilize pre-AP strategies and engage in vertical teaming. Students struggling in their academic high school courses are enrolled in a remediation program and are required to have weekly consultations with their respective teachers.

Given the fact that over 80 percent of students enrolled at the School for Advanced Studies belong to a minority group, the efforts of inclusion in Advanced Placement courses have the effect of satisfying the school's post-unitary commitments. Currently, the majority of students enrolled in Advanced Placement courses are minority and every opportunity exist for students, regardless of learning exceptionality, to succeed at the School for Advanced Studies.

Performance Results:

Data from MDCPS indicates that 100% of students at the School for Advanced Studies graduate with a standard high school diploma. The drop out rate at the School for Advanced Studies during the 2004-2005 school year was 0%.

Data from MDCPS indicates that less than 4 percent of the students population on average are placed on either in-door or outdoor suspension in a given year. The school uses a progressive disciplinary plan which has the effect of re-adjusting student behavior without the need to place students on either in-door or outdoor suspension. Strict adherence to the school honor code is expected. Deviation from the honor code can result in the student being withdrawn from the School for Advanced Studies to their home school. Consequently, possible withdrawal from SAS for failure to adhere to the honor code has a strong deterrent effect and tends to partially explain the low suspension rate. The other explanation for the low suspension rate is directly attributed to the pro-active stance of the administration and instructional personnel to reach out to parents, students and counselors to jointly establish an action plan that will result in a re-adjustment of student behavior and will insure student academic success.

GOAL 1: READING

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 1 STATEMENT:

The School for Advanced Studies will enhance the college level reading comprehension of its students.

Needs Assessment

The documented student success rate on the 2005 Advanced Placement United States History exam is not commensurate with the GPA, PSAT and Lexile scores for the student population. Assessment of the data identified the need for training teachers in reading comprehension and writing instructional strategies which address skills required for success in Advanced Placement subject-area writing. The percentage of students scoring three or higher on the AP United States History exam was 17% at the Wolfson campus and 25% at the North campus compared to the national passing rate of 51.6%* and the Florida passing rate of 39.6%*.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction using Sunshine State Standards, students enrolled in Advanced Placement U.S. History classes at the Wolfson and North campus will increase the mastery of the subject area as evidenced by an increase of three percentage points in the number of students scoring 3, 4, or 5 on the Advanced Placement U.S. History examination when percentages from May 2005 are compared to May 2006, as documented by reports generated by The College Board and the Division of Advanced Academic Programs.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Develop and implement timelines which include the identification of benchmarks and related activities to ensure student mastery of AP concepts by May 2006.	Social Studies Chairperson, social studies teachers	8/8/2005	5/24/2006
Provide students with an in-class and home learning practice writing prompt each week and monitor student progress to ensure consistency with College Board AP format.	Social studies teachers	8/8/2005	5/25/06
Maintain a weekly log and portfolios of students' writing to monitor student progression on AP-style writing assignments.	Social studies teachers	8/8/05	5/25/06
Use AP-style writing rubric in all writing assignments in order to familiarize students with performance expectations and College Board AP scoring.	Social studies teachers	8/5/05	5/24/06
Identify low performing students in AP social studies classes and provide before or after class tutoring.	Social studies teachers	8/8/05	5/24/06
Provide students receiving a grade of "C" or below in social studies with an AIP and one-on-one tutoring and mentoring using supplementary instructional and remediation materials.	Social studies teachers	8/8/2005	5/24/2006

Research-Based Programs

The College Board Practice materials

AP Central Practice materials

McGraw-Hill/Glencoe American Odyssey text and accompanying materials

D & S Marketing Systems AP U.S. History Multiple-Choice & Free Response Questions with DBQ in Preparation for the AP United States History Examination

Professional Development

Encourage staff to participate in M-DCPS PD courses:

- Reciprocal Teaching
- Reading and the Role of Technology
- Graphic Organizers: Inspiration
- CRISS
- Strategies for Increasing Critical Thinking
- Analyzing Data to Target Instruction

College Board Advanced Placement Workshop

Provide continued in-service for social studies teachers in research and techniques needed to implement the Advanced Placement curriculum

Provide opportunities for staff development to allow collaborative planning and sharing of best practices on a monthly basis.

