

SCHOOL IMPROVEMENT PLAN 2007 - 2008

School For Advanced Studies - Wolfson (7041)

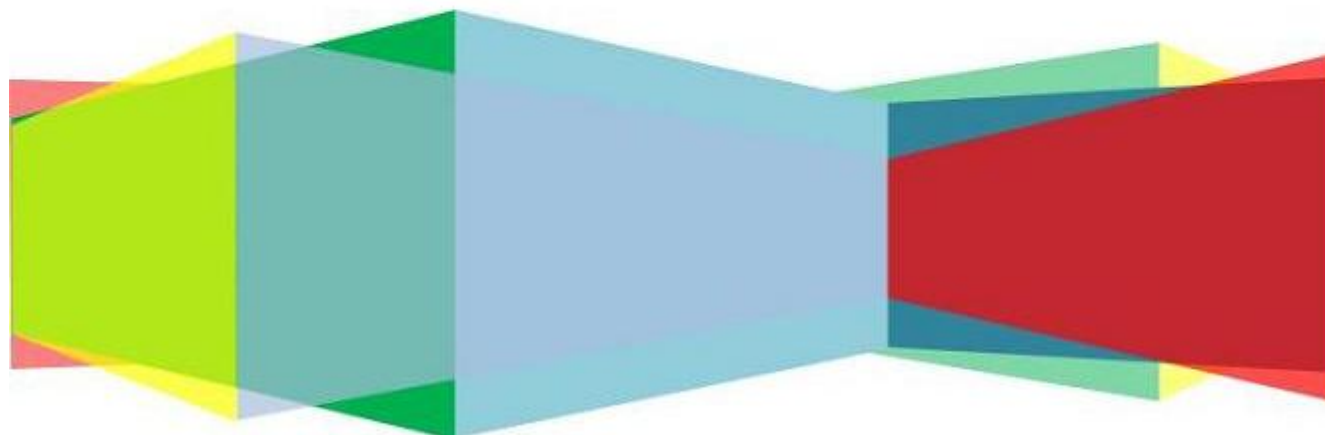
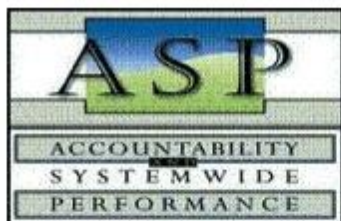
Feeder Pattern - Alternative Education

Alt/ESE

District 13 - Miami-Dade

Principal -

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

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 a minimum of 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 five hundred (500) students [100 at the Homestead Campus, 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 FCAT, 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. 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 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 school population reflects the religious, ethnic, and cultural diversity of the community. The 2007-2008 student population is made up of individuals who identify themselves as Asian (4.72%), Black (19.86%), Hispanic (56.26%), White (17.02%), Indian (0.24%), and multiracial (2.13%). The school attendance rate at all campuses of School for Advanced Studies (Kendall Campus 97.14%; North Campus 97.26%; and Wolfson Campus 98.04) surpassed both region (95.84%) and district (95.39) attendance rate for the 2006-2007 school year. SAS has opened the 2007-2008 school year with an average high school class size of 21.15 students. The small high school environment affords the opportunity for individual student tutoring, counseling, and mentoring by three (3) administrators, twenty-two (22) full-time and one (1) part-time faculty members, four (4) full-time counselors, one (1) full-time activities director, and seven (7) full-time office staff. The environment provides a supportive transition between secondary and post-secondary education.

Given instruction using Sunshine State Standards and strategies recommended by Educational Testing Services and the College Board, SAS students will increase their ability to analyze and interpret basic data relevant to U.S. Government and Politics and understand typical patterns of political processes and behavior and their consequences, as evidenced by a five percent (5%) increase in the total number of SAS students achieving a level of 3 or higher on the 2008 Advanced Placement Exam in United States Government and Politics as compared to the total number of SAS students achieving a level of 3 or higher on the 2007 Advanced Placement Exam in United States Government and Politics.

Given instruction using Sunshine State Standards and strategies recommended by Educational Testing Services and the College Board, SAS students will increase their proficiency and understanding of calculus, as evidenced by a three percent (3%) increase in the total number of SAS students achieving a level of 3 or higher on the 2008 Advanced Placement Exam in Calculus AB as compared to the total number of SAS students achieving a level of 3 or higher on the 2007 Advanced Placement Exam in Calculus AB.

