
SCHOOL IMPROVEMENT PLAN

2006-2007



School Name: 7091 - School for Advanced Studies South

FeederPattern: Unassigned

Region: Regional Center V

District: 13 - Miami-Dade

Principal: Guillermo Muñoz

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 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 U.S. History and American Government at the School for Advanced Studies will increase their ability to interpret and synthesize primary historical documents as evidenced by an increase of one (1) point on the college board developed nine point rubric administered in May 2007, when compared with results of a document based question administered in October 2006.

Given instruction using Sunshine State Standards and strategies recommended by Educational Testing Services and the College Board, the number of students receiving a grade of 1 on the 2007 Advanced Placement mathematics examination will decrease by five (5) percent when compared to the 2006 AP results.

Given instruction using Sunshine State Standards, seventy per cent (70%) of students enrolled in Advanced Placement Language and Composition classes will increase their scores by one (1) point on the nine point AP rubric for synthesis-based essay questions as evidenced by teacher generated pre/post tests.

Because of the nature of the School for Advanced Studies' structure and curriculum offerings, the Science Goal is not applicable to the school.

Given the school wide emphasis on parental and community involvement, the School for Advanced Studies will increase the rate of return of the parent responses to the 2007 School Climate Survey, as evidenced by a five percentage(5%)point increase when compared to the rate of return in 2006.

Given emphasis on the benefits of consistent student attendance, the yearly school attendance rate will increase by a 0.01 percentage point during the 2006-2007 school year when compared with the annual attendance rate for the 2005-2006 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 Spring Term 2007 as evidenced by eighty per cent (80%) 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 rigorous post-secondary education, the number of future seniors enrolling in Advanced Placement courses for the 2007-2008 school year will rise five (5) percentage points as evidenced by an increase in the number of future seniors selecting AP courses on their subject selection card, when compared to the AP enrollment of seniors in 2006-2007.

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.

Given school-wide emphasis on post-secondary education, the number of seniors who qualify for the Superintendent's Diploma of Distinction during the 2006-2007 school year will increase by three percent when compared to the results from the 2005-2006 school year.

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:

Business Results (Index score of 4.500): A needs assessment as it relates to business practices will be conducted to determine the effectiveness of procedures and communication channels currently being utilized at School for Advanced Studies to perform all aspects of school operations.

Information regarding pertinent business practices will be disseminated to all personnel. Faculty and staff will be informed of School Board Rules and Regulations and made aware of their professional responsibility to comply with them. Special attention will be given to identifying areas that impede progress. Faculty and staff will meet to provide

possible solutions to these areas. Additionally, faculty and staff will meet on a bi-monthly basis to review and provide feedback on the financial status of the institution. Customer satisfaction will be measured by providing parents and students an opportunity for feedback via a district survey.

Strategic Planning (Index score of 4.240): The School for Advanced Studies implements 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 ensure that personnel have the necessary skills and resources to implement and assess the strategic plan. A curriculum council will review the school's current vision and mission and 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 ensure that the goals of the strategic plan are addressed and necessary professional development activities are scheduled according to the individual needs of the teacher. The main theme in developing the strategic plan will be increased collaboration and inclusion. The administrative team will work diligently to ensure 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.

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 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 2006-2007 academic year is composed of 347 students: 169 (48.7%) twelfth grade students [Kendall, 80; North, 57; Wolfson,32] and 178 (51.3%) eleventh grade students [Kendall, 100; North, 37; Wolfson,41]. When disaggregated by gender, the population includes 218 (62.8%) female students [Kendall,108; North, 69; Wolfson, 41] and 129 (37.2%) male students [Kendall, 72; North, 25; Wolfson, 41]. An analysis of our ethnic composition indicates students have identified themselves as 9 (2.6%) Asian, 70 (20.2%) Black, 195(55.3%) Hispanic, 1 (0.3%) Indian, 5 (1.4%) multi-ethnic, and 66 (19.0%) white. The consultation model is provided to the 139 students (40.1%) who have been identified as gifted.