Provide time, materials, and structure for implementation of on-site in-service training and demonstration lessons in writing during Early-Release days.

Evaluation

A growth of three (3) percentage points or higher for Advanced Placement SAS students scoring at a level three (3), four (4), or five (5) on the May 2006 Advanced Placement U. S. History Test as compared to the same measure on the May 2005 Advanced Placement United States History Test.

GOAL 2: MATHEMATICS

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 2 STATEMENT:

The School for Advanced Studies will sustain the high level of mathematics performance in order to prepare students for post-secondary study.

Needs Assessment

Although the class of 2005 School for Advanced Studies students' mean score on the SAT I mathematics section was the highest in the district and surpassed state and national mean scores, the students must continue to focus on skills measured by college entrance and college placement exams.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction using Sunshine State Standards and strategies recommended by Educational Testing Services and the College Board, returning seniors in the Class of 2006 will raise the group mean scaled score on the mathematics section of SAT I by 20 points above the group mean scaled score on the mathematics section of the PSAT 2004.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Develop a timeline for practice with mathematics section SAT I format and specific test taking strategies.	Mathematics Department Chair and mathematics teachers	8/8/05	5/24/06
Provide regular in-class practice with sample sections from previously released SAT I tests.	Mathematics teachers and test chairs	9/20/2005	5/24/06
Include SAT style questions in unit tests in order for students to establish familiarity and acquire skills with the SAT tested benchmarks in mathematics.	Mathematics teachers	8/8/05	5/24/06
Conduct regular assessments of student performance on identified benchmarks and analyze student performance data to determine student achievement. Modification to lessons plans, if necessary.	Mathematics teachers	8/8/05	5/24/06
Identify low performing students in mathematics classes and provide before and after class tutoring.	Mathematics teachers	8/8/05	5/24/06
Identify low performing students in mathematics classes and provide before and after class tutoring.	Mathematics teachers	9/7/2005	5/24/06
Schedule Mu Alpha Theta sessions for peer tutoring on SAT I mathematics skills.	Mu Alpha Theta sponsor and members	9/7/2005	5/24/06
Provide students receiving a grade of "C" or below in mathematics with an AIP and one-on-one tutoring and mentoring using supplementary instructional and remediation materials.	Mathematics teachers	8/8/2005	5/24/2006

Research-Based Programs

Educational Testing Service practice materials
Princeton Review practice materials
PreCal with Limits
McDougal Calculus
Princeton Review New PSAT/NMSQT
Barrons AP Statistics
Barrons AP Calculus
D & S Marketing Systems AP Calculus and AP Statistics

Professional Development

Encourage staff to participate in M-DCPS PD courses:

- Computer Instruction for the Development of the Academic Improvement Plan (AIP)
- Cognitive Tutor Algebra I 2005 Fall Institute
- 2005-2006 NASA SEMAA Academic Curriculum
- Reciprocal Teaching
- Graphic Organizers: Inspiration
- CRISS
- Strategies for Increasing Critical Thinking
- Analyzing Data to Target Instruction

Provide continued in-service for mathematics teachers in techniques to implement effective test taking strategies.

Provide opportunities for staff development to allow collaborative planning and sharing of best practices on a monthly basis.

Provide opportunities for peer observation in order to model effective teaching strategies.

Provide time, materials, and structure for teachers for in-service training and demonstration lessons in writing during Early-Release days.

Provide weekly updates from online sources of materials, lessons, and sample problems available for SAT mathematics review.

Evaluation

The group mean scaled score on the mathematics section of the SAT I for returning seniors in the class of 2006 will improve twenty (20) points when compared with the mean scaled score on the mathematics section of the PSAT 2004.

GOAL 3: WRITING

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 3 STATEMENT:

The School for Advanced Studies will prepare our students to pursue future goals and to participate as educated, productive members of society with the writing skills needed to successfully make the transition from high school to university level written communication and analysis of syntax and rhetoric.