Given instruction using Sunshine State Standards and strategies recommended by Educational Testing Services and the College Board, SAS students will increase proficiency in written interpretation of literature, as evidenced by a three percent (3%) increase in the total number of SAS students achieving a level of 3 or higher on the 2008 Advanced Placement Exam in Literature and Composition as compared to the total number of SAS students achieving a level of 3 or higher on the 2006 Advanced Placement Exam in Literature and Composition.

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

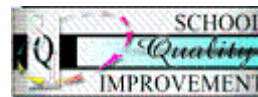
Given the school wide emphasis on parental and community involvement, School for Advanced Studies will increase the rate of return of parent responses to the 2008 School Climate Survey as evidenced by a five percent (5%) increase when compared to the rate of return of the 2007 School Climate Survey.

Given emphasis on the benefits of consistent student attendance, the yearly school attendance rate will increase by a 0.01 percentage point during the 2007-2008 school years when compared to the annual attendance rate for 2006-2007.

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 2008 as evidenced by eighty per cent (80%) of the students providing a printout of their selected courses to the counselor.

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Given the emphasis on developing healthy habits, seventy per cent (75%) 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 School for Advanced Studies indicate two areas for improvement:

Business Results (Index score of 4.470 down .02 from 2005-2006): 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. In addition, school wide conference calls will be held every other week to assure a forum for immediate, direct responses to questions regarding business practices. The quick response to teacher identified needs will be enhanced by streamlining the approval procedures with department chairs as conduits. Customer satisfaction will be measured by providing parents and students an opportunity for feedback via a district survey.



School Improvement Plan 2007-2008



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.

7041 - SCHOOL FOR ADVANCED STUDIES - WOLFSON

VISION

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

MISSION

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

School Improvement Plan

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- 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

Facility/Community

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. It is located at four MDC campuses throughout Miami-Dade County: MDC Homestead Campus, MDC Kendall Campus, MDC North Campus, and MDC Wolfson Campus. All classes are held in the regular Miami-Dade College classrooms, with the students and faculty having full access to all services provided by the college. These include libraries, computer courtyards, college advisement, and student life.

Student Demographics

The school population reflects the religious, ethnic, and cultural diversity of the community. The student population for the 2007-2008 academic year is composed of 423 students: 184 (43.50%) twelfth grade students [Homestead, 9; Kendall, 92; North, 39; Wolfson, 44] and 239 (56.50%) eleventh grade students [Homestead, 54; Kendall, 90; North, 53; Wolfson, 42]. When disaggregated by gender, the population includes 275 (65.01%) female students [Homestead, 40; Kendall, 125; North, 64; Wolfson, 46] and 148 (34.99%) male students [Homestead, 23; Kendall, 57; North, 28; Wolfson, 40]. An analysis of the ethnic composition indicates students have identified themselves as follows: Asian 20 (4.72% as compared to 1.1% in the district in 2005-2006), Black 84 (19.86% as compared to 27.6% in the district in 2005-2006), Hispanic 238 (56.26% as compared to 60.4% in the district in 2005-2006), Indian 1 (0.23% as compared to 0.1% in the district in 2005-2006), multi-ethnic 9 (2.13% as compared to 1.2% in the district in 2005-2006), and white 72 (17.02% compared to 9.6% in the district in 2005-2006). The consultation model is provided to the 187 (44.21%) students who have been identified as gifted. In addition, our student population includes 2 (0.47%) students identified as needing special education accommodations. From the four sites, 143 (33.81%) of the students are identified as ESOL, all but one of whom are Level V and have been exited from the program.