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(20) classroom teachers, counselors, and administrators have dedicated their energies to post-graduate study: sixteen (16) achieving a Master of Science or Master of Arts degree, one (1) attaining the level of Educational Specialist, and four (3) earning a Doctor of Education or Doctor of Philosophy. Furthermore, two have National Board Certification and serve as mentors to new teachers throughout the district. Several serve as adjunct professors at local universities.

Last year's graduating class performed exceptionally well when compared with all district high schools on the SAT Reasoning Test (SAT), ranking first, second, and fourth in both Critical Reading and Mathematics, and first, second, and fifth in Writing. The class also included one (1) Gates Millennium Scholarship winner, three (3) National Achievement Scholars, thirteen (13) College Board Advanced Placement Scholars. Seventeen (17) graduating seniors (10.5%) earned an Associate of Arts Degree from Miami-Dade College. 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.

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, including the Parent Academy and the Parent Portal.

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 percent (90%) of instructional and administrative personnel hold advanced degrees in education; many 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 4.650 on a 5 point scale.

The school collects and analyzes 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. In addition, the school has implemented the Consultative Model to address the special needs of students identified as gifted. 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 Course 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. 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 increase student critical reading skills.

Needs Assessment

The documented student success rate on the 2005 and 2006 Advanced Placement United States History exam reveals a need for training teachers in reading comprehension and writing instructional strategies which address skills required for success in Advanced Placement subject-area writing. Based on the AP results and teacher feedback, students have a documented weakness in being able to interpret and synthesize primary historical documents.

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 U.S. History and American Government at the School for Advanced Studies will increase their ability to interpret and synthesize primary historical documents as evidenced by an increase of one (1) point on the college board developed nine point rubric administered in May 2007, when compared with results of a document based question administered in October 2006.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Develop and implement timelines which include the identification of benchmarks and related activities to ensure student mastery of AP concepts by May 2007.	Social Studies Chairperson, social studies teachers	9/11/2006	5/24/2007	Continuous Improvement Model	\$0.00
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	9/11/2006	5/25/07	Continuous Improvement Model	\$0.00
Identify low performing students in AP social studies classes and provide before or after class tutoring.	Social studies teachers	10/2/2006	5/24/07	Mentoring Opportunities	\$0.00
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	9/25/2006	5/24/2007	District Strategic Plan	\$0.00
Schedule monthly department meetings to share best practices.	Social Studies Dept. Chair	10/2/2006	5/25/2007	District Strategic Plan	\$0.00
Schedule and conduct two Advanced Placement dry-runs during the 2006-2007 school year.	Assistant Principal - Curriculum, Social Studies Department Chair	12/4/2006	5/25/2007	District Strategic Plan	\$0.00
Provide opportunities for classroom visitations and peer review.	Assistant Principal - Curriculum, Social Studies Dept. Chair	10/2/2006	5/25/2007	District Strategic Plan	\$0.00
Use AP-style scoring rubrics in assessments in order to familiarize students with performance expectations and College Board AP scoring.	Social studies teachers	9/11/2006	5/24/07	Continuous Improvement Model	\$0.00

Research-Based Programs

- The College Board Practice materials
- AP Central Practice materials
- McGraw-Hill/Glencoe American Odyssey text and accompanying materials
- D and 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

All students at the School For Advanced Studies enrolled in U.S. History and American Government will increase their ability to interpret and synthesize primary historical documents as evidenced by an increase of one (1) point on the college board developed nine point rubric administered in May 2007, when compared with results of a document based question administered in October 2006.

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 on the AP exam in order to prepare students for rigorous post-secondary study.

Needs Assessment

Although the global mean on the Advanced Placement Calculus and Statistics exam improved based on results of the 2006 AP exam, the percentage of students at the School for Advanced Studies scoring at level one (1) on a five point scale on the AP Calculus and Statistics increased.