Needs Assessment

Students enrolled at the School for Advanced Studies come to our school in their 11th or 12th grade year with varied experiences related to prior instruction and to prior internalization of concepts, and to current application of clarity, coherence, and force in standard written English. With the recently implemented required writing section of the SAT I, our dual-enrollment students must be able to demonstrate an ability to recognize non-standard and non-grammatical sentence and paragraph construction, to correct the errors, and to communicate effectively in original essays in which they apply standard written English skills.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction using Sunshine State Standards, seventy per cent (70%) of students enrolled in Advanced Placement and Honors Language Arts classes will achieve a score of seventy per cent (70%) or higher on the Validated Writing Systems' Part One of the Links to Forceful Writing post test by May 2006.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Develop and implement timelines that include the identification of benchmarks and related activities to ensure student mastery of Links to Forceful Writing concepts by May 2006.	Language Arts Department Chair and language arts teachers	8/8/05	5/24/06
Provide students with in-class and home learning Links practice writing activities each week and monitor student progress to ensure consistency in using standard written English.	Language arts teachers	8/5/05	12/15/2005
Use SAT style writing rubrics in multiple writing assignments in order to familiarize students with performance expectations and College Board SAT I writing scoring methods.	Language arts teachers	8/8/05	5/24/06
Include Links and/or SAT style questions in unit tests in order for students to establish familiarity and acquire skills with the Links and SAT tested benchmarks in writing.	Language arts teachers	8/8/05	5/25/06
Conduct regular assessments of student performance on identified benchmarks and analyze student performance data to determine student achievement. Modification to lessons plans will be employed, if necessary.	Language arts teachers	8/8/05	5/24/06
Identify low performing students in language arts classes and provide before or after class tutoring.	Language arts teachers	8/8/05	5/24/06
Provide students receiving a grade of "C" or below in language arts with an AIP and one-on-one tutoring and mentoring using supplementary instructional and remediation materials.	Language arts teachers	8/8/2005	5/24/2006

Research-Based Programs

The National Council of Teachers of English (NCTE)

Links to Forceful Writing

Educational Testing Services, Practice SAT I Writing

Princeton Review Practice, SAT I Writing

Kaplan Practice, SAT I Writing

McGraw-Hill's SAT 2400!

Professional Development

Encourage staff to participate in M-DCPS PD courses:

- Writing Across the Curriculum: Step Up to Writing: Strategies to Improve Student Proficiency in Writing
- Reciprocal Teaching
- Graphic Organizers: Inspiration
- CRISS
- Strategies for Increasing Critical Thinking
- Analyzing Data to Target Instruction

Provide continued in-service for English teachers in techniques to implement the Links to Forceful Writing.

Provide opportunities for staff development to allow collaborative planning and sharing of best practices on a monthly basis.

Provide opportunities for peer observation in order to model effective teaching strategies.

Provide time, materials, and structure for implementation of on-site workshops and demonstration lessons in writing during Early-Release days.

Provide weekly updates from online sources of materials, lessons, and sample problems available for SAT writing review.

Evaluation

Seventy per cent (70%) of language arts students will complete the Links to Forceful Writing Program Post Test #1 with a minimum of seventy per cent (70%) accuracy before May 2006.

GOAL 4: SCIENCE

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 4 STATEMENT:

All students will demonstrate levels of science achievement required for high school graduation.

Needs Assessment

Results of the 2005 FCAT Science Test indicate that among all high school juniors tested in Miami-Dade County, students at the three School for Advanced Studies campuses ranked 1st (359), 3rd (337), and 5th (330) in the district; furthermore, the aggregate mean scaled score for the campuses combined ranks SAS 2nd (347) in the district. The state mean scaled score is 293. Since the School for Advanced Studies juniors, whose varied experiences in science study have been completed outside the venue of the SAS high school classes, must demonstrate acceptable levels of achievement on the 2006 FCAT Science Test as a high school graduation requirement, it is imperative that SAS monitor student preparedness for this assessment and utilize college course offerings to strengthen students' science skills.