Unique Aspects: Advantages

Students who attend School for Advanced Studies receive free tuition and fees, free textbooks and materials, and, if eligible, school bus and metro-rail transportation, all funded by M-DCPS. Students 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. This school provides a supportive transition between secondary and post-secondary education. The program draws students who are already dedicated to their academic achievement and have the desire to pursue post secondary education. School for Advanced Studies facilitates these goals, providing an environment in which like minded students take full advantage of the opportunities available to them. Over sixty-five percent [65.86%] (110 of 167) of the Class of 2007 graduating seniors received the Superintendent's Diploma of distinction. Over eighty percent (80.35%) (135 of 167) of seniors in the SAS Class of 2007 have earned Bright Futures Scholarships. Moreover, School for Advanced Studies ranked first (North Campus), second (Wolfson Campus), and third (Kendall Campus) place among all M-DCPS high schools on the FCAT Science Exam. The class also included one (1) Gates Millennium Scholarship winner; four (4) Ford Salute to Education Scholarship winners, four (4) National Merit Scholarship Semi-Finalists, one of whom was Commended; one (1) National Achievement Scholar; three (3) National Hispanic Scholars; thirteen (13) College Board Advanced Placement Scholars, 2 who were Scholars with Honors, 1 who was a Scholar with Distinction. Thirty-three (33) graduating seniors (19.76%) earned an Associate of Arts Degree from Miami-Dade College.

Unique Aspects: Areas of Concern

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 SAS is not in a direct feeder pattern nor is it a magnet school, and since SAS draws students from all areas of the district, the school must publicize its 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 multiple orientation sessions at the various sites. 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.

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 four 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.

Because each site is a separate Miami-Dade County Public Schools work location, all data collection and reports and responsibilities must be maintained for each site separately, as well as for the school as a whole.

SAS students follow a dual calendar. They are responsible for attending high school classes and maintaining high school hours



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following the Miami-Dade County Public Schools guidelines. Likewise, as they follow the Miami Dade College academic calendar, the students frequently attend college classes on days set aside by M-DCPS as teacher planning and professional development days or holidays not observed by the college. This situation requires additional transportation arrangements and special arrangements by SAS students and their families. SAS must also rely on the cooperation of the college faculty when students miss college classes due to state and district mandated tests and when students attend field trips or competitions.

Teacher Demographics:

The leadership team is comprised of the three administrators, an activities director, a gifted consultant, and four department chairs. All of our twenty-five(25) teachers, counselors, and administrators have dedicated their energies to post-graduate study: nineteen (19) achieving a Master of Science or Master of Arts degree, and three (3) earning a Doctor of Education or Doctor of Philosophy. Furthermore, three (3) have National Board Certification and serve as mentors to new teachers throughout the district. Among the 22 classroom teachers and counselors, 13 (64%) identify themselves as White, 6 (27%) are Hispanic, and 1 (5%) is Black. Among the three administrators, two (66.67%) are Hispanic, and one (33.33%) is Indian-American. The classroom teachers and counselors are comprised of nine (41%) males and thirteen (59%) females.

Because of the rigor of the course selection at SAS, applicants for teaching positions need prior experience teaching advanced level courses, particularly Advanced Placement courses. This limits the number of suitable applicants for positions vacated when a teacher moves or retires or when the student population grows to require more teaching staff. Moreover, many teachers throughout the district are unaware of the program and its offerings and professional opportunities. Due to the small number of faculty and staff at each site, teachers willingly fulfill many roles that are traditionally outside the auspices for classroom teachers at traditional high schools.

Class Size/Teacher-to-Student Ratio

One of the great benefits of the School for Advanced Studies is the exceptionally low teacher to student ratio. The school wide average class size is 21.15 students: 15.75 at the Homestead Campus; 22.75 at the Kendall Campus; 23 at the North Campus, and 21.5 at the Wolfson Campus. All SPED students are mainstreamed into the college and high school classes. The course offerings do not differentiate by grade level. Both eleventh (11th) and twelfth (12th) grade students are eligible for each course.

Attendance Rate

The school attendance rate at all three campuses of School for Advanced Studies (97.14% Kendall Campus, up 1.21 percentage points; North Campus 97.26%, up 1.02 percentage points; and Wolfson Campus 98.04%, up 5.27 percentage points) surpassed both region (95.84%) and district (95.39) attendance rate for the 2006-2007 school year.

Promotion/Graduation/Retention Rates

School for Advanced Studies has a 100% graduation rate, surpassing the graduation rate of both the district (59.2% in 2004) and the state (88.9% in 2006). We also have a 100% promotion rate. SAS has no retentions; the state of Florida mandates that students who do not maintain a 3.0 grade point average may not continue to participate in dual-enrollment courses.

Feeder Pattern

School for Advanced Studies is not a direct feeder pattern since our campuses are located throughout the county. For organizational purposes, SAS is part of Region V and grouped with the Miami Killian High School feeder pattern group. Because of the unique nature of the program, the school does not receive a grade. Some of our students do come to us from ZONE schools; however, that does not directly impact our curriculum offerings. All of our students continue their post secondary education upon graduation from SAS.