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, the number of students receiving a grade of 1 on the 2007 Advanced Placement mathematics examination will decrease by five (5) percent when compared to the 2006 AP results.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Assist teachers in researching data regarding performance benchmarks to incorporate into instructional planning that helps students in improving areas of weaknesses.	Mathematics teachers	9/11/2006	5/24/07	Mentoring Opportunities	\$0.00
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	9/11/2006	5/24/2007	District Strategic Plan	\$0.00
Encourage high-achieving students who are members of various honor societies to provide tutoring to fellow students.	Mathematics Chair	9/11/2006	5/24/07	Continuous Improvement Model	\$0.00
Administer and analyze results of interim mathematics assessments to monitor student progress.	Mathematics teacher	9/11/2006	5/24/07	Small Learning Communities	\$0.00
Ensure that teachers conduct monthly department meetings to share best practices.	Assistant Principal - Curriculum, Math Dept. Chair	9/11/2006	5/24/07	Continuous Improvement Model	\$0.00
Conduct regular assessments of student performance on identified benchmarks and analyze student performance data to determine student achievement. Make modification to lessons plans, if necessary.	Mathematics teachers	9/11/2006	5/24/07	Continuous Improvement Model	\$0.00
Provide inservice on various topics related to mathematics instruction and assessment using technology in order to assist students in mastering the mathematics benchmarks.	Assistant Principal - Curriculum, Curriculum Specialist, Math Dept. Chair	9/11/2006	5/24/07	Mentoring Opportunities	\$0.00

Research-Based Programs

- Educational Testing Service practice materials
- Princeton Review practice materials
- Barrons AP Statistics
- Barrons AP Calculus
- D and 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)
AP Statistics and Calculus Workshops
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 AP mathematics review.

Evaluation

The number of students receiving a score of one (1) on the 2007 Advanced Placement Calculus and Advanced Placement Statistics examinations will decrease by five (5) percent when compared to the 2006 AP results.

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

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<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, analysis of syntax and rhetoric, and synthesis of multiple texts.

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 persuasive communication. With the recently implemented changes in the essay format for the Advanced Placement Language and Composition assessment, students must demonstrate an ability to analyze and synthesize multiple text and visual documents in support of assertions offered in argumentation essays.

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, seventy per cent (70%) of students enrolled in Advanced Placement Language and Composition classes will increase their scores by one (1) point on the nine point AP rubric for synthesis-based essay questions as evidenced by teacher generated pre/post tests.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Develop and implement timelines that include the identification of benchmarks and related activities to ensure student mastery of synthesis-based essays by May 2007.	Language Arts Department Chair and language arts teachers	8/14/06	5/01/07	Continuous Improvement Model	\$0.00
Use AP style writing rubrics in multiple writing assignments in order to familiarize students with performance expectations and Advanced Placement Language and Composition writing scoring methods.	Language arts teachers	08/14/06	05/01/07	Continuous Improvement Model	\$0.00
Provide students with in-class and home learning synthesis-based writing activities and monitor student progress to ensure adequacy in using multiple sources.	Language arts teachers	08/14/06	05/31/07	District-wide literacy plan	\$0.00
Identify low performing students in language arts classes and provide before or after class tutoring.	Language arts teachers	08/14/06	05/31/07	Mentoring Opportunities	\$0.00
Conduct regular assessments of student performance on identified benchmarks and analyze student performance data to determine student achievement. Modify lesson plans, if necessary.	Language arts teachers	08/14/06	05/31/07	Continuous Improvement Model	\$0.00
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	08/14/06	05/31/07	Mentoring Opportunities	\$0.00
Share best practices in monthly department meetings to address enhanced teaching strategies.	Language Arts Department Chair and language arts teachers	08/14/06	05/31/07	Small Learning Communities	\$0.00
Provide time, materials, and structure for peer classroom visitation, observation, and review.	Administration, teachers	10/06/06	05/15/07	Small Learning Communities	\$0.00
Conduct at least two Advanced Placement	Teachers, test chair	12/01/06	05/15/07	Mentoring	\$0.00

Research-Based Programs

- The National Council of Teachers of English (NCTE)
- Links to Forceful Writing
- Educational Testing Services, Released Advanced Placement Free Response Questions and model essays
- Voice Lessons - Maupin House
- AP Vertical Teams Guide for English - College Board
- 5 Steps to A 5: AP English Language - Murphy & Rankin
- AP Central - <http://apcentral.collegeboard.com/apc/Controller.jpf>
- Multiple Choice & Free Response Questions in Preparation for AP English Language and Composition - D & S Marketing Systems
- Patterns for College Writing: A Rhetorical Reader & Guide - Bedford/St. Martin's
- College Board: AP English Language & Composition Professional Development 2005-2006

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 develop synthesis skills.
- 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 students enrolled in Advanced Placement Language and Composition classes will increase their scores by one (1) point on the nine point AP rubric for synthesis-based essay questions as evidenced by teacher generated pre/post tests.