Measurable Objective

Given instruction using the Sunshine State Standards, eleventh grade students at the School for Advanced Studies will demonstrate an improvement in critical thinking skills as evidenced by a minimum of a 5 percentage point gain on the total average score on a district prepared pretest-posttest. The pretest will be administered in October 2005, and the posttest will be administered in May 2006.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Administer diagnostic, FCAT based, district generated pre-test of science skills.	Mathematics Department Chairs, mathematics teachers, and Testing Chairs	9/26/2005	10/7/2005
Identify students in all subgroups (i.e., LEP, SWD) who scored below grade level on the science pre-test, as delineated in AYP disaggregated data, and schedule these students into college-level science courses in the winter semester 2006.	Counselor, registrar	10/17/2005	5/24/06
Incorporate higher order science questions on departmental mid-term and final examinations.	Mathematics teachers	12/12/2005	5/24/06
Create lessons integrating mathematics and science which require students to apply skills to real-life workplace situations.	Mathematics teachers, activities director, curriculum support personnel	8/8/05	5/24/06
Schedule field trips related to the application of mathematics and science principles outside the educational setting.	Activities director, curriculum support personnel, mathematics chairperson	1/2/2006	5/24/06
Provide students receiving a grade of "C" or below in science college course with an AIP and one-on-one tutoring and mentoring using supplementary instructional and remediation materials.	MDC science tutoring lab	12/16/2005	5/24/2006

Research-Based Programs

FCAT Science practice review materials generated by the state of Florida
Curriculum for Miami-Dade College science courses in biology, chemistry, and earth science

Professional Development

Encourage staff to participate in M-DCPS PD courses:

- Strategies for Increasing Critical Thinking
- Analyzing Data to Target Instruction
- Reciprocal Teaching
- Graphic Organizers: Inspiration
- Preparing 11th Grade Students for the Science FCAT
- 2005-2006 NASA SEMAA Academic Curriculum

Provide data on performance benchmarks to mathematics teachers and incorporate these benchmarks into instructional planning that assists students in improving areas of weakness.

Provide in-service for teachers on various topics related to the infusion of mathematics/science instruction and assessment using technology in order to assist students in mastering the science.

Assist teachers across the curriculum in integrating science benchmarks in their instructional benchmarks.

Provide weekly updates from online sources of materials, lessons, and sample problems available for mathematics/science coordination.

Evaluation

Five (5) percentage point gain in scores from the October 2005 FCAT based, district generated pretest to the 2006 FCAT based, district generated science post-test.

GOAL 5: PARENTAL INVOLVEMENT

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 5 STATEMENT:

The school will provide increased opportunities for parents to be involved in their children's education.

Needs Assessment

As reflected in the National Study of School Evaluation Parent Opinion Inventory in the spring of 2005, the parent mean response of 4.15 to the statement "Our school provides sufficient opportunities for parent involvement" is among the five lowest average responses. Although the rating is still above the national mean of 4.09, it is an area especially important given the geographic dispersion of our students who come to School for Advanced Studies from throughout the district.

Measurable Objective

Given the school wide emphasis on parental and community involvement, the School for Advanced Studies will solicit parental involvement and the opportunities for parents and educators to share partnering information through the use of numerous non-traditional channels of communication with an average of one communiqué per week to parents as evidenced by a log of formal communiqués.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Send home a monthly communiqué and will create a parent communication bulletin board on the school website.	Principal, assistant principals, activities director, curriculum support personnel	8/5/05	5/24/06
Establish a parent email group as a means of communication of information relevant to all students and their families.	Counselors	8/8/05	5/24/06
Post a school activity calendar to parents either via email or US mail on a regular basis.	Activities director	8/8/05	5/24/06
Develop a student/parent/teacher pre-planning sheet, included in student handbook, to maintain focus and objectivity during conferences; submit a follow-up action plan at the end of each conference.	Administrators, counselors, and teachers	8/5/05	5/25/06
Post teacher contact information and office hours on the school website and disseminate through the parent email or U. S. mail.	Assistant principals	8/8/05	5/24/06
Inform parents of the district's Parent Academy and resources provided by the Academy	Administrators	8/8/05	5/25/06
Schedule EESAC meetings early in the morning at a central location to allow parents the flexibility to attend without severely impacting their job responsibilities and post minutes on the website and through the parent email groups.	EESAC chairperson	8/8/05	5/25/06

Research-Based Programs

National Parent-Teacher Association Just Read, Florida! <http://www.justreadflorida.com>

Getting Involved in Your Child's Education <http://www.nea.org/parents/>

Scholastic site on Families <http://www.scholastic.com/families/>

Rutgers University Center for Family Involvement suggestions Florida Department of Education website

Resources for Parents Harvard Graduate School of Education – Ed. Magazine and faculty research

Professional Development

Encourage staff to participate in M-DCPS PD courses:

- TEC: Technology for Teachers - 11/01/05
- Analyzing Data to Target Instruction

Excelsior online grade book

Up-to-date research and articles related to parental involvement posted regularly to the dadeschools.net email addresses for the teachers

Teacher in-service training on improving teacher-parent communication.