Special Programs

School for Advanced Studies offers the opportunity for almost every class in which the students are enrolled to afford them both high school and college credit. Students enrolled at 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.

The high school offerings in Advanced Placement include AP English Language and Composition, AP English Literature and Composition, AP United States History, AP United States Government and Politics, AP Macroeconomics, AP Calculus AB, AP Calculus BC, and AP Statistics.

A full-time gifted consultant monitors the progress and curriculum offerings of the 185 gifted students by traveling weekly to all four sites.

School Community Relations/Partners

The school works in tandem with the administration, faculty, and staff located at the four Miami-Dade College sites. In addition, the school has reached out to local Chambers of Commerce, businesses to assist in disseminating information for informational and recruiting purposes.

Grants

Although School for Advanced Studies does not currently receive any grants, our incoming students benefited from a grant to Miami Dade College Homestead Campus Testing Department which funded tutorials for students preparing for the College Placement Tests requisite for admission to Miami Dade College as a dual-enrollment student.

School Foundation

Leadership:

Composite 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 4.585 on a 5 point scale. School for Advanced Studies involves all employees in helping to set the direction for the school and encourages them 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, professional development, and leadership workshops with freely granted release time. As the administrators and other support personnel travel to the four 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 school wide 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 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:

Composite 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 in the spring of 2007, as evidenced by an index score of 4.489 on a 5 point scale, the lowest score of the indicators covered in the survey. This score has increased .249 since the 2005-2006 measure. 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.

Stakeholder Engagement:

Composite 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 4.648 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:

Results of the Organizational Performance Self Assessment Survey indicate that stakeholders perceive that the school has made adequate progress in the area of Human Resource Focus, as evidenced by an index score of 4.519 on a 5 point scale. School for Advanced Studies promotes collaboration among instructional staff. Teachers engage in small learning communities on a monthly basis to discuss curriculum, review instructional and assessment strategies, and share best practices. 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 evidenced by an index of 4.685 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. The school has invested in the Edusoft program to aide in this item analysis. As a result of the data analysis conducted, teachers are 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:

Composite results of the Organizational Performance Self Assessment Survey in the spring of 2007 indicate that stakeholders perceive that the school has made adequate progress in the area of Process Management, as evidenced by an index score of 4.570 on a 5 point scale.

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 School for Advanced Studies have numerous opportunities to extend their learning. 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, all students 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 degrees prior to their high school graduation, with tuition, fees, transportation for eligible students and texts supplied by MDCPS. Additionally, 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 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 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 commitment and dedication to the program and its requirements.

The school has focused on using data and item analysis from College Board for PSAT and SAT results analysis, Electronic Gradebook for grade distribution analysis, and Edusoft for item analysis of various tests in order to more directly provide insight into the plausibility of encouraging and increasing the number of students engaging in the challenge of Advanced Placement courses. Students in 11th grade enrolled in honors courses are exposed to AP material, pre-AP strategies as a result of the teachers' 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 eighty-three percent (83%) of students enrolled at 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 exists for students, regardless of learning exceptionality, to succeed at School for Advanced Studies.

Master Schedules Based on Student Needs

The master schedule is developed at each campus to reflect the needs of the returning and incoming students. The high school classes are scheduled to provide optimal flexibility in scheduling of college courses. At the Homestead, North, and Wolfson Campuses, the four high school classes are held from 11:15 am until dismissal at 2:30 pm. At the Kendall Campus, four high school classes are held from 12:45 pm until dismissal at 4:00 pm. Block scheduling provides alternating days for 1st and 3rd period classes and days for 2nd and 4th period classes. During five day weeks or on days which require an interruption of the usual instruction for special events, all four periods occur in 45 minute segments in the afternoon. This scheduling facilitates equal distribution of instructional time for each period. The allocation of sections for each particular course is a reflection of the selections by all students at the campus. The number of sections is a direct correlation to the number of students enrolled, with the teachers providing instruction in the areas meeting the student needs.