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

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 4 STATEMENT:

Because of the nature of the School for Advanced Studies' structure and curriculum offerings, the Science Goal is not applicable to the school.

Needs Assessment

Because of the nature of the School for Advanced Studies' structure and curriculum offerings, the Science Goal is not applicable to the school.

Measurable Objective

Because of the nature of the School for Advanced Studies' structure and curriculum offerings, the Science Goal is not applicable to the school.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Not applicable to the School for Advanced Studies.	Not applicable to the School for Advanced Studies.	08/14/06	05/31/07	District Strategic Plan	\$0.00

Research-Based Programs

Because of the nature of the School for Advanced Studies' structure and curriculum offerings, the Science Goal is not applicable to the school.

Professional Development

Because of the nature of the School for Advanced Studies' structure and curriculum offerings, the Science Goal is not applicable to the school.

Evaluation

Because of the nature of the School for Advanced Studies' structure and curriculum offerings, the Science Goal is not applicable to the school.

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

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<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 2005-2006 Summary Report of the School Climate Survey, the parent return rate of the survey forms was only thirty-three per cent (33%), or one hundred nineteen (119) of the three hundred sixty-three (363) distributed form. The low return rate does not provide the school with representative feedback in order to make informed decisions for school improvement.

Measurable Objective

Given the school wide emphasis on parental and community involvement, the School for Advanced Studies will increase the rate of return of the parent responses to the 2007 School Climate Survey, as evidenced by a five percentage(5%)point increase when compared to the rate of return in 2006.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Update a parent email group as a means of communication of information relevant to all students and their families.	Counselors	08/14/06	10/31/06	Transition and Articulation Programs	\$0.00
Post a school activity calendar to parents via website, email, or US mail on a regular basis.	Activities director	08/14/06	05/31/07	Transition and Articulation Programs	\$0.00
Inform parents of the district's Parent Portal and resources provided by the Parent Portal.	Administrators	09/06	10/06	District Strategic Plan	\$0.00
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	08/14/06	05/31/07	Community Partnerships	\$0.00
Post teacher contact information and office hours on the school website and disseminate through the parent email or U. S. mail.	Assistant principals	08/14/06	05/31/07	Community Partnerships	\$0.00
Keep log by homeroom of the students who have returned parent surveys.	Teachers	04/07	05/07	District Strategic Plan	\$0.00
Make individual follow-up emails and phone calls to parents who have not returned surveys.	Teachers	04/07	05/07	District Strategic Plan	\$0.00
Post messages to parents via ConnectEd prior to distribution, upon distribution, and as a reminder following distribution of School Climate Surveys.	Administration	04/07	05/07	District Strategic Plan	\$0.00

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

At the end of the 2006-2007 academic year, the rate of return of the parent responses to the annual School Climate Survey will be assessed to determine the level of increase when compared to the rate of return in 2005-2006.

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

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<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 0.01 percentage point during the 2006-2007 school year when compared with the annual attendance rate for the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Schedule a student orientation for all incoming students and their parents to address school policies and procedures.	Counselors	8/14/2006	8/12/2007	Transition and Articulation Programs	\$0.00
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	8/14/2006	5/24/07	Continuous Improvement Model	\$0.00
Review district generated attendance reports on a weekly basis.	Assistant principals	8/14/2006	5/24/07	Continuous Improvement Model	\$0.00
Provide counseling services to students exhibiting a pattern of excessive absences and/or tardies.	Counselors	8/14/2006	5/24/07	Mentoring Opportunities	\$0.00
Enact a reward program to recognize students with an excellent attendance record.	Activities director	9/25/2006	5/24/07	Mentoring Opportunities	\$1500.00
Initiate a wake-up call service through ConnectEd for students who exhibit an attendance problem.	Assistant principals	8/14/2006	5/24/07	Mentoring Opportunities	\$0.00

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

- 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/npsl_ba/

Evaluation

Attendance rate at the School for Advanced Studies will increase by a 0.01 percentage point during the 2006-2007 school year when compared with the annual attendance rate for the 2005-2006 school year.