Staff in-service training on improving parent communication.

Evaluation

A Teacher-Parent Communication Log, as well as an inventory of all teacher-parent communication via the Internet, will be collected and analyzed.

The school will keep a log and copies of all formal communiqués: mailed and emailed information and calendars.

Teachers will keep individual logs of parent conferences and contacts.

Staff pre-planning and action plan conference records will be maintained.

At the end of the 2005-2006 academic year, the School Climate Survey will be analyzed to determine additional communication needs.

GOAL 6: DISCIPLINE & SAFETY

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 6 STATEMENT:

The School for Advanced Studies will promote programs and practices that facilitate consistently high rates of student attendance.

Needs Assessment

Students at the School for Advanced Studies must attend more days than designated on the traditional high school calendar and follow a non-traditional time schedule in order to meet the calendar and time requirements for college and high school classes. Consequently, the administration and staff must closely monitor the student attendance rate to facilitate adequate and consistent progress in both their traditional high school classes and their dual-enrollment college classes.

Measurable Objective

Given emphasis on the benefits of consistent student attendance, the yearly school attendance rate will increase by a 0.05 percentage point during the 2005-2006 school year when compared with the annual attendance rate for the 2004-2005 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Schedule a student orientation for all incoming students and their parents to address school policies and procedures.	Counselors	6/1/2005	8/12/2005
Review district generated attendance reports on a weekly basis.	Assistant principals	8/8/05	5/24/06
Hold parent conferences when a student exceeds three absences during a nine-week period or five tardies during a semester.	Counselors, assistant principals, classroom teachers	8/8/05	5/24/06
Provide counseling services to students exhibiting a pattern of excessive absences and/or tardies.	Counselors	8/8/05	5/24/06
Initiate a wake-up call service for students who exhibit an attendance problem.	Assistant principals	9/21/2005	5/24/06
Enact a reward program to recognize students with an excellent attendance record.	Activities director	10/17/2005	5/24/06

Research-Based Programs

NASSP

College Teaching, The cost of cutting class: attendance as a predictor of student success. January, 2005, Gump, Steven E.

Northwest Regional Educational Laboratory Increasing Student Attendance: Strategies from Research and Practice at <http://www.nwrel.org/request/2004june/strategies.html>

US Department of Justice, Truancy Prevention: Empowering Communities and Schools to Help Students Succeed at <http://ojjdp.ncjrs.org/truancy/best.html>

Professional Development

Encourage staff to participate in M-DCPS PD courses:

- TEC: Technology for Teachers - 11/01/05
- Analyzing Data to Target Instruction

Post up-to-date research and articles related to school attendance and achievement to the dadeschools.net email addresses for the teachers.

Recommend sites for online professional development activities such as: Teachernet at http://www.teachernet.gov.uk/wholeschool/behaviour/nps1_ba/

Evaluation

Comparison of 2005-2006 end-of-year attendance rate with the 2004-2005 end-of-year attendance rate.

GOAL 7: TECHNOLOGY

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 7 STATEMENT:

The School for Advanced Studies will promote equitable and universal access to internet resources to monitor the effectiveness of the students' study habits and to enhance their metacognitive and research skills.

Needs Assessment

Students are required to maintain a minimum 2.0 GPA for MDC classes in order to remain at SAS. Consequently, students and parents must closely monitor levels of achievement in their classes in order to seek early intervention with extra tutoring and mentoring in problematic courses. Students must also be able to use technological resources to complete the course requirements in their dual enrollment and high school classes.