Performance Results:

Results of the Organizational Performance Self Assessment Survey indicate that stakeholders perceive that the school has made adequate progress in the area of Business Results, as evidenced by an index score of 4.470 on a 5 point scale. Data from MDCPS indicates that 100% of students at School for Advanced Studies graduate with a standard high school diploma. The drop out rate at School for Advanced Studies during the 2006-2007 school year was 0%.

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 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.



School Improvement Plan 2007-2008



Schools Graded 'C' or Below

Professional Development:

Disaggregated Data :

Informal and Formal Assessments:

Alternative Instructional Delivery Methods :

Schools Offering Primarily Grades 6 through 12

Secondary School Redesign (new State requirement, Sec. 1003.413, F.S.) :

<input type="checkbox"/>	Different Innovative Approaches to Instruction
<input type="checkbox"/>	Responsibility of Teaching Reading for Every Teacher
<input checked="" type="checkbox"/>	Quality Professional Development for Teachers and Leaders
<input checked="" type="checkbox"/>	Small Learning Communities (SLC)
<input checked="" type="checkbox"/>	Intensive Intervention in Reading and Mathematics
<input checked="" type="checkbox"/>	Course Choice Based on Student Goals / Interests / Talent
<input checked="" type="checkbox"/>	Master Schedules Based on Student Needs
<input checked="" type="checkbox"/>	Parental Access and Support
<input type="checkbox"/>	Applied and Integrated Courses
<input checked="" type="checkbox"/>	Academic and Career Planning

Reading Goal

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

Florida Education Priorities

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"/>

Reading Statement

School for Advanced Studies will improve student reading skills.

Needs Assessment

The documented student success rate on the 2005-2007 Advanced Placement U.S. Government and Politics exam reveals a need to increase student ability to analyze and interpret basic data relevant to U.S. government and politics and understand typical patterns of political processes and behavior and their consequences which address skills required for success in Advanced Placement. Based on the AP results and teacher feedback, students have a documented weakness in being able to interpret, analyze and synthesize relevant data pertaining to the subject matter. The results for the past year indicate that on average slightly less than 50% of students enrolled in Advanced Placement American Government and Politics course at the School for Advanced Studies scored at a level of proficiency as evidenced by results on the College Board AP subject-area exam. Presently the school average is above the state average (36%) but below the national average (52%). The targeted objective is aimed at increasing student analytical skills and consequently, proficiency rate on the exam.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<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 and strategies recommended by Educational Testing Services and the College Board, SAS students will increase their ability to analyze and interpret basic data relevant to U.S. Government and Politics and understand typical patterns of political processes and behavior and their consequences, as evidenced by a five percent (5%) increase in the total number of SAS students achieving a level of 3 or higher on the 2008 Advanced Placement Exam in United States Government and Politics as compared to the total number of SAS students achieving a level of 3 or higher on the 2007 Advanced Placement Exam in United States Government and Politics.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Develop and implement timelines which include the identification of benchmarks and related activities to ensure student mastery of AP concepts by May 2008.	Social Studies Teachers	Aug 2007	May 2008	Continuous Improvement Model	0
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	Aug 2007	May 2008	Continuous Improvement Model	0
Identify low performing students in AP social studies classes and provide tutoring.	Social studies teachers	Oct 2007	May 2008	Continuous Improvement Model	0
Provide students receiving a grade of "C" or below in social studies with one-on-one and small group tutoring as well as mentoring using supplementary instructional and remediation materials.	Social studies teachers	August 200	May 2008	Continuous Improvement Model	0
Schedule monthly department meetings to share best practices.	Social Studies Teachers	Aug 2007	May 2008	Continuous Improvement Model	0
Conduct two Advanced Placement dry-runs during the 2007-2008 school year.	Assistant Principal - Curriculum, Social Studies Teachers	Dec 2007	May 2008	Continuous Improvement Model	0
Provide opportunities for classroom visitations and peer review.	Assistant Principal - Curriculum, Social Studies Dept. Chair	Oct 2007	May 2008	Continuous Improvement Model	0
Use AP-style scoring rubrics in assessments in order to familiarize students with performance expectations and College Board AP scoring.	Social studies teachers	Aug 2007	May 2008	Continuous Improvement Model	0