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

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<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 Spring Term 2007 as evidenced by eighty per cent (80%) of the students providing a printout of their selected courses to the counselor.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
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	08/06	10/06	Transition and Articulation Programs	\$0.00
Provide schoolnotes.com daily or weekly updates of assignments.	Selected teachers	08/06	05/07	Community Partnerships	\$0.00
Schedule a college computer lab orientation session to familiarize students with online course selection services.	Curriculum support personnel, social studies teachers, MDC computer staff	08/06	09/06	Transition and Articulation Programs	\$0.00
Use college classroom computers and media to enhance curriculum and instruction.	Teachers	08/06	05/07	Community Partnerships	\$0.00
Produce and distribute Excelsior generated interim progress reports.	Teachers and Grade Book Manager	09/01/06	05/31/07	District Strategic Plan	\$0.00
Use Excelsior generated reports to facilitate parent and student conferences.	Teachers, counselors, administrators	09/01/06	05/31/07	Continuous Improvement Model	\$0.00
Upload quarterly grades to produce report card data.	Teachers and Grade Book Manager	10/06	05/31/07	Continuous Improvement Model	\$0.00

Research-Based Programs

- ITS
- Excelsior Online Gradebook
- Facts.org

Professional Development

- Encourage staff to participate in M-DCPS PD courses:

TEC: Technology for Teachers

Analyzing Data to Target Instruction

Computer Instruction for the Development of the Academic Improvement Plan (AIP)

- ITS workshop for teacher trainers
- Excelsior gradebook training and updates 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

Eighty per cent (80%) of students will access and print out their college course selections for MDC registration for the Spring Term 2007.

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

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<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		ALIGNMENT	BUDGET
		START	END		
Guide student evaluation of time management techniques.	Counselor, curriculum support person, advisement teacher	08/14/06	05/31/07	Mentoring Opportunities	\$0.00
Provide questionnaires for students to evaluate their sleep, eating, and exercise habits.	Counselor, curriculum support person, advisement teacher	08/14/06	05/31/07	Mentoring Opportunities	\$0.00
Issue Study Skills/ Test Preparation handbooks to all students.	Curriculum support personnel	08/14/06	05/31/07	Transition and Articulation Programs	\$0.00
Organized activities to promote exercise, fitness, and nutrition	Activities Director	08/14/06	05/31/07	District Strategic Plan	\$0.00
Demonstrate and practice relaxation exercises to use before and during standardized or stressful tests.	Counselor, curriculum support personnel, testing chairs	08/14/06	05/31/07	Mentoring Opportunities	\$0.00

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"/>

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<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 Advanced Placement courses.

Needs Assessment

Students attending the School for Advanced Studies continue their post-secondary study at colleges and universities transferring between 18 and 59 dual-enrollment college credits. To maximize the credits granted by upper level institutions and increasing their probability of acceptance, counseling services at SAS must guide students to select Advanced Placement courses.

Measurable Objective

Given emphasis on preparing students for rigorous post-secondary education, the number of future seniors enrolling in Advanced Placement courses for the 2007-2008 school year will rise five (5) percentage points as evidenced by an increase in the number of future seniors selecting AP courses on their subject selection card, when compared to the AP enrollment of seniors in 2006-2007.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
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	9/11/2006	5/24/07	Transition and Articulation Programs	\$0.00
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	9/11/2006	5/24/07	Transition and Articulation Programs	\$0.00
Encourage and facilitate students to take the PSAT exam in October of their 11th grade year.	Counselors	9/25/2006	10/28/2006	Transition and Articulation Programs	\$0.00
Schedule conferences for students to discuss AP course offerings based on PSAT results.	Counselors	9/11/2006	5/24/07	Transition and Articulation Programs	\$0.00
Provide ongoing professional development opportunities to help teachers with instructional techniques and to share instructional materials appropriate for high-achieving students.	Counselors	9/11/2006	5/25/07	Transition and Articulation Programs	\$0.00