Measurable Objective

Given an emphasis on the use of technology in education, students will access Miami-Dade College (MDC) registration online to select courses for the Winter Term 2006 as evidenced by seventy-five per cent (75%) of the students providing a printout of their selected courses to the counselor.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Schedule training for two teachers from each campus as teacher trainers for Excelsior.	ITS, principal, curriculum support	9/14/2005	5/24/06
Schedule a college library orientation session explaining how to access online catalog and databases for all students.	Curriculum support personnel, language arts teachers, MDC library staff	8/8/05	10/29/2005
Schedule a college computer lab orientation session to familiarize students with online course selection services.	Curriculum support personnel, social studies teachers, MDC computer staff	8/8/05	10/28/2005
Provide schoolnotes.com daily or weekly updates of assignments.	Selected teachers	8/8/05	5/24/06
Use college classroom computers and media to enhance curriculum and instruction.	Teachers at Kendall and North Campuses	8/8/05	5/24/06

Research-Based Programs

ITS

Excelsior Online Gradebook

Facts.org

Professional Development

Encourage staff to participate in M-DCPS PD courses:

- TEC: Technology for Teachers - 11/01/05
- Analyzing Data to Target Instruction
- Computer Instruction for the Development of the Academic Improvement Plan (AIP)

ITS workshop for teacher trainers

Excelsior gradebook training at each site during scheduled early release

Post up-to-date research and articles related to technology in education to the dadeschools.net email addresses for the teachers.

Reschedule workshops with ITS in PowerPoint presentations, Adobe Acrobat Reader, digital camera, and Excel software applications in education.

Evaluation

Seventy-five per cent (75%) of students will access and print out their college course selections for MDC registration for the Winter Term 2006.

GOAL 8: HEALTH & PHYSICAL FITNESS

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 8 STATEMENT:

The School for Advanced Studies will promote healthy habits that help students to sustain and enhance cognitive ability and study effectiveness.

Needs Assessment

Due to the comprehensive academic acceleration and enrichment activities in the dual enrollment, honors, and advanced placement curricular program at the School for Advanced Studies, some students may experience a greater level of stress related to academic achievement than the level of stress inherent in the traditional high school curriculum.

Measurable Objective

Given the emphasis on developing healthy habits, seventy per cent (70%) of all students will complete the Stress Vulnerability Questionnaire, Time Management Inventory, Sleep Inventory, and will discuss information to enhance their ability to manage stress levels and time utilization as evidenced by a completion log.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Issue Study Skills/ Test Preparation handbooks to all students.	Curriculum support personnel	8/8/05	5/24/06
Demonstrate and practice relaxation exercises to use before and during standardized or stressful tests.	Counselor, curriculum support personnel, testing chairs	8/8/05	5/24/06
Guide student evaluation of time management techniques.	Counselor, curriculum support person, advisement teacher	8/8/05	5/24/06
Provide questionnaires for students to evaluate their sleep, eating, and exercise habits.	Counselor, curriculum support person, advisement teacher	8/8/05	5/24/06
Organized activities to promote exercise, fitness, and nutrition	Activities Director	8/8/05	5/24/06

Research-Based Programs

Stress management programs from various college student health centers:

Columbia University (Go Ask Alice!),
 Indiana University Health Center,
 Rutgers Student Health Services,
 College of Saint Benedict & Saint John's University,

Sites to Promote Academic Success,

Stanford University - How to Stay Stressed,
 SUNY at Buffalo,
 University of Toronto,
 University of Wisconsin Stevens Point,
 Western Washington University

American Institute of Stress <http://www.stress.org/>

Professional Development

Information about online professional development course availability; e.g.

Worldwide Learn at <http://www.worldwidelearn.com/business-course/professional-training.htm>

Phi Delta Kappa Professional Development Courses at <http://www.pdkintl.org/profdev/trainop/stress.htm>

T e a c h e r s C o l l e g e , C o l u m b i a U n i v e r s i t y a t

http://www.tc.columbia.edu/administration/hr/hr_staff_development.asp

Up-to-date research and articles related to stress management in education will be posted regularly to the dadeschools.net email addresses for the teachers.

Evaluation

Seventy per cent (70%) of students will complete the Stress Vulnerability Questionnaire, Time Management Inventory, Sleep Inventory, and receive information to enhance their ability to manage stress levels and time utilization as reflected in teacher lesson plans and student log.