Research-Based Programs

- College Board AP Central
- Princeton Review
- FACTS.org

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

The 2007-2008 subject selection data will reflect an increase of five per cent (5%) in the number of SAS rising seniors enrolled in Advanced Placement courses for the 2007-2008 school year when compared to the 2006-2007 roster of seniors enrolled in AP courses.

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 for Advanced Studies will maintain its eighty(80%)percent Bright Future qualification rate.

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 them 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		ALIGNMENT	BUDGET
		START	END		
Establish and sponsor multiple clubs and organizations which coordinate opportunities for community service.	Activities director, club sponsors	9/11/2006	5/25/07	Community Partnerships	\$0.00
Hold FAFSA workshops.	Counselors	1/4/07	4/15/07	Community Partnerships	\$0.00
Recognize students who make outstanding contributions to the community.	Principal, assistant principals, counselors, activities director	9/11/2006	5/24/07	Mentoring Opportunities	\$0.00
Distribute information about scholarships	Counselors, test chairs, curriculum support personnel	9/11/2006	5/25/07	Transition and Articulation Programs	\$0.00
Provide recommendation letters for students applying for scholarships	Principal, assistant principals, counselors, teachers	9/11/2006	5/24/07	Transition and Articulation Programs	\$0.00

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 increase the number of students who qualify for the Superintendent's Diploma of Distinction.

Needs Assessment

The school's mission of enabling students to achieve their academic and personal potential through acceleration and enrichment suggests the appropriateness of students' maintaining the standards commensurate with the Superintendent's Diploma of Distinction while attending the School for Advanced Studies.

Measurable Objective

Given school-wide emphasis on post-secondary education, the number of seniors who qualify for the Superintendent's Diploma of Distinction during the 2006-2007 school year will increase by three percent when compared to the results from the 2005-2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Conduct credit histories of all current 12th grade students and place students in classes needed to satisfy graduation requirements.	Counselor	9/11/2006	12/22/2006	District Strategic Plan	\$0.00
Monitor student community service hours.	Counselors	9/11/2006	12/22/2006	District Strategic Plan	\$0.00
Monitor student grade point average.	Counselors	9/11/2006	12/22/2006	District Strategic Plan	\$0.00
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	9/11/2006	12/22/2006	District Strategic Plan	\$0.00
Schedule meetings with borderline students.	Counselors	9/11/2006	12/22/2006	District Strategic Plan	\$0.00
Schedule monthly student services meetings to identify low performing students and to develop Academic Improvement Plan(AIP).	Counselor, department chairs	9/11/2006	5/24/07	Continuous Improvement Model	\$0.00
Encourage a peer tutoring program through the National Honor Society and other academic honor societies.	Honor society sponsors and members	9/14/2006	12/22/2006	Mentoring Opportunities	\$0.00

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

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

Evaluation

The number of seniors who qualify for the Superintendent's Diploma of Distinction during the 2006-2007 school year will increase by three percent when compared to the results from the 2005-2006 school year.

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) will be kept informed of staffing issues.

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.

Budget Summary

BY GOAL	TOTAL BUDGET
Goal 1: Reading	\$0.00
Goal 2: Mathematics	\$0.00
Goal 3: Writing	\$0.00
Goal 4: Science	\$0.00
Goal 5: Parental Involvement	\$0.00
Goal 6: Discipline & Safety	\$1,500.00
Goal 7: Technology	\$0.00
Goal 8: Health & Physical Fitness	\$0.00
Goal 9: Electives & Special Areas	\$0.00
Goal 10: Return On Investment	\$0.00
Goal 11: Graduation (High Schools Only)	\$0.00
Total:	\$1,500.00

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