GOAL 9: ELECTIVES & SPECIAL AREAS

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 9 STATEMENT:

All students will be encouraged to select elective dual-enrollment courses at Miami-Dade College which meet upper division college pre-requisites.

Needs Assessment

School for Advanced Studies students continue their post-secondary study at colleges and universities transferring between 18 and 59 dual-enrollment college credits. To maximize the credit granted by upper level institutions, counseling services at SAS must guide students to make wise selections based on their career and upper division college interests.

Measurable Objective

Given emphasis on preparing students for post-secondary education, one hundred per cent (100%) of students at the School for Advanced Studies will enroll in elective college courses directed towards meeting upper division college pre-requisites as evidenced by their counselor approved schedule.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Create a two-year proposed college course selection schedule.	Administrators, counselors	8/8/05	5/24/06
Schedule a college course selection orientation each semester for all SAS students.	Counselors	8/8/05	10/28/2005
Facilitate the distribution of college pre-requisite information and articulation agreements between MDC and selected upper division colleges and universities to all SAS students.	Counselors	8/8/05	5/24/06
Schedule college information sessions with admissions officers and SAS students.	Counselors	8/8/05	5/25/06
Conduct a high school and dual enrollment course credit audit of all students at SAS to ensure that high school graduation requirements are met.	Counselors	8/8/05	5/24/06
Schedule Career Counseling Workshops with MDC Career Services Personnel	Counselor, curriculum support personnel	1/6/06	5/24/06
Schedule audit review sessions between Miami Dade College advisors and SAS students in order to ensure SAS students have satisfied pre-requisites for admission into upper division programs.	Students, MDC counseling staff advisors	8/8/05	5/24/06

Research-Based Programs

Facts. org

Sigi 3: Valpar International Corporation

Florida Choices Planner

Myers-Briggs Test

Professional Development

Encourage staff to participate in M-DCPS PD courses:

- Computer Instruction for the Development of the Academic Improvement Plan (AIP)
- Analyzing Data to Target Instruction

Up-to-date research and articles related to stress management in education will be posted regularly to the dadeschools.net email addresses for the teachers.

Counselor Department Chair meetings

Evaluation

One hundred per cent (100%) of SAS student schedules reflect dual-enrollment courses meeting district graduation requirements and elective courses transferable to post-secondary institutions.

GOAL 10: RETURN ON INVESTMENT

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 10 STATEMENT:

The school will provide opportunities for seniors to become eligible for scholarships to continue their post-secondary education.

Needs Assessment

The School for Advanced Studies prepares students for the transition between secondary and post-secondary study. With the ever increasing cost of higher education, one function of the school's service to the students lies in making students eligible for funds to continue study beyond the School for Advanced Studies.

Measurable Objective

Given the school mission for preparation for post-secondary study, eighty per cent (80%) of graduating seniors will meet eligibility requirements for Bright Futures scholarships as evidenced by their final transcripts.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Establish and sponsor multiple clubs and organizations which coordinate opportunities for community service.	Activities director, club sponsors	8/8/05	5/25/06
Hold FAFSA workshops.	Counselors	1/4/06	4/15/06
Recognize students who make outstanding contributions to the community.	Principal, assistant principals, counselors, activities director	8/8/05	5/24/06
Distribute information about scholarships	Counselors, test chairs, curriculum support personnel	8/8/05	5/25/06
Provide recommendation letters for students applying for scholarships	Principal, assistant principals, counselors, teachers	8/8/05	5/24/06

Research-Based Programs

Facts.org: Types of Financial Aid <http://www.facts.org/cgi-bin/eaglec>

FAFSA

State University System of Florida <http://www.fldcu.org/>

Professional Development

Encourage staff to participate in M-DCPS PD courses:

- Computer Instruction for the Development of the Academic Improvement Plan (AIP)
- TEC: Technology for Teachers

Provide weekly updates from online sources for community service, club sponsorship, college admissions criteria.

Counselor updates with CAP Advisors

Evaluation

Final transcripts for graduating seniors reflect eighty per cent (80%) of graduates as eligible for Bright Futures Scholarships.

GOAL 11: GRADUATION (HIGH SCHOOLS ONLY)

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 11 STATEMENT:

The School for Advanced Studies will maintain its one hundred per cent (100%) high school graduation rate.

Needs Assessment

The process of meeting graduation requirements in the 24 credit graduation program with regular, honors, advanced placement, online, and dual-enrollment courses requires close monitoring of planning and course selection.

Measurable Objective

One hundred per cent (100%) of twelfth (12th) grade students at the School for Advanced Studies will graduate in May 2006 with a standard high school diploma.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Conduct credit histories of all current 12th grade students and place students in classes needed to satisfy graduation requirements.	Counselor	4/15/2005	10/28/2005
Schedule monthly grade-level meetings to identify low performing students and to develop Student Improvement Plan (SIP).	Counselor, teachers	8/8/05	5/24/06
Schedule students who have not passed the FCAT in a before or after high school class tutorial program.	Counselor, testing chair, teachers	8/8/05	5/24/06
Develop a peer tutoring program through the National Honor Society and other academic honor societies.	Honor society sponsors and members	9/14/2005	5/24/06
Schedule students who are deficient in credits required for graduation in courses available through the virtual school, MDCPS adult school and Miami Dade College (MDC) dual enrollment program.	Counselor	4/15/05	5/24/06
Identify a school-based leadership team.	Principal	8/8/05	5/25/06

Research-Based Programs

Facts.org

High School Academic Evaluations at https://www.facts.org/html_sw/hsace_main.html

Graduation Options at <http://www.facts.org/cgi-bin/eaglec>

Bright Futures Information at <http://www.facts.org/cgi-bin/eaglec>

Earning College Credit in High School at <http://www.facts.org/cgi-bin/eaglec>

Preparing for College: What to do and When at <http://www.facts.org/cgi-bin/eaglec>

Higher Education Admissions Requirements <http://www.facts.org/cgi-bin/eaglec>

Professional Development

Encourage staff to participate in M-DCPS PD courses:

- Strategies for Increasing Critical Thinking
- Analyzing Data to Target Instruction
- Preparing 11th Grade Students for the Science FCAT

Facts.org Advising Manuals <http://www.facts.org/cgi-bin/eaglec>

Evaluation

One hundred per cent (100%) graduation rate for the Class of 2006.

EESAC Compliance

YES	NO	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<i>The majority of the Board of Directors/EESAC members are not employed by the school. The Board of Directors SAC is composed of the principal, and an appropriately balanced number of teachers, education support employees, students (for middle, junior high and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.</i>

Budget:

The Educational Excellence Advisory Council (EESAC) recommends the allocation of funds for tutoring programs to improve student achievement and/or supplies for schoolwide curriculum enhancement and parental communication.

Training:

The Educational Excellence Advisory Council (EESAC) plans together with the school administration professional development opportunities for teachers to become familiar with the latest development in research and technology.

Instructional Materials:

The Educational Excellence Advisory Council (EESAC) recommends the purchase of supplies for enrichment and mentoring programs.

Technology:

The Educational Excellence Advisory Council (EESAC) supports the introduction of the electronic grade book and the training for teachers in its use.

Staffing:

The Educational Excellence Advisory Council (EESAC) consults on the interviewing and hiring process for both classroom and office personnel.

Student Support Services:

The Educational Excellence Advisory Council (EESAC) recommends continuous implementation of tutoring and mentoring programs designed to enhance test-taking strategies to improve Advanced Placement and college admissions test performance.

Other Matters of Resource Allocation:

The Educational Excellence Advisory Council (EESAC) supports and funds formatting of criteria for honor roll recipients' recognition.

Benchmarking:

The Educational Excellence Advisory Council (EESAC) understands the development and monitoring of School Improvement Plan objectives as an on-going process.

School Safety & Discipline:

The Educational Excellence Advisory Council (EESAC) recommends proactive support activities for responsible decision making and independent study mastery.

This School Improvement Plan has been developed cooperatively by administrators, teachers, parents, students, and business/community representatives.

The original signature page, including signatures of all persons listed below, is on file at the Region Office.

Required Signatures:

Principal

EESAC Chair

UTD Steward

EESAC Parent Representative

EESAC Business/Community Representative

EESAC Student Representative, as applicable

Additionally, the signature of the Region Superintendent/District Administrator certifies that this plan has been reviewed by appropriate personnel to ensure compliance with state and district rules.

Region Superintendent