Research-Based Programs

- The College Board Practice materials
- AP Central Practice materials
- D & S Marketing Systems AP U.S. Government and Politics Multiple-Choice & Free Response Questions with DBQ in Preparation for the AP U.S. Government and Politics exam.
- D & S Marketing Systems AP Macroeconomics Multiple-Choice & Free Response Questions with DBQ in Preparation for the AP U.S. Government and Politics exam.
- AMERICAN GOVERNMENT AND POLITICS TODAY
- BARRONS AP US GOV'T AND POLITICS
- ECONOMICS: McGraw-Hill
- THE WORDS WE LIVE BY

Professional Development



School Improvement Plan

2007-2008



Encourage staff to participate in M-DCPS PD courses:

- Reciprocal Teaching
- 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. Government and Politics will increase their ability to analyze and interpret basic data relevant to U.S. Government and Politics, understand typical patterns of political processes and behavior, and their consequences as evidenced by a five percent (5%) increase in the total number of SAS students achieving a level of 3 or higher on the 2008 Advanced Placement Exam in United States Government and Politics when compared to the total number of SAS students achieving a level of 3 or higher on the 2007 Advanced Placement Exam in United States Government and Politics.

Mathematics Goal

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

Florida Education Priorities

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"/>

Mathematics Statement

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

Needs Assessment

The documented student success rate on the 2005-2007 Advanced Placement Calculus Exam reveals a need to increase student ability to work with functions represented in a variety of ways: graphical, numerical, analytical, or verbal and to model a written description of a physical situation with a function, a differential equation, or an integral. The results for the past year indicate that on average slightly less than 62% of students enrolled in the Advanced Placement Calculus AB course at the School for Advanced Studies scored at a level of proficiency as evidenced by results on the College Board AP subject-area exam. While the school average is above both state and national average (50% and 58% respectively), we are continuously striving to improve our curriculum and ensure that a greater number of students are afforded the opportunity to receive the enriching curriculum associated with the AP program. The targeted objective is aimed at increasing student analytical skills and consequently, proficiency rate on the exam.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<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"/>

Measurable Objective

Given instruction using Sunshine State Standards and strategies recommended by Educational Testing Services and the College Board, SAS students will increase their proficiency and understanding of calculus, as evidenced by a three percent (3%) increase in the total number of SAS students achieving a level of 3 or higher on the 2008 Advanced Placement Exam in Calculus AB as compared to the total number of SAS students achieving a level of 3 or higher on the 2007 Advanced Placement Exam in Calculus AB.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Assist teachers in researching data regarding performance benchmarks to incorporate into instructional planning that helps students in improving areas of weaknesses.	Mathematics teachers	Sept 2007	May 2008	Exchange Meaningful Information	0
Provide students receiving a grade of "C" or below in mathematics with one-on-one and small group tutoring as well as mentoring using supplementary instructional and remediation materials.	Mathematics teachers	Aug 2007	May 2008	Continuous Improvement Model	0
Encourage high-achieving students who are members of various honor societies to provide tutoring to fellow students.	Mathematics Teachers	Aug. 2007	May 2008	Continuous Improvement Model	0
Administer and analyze results of interim mathematics assessments using Edusoft to monitor student progress.	Mathematics teachers	Aug 2007	May 2008	Academic Enrichment Opportunities	0
Ensure that teachers conduct monthly department meetings to share best practices.	Assistant Principal, mathematics teachers	Aug 2007	May 2008	Continuous Improvement Model	0
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	Aug 2007	May 2008	Continuous Improvement Model	0
Provide in-service on various topics related to mathematics instruction and assessment using technology in order to assist students in mastering the mathematics benchmarks.	Assistant Principal - Curriculum Specialist, Math Dept. Chair	Aug 2007	May 2008	Continuous Improvement Model	0

Research-Based Programs

- Educational Testing Service practice materials
- Princeton Review practice materials
- Barrons AP Calculus
- Barrons AP Statistics
- D & S Marketing Systems AP Calculus
- Precal with Limits
- McDougal Calculus
- Statistics
- TI 84+ Calculator
- TI 89 Calculator

Professional Development

- Encourage staff to participate in M-DCPS PD courses:
- AP Calculus Workshops
- Reciprocal Teaching
- Graphic Organizers: Inspiration
- 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.



School Improvement Plan 2007-2008



Evaluation

The number of SAS students attaining a 3 or higher on the 2008 AP Calculus Exam will increase by five (5) percent as compared to the total number of SAS students achieving a level of 3 or higher on the 2007 Advanced Placement Exam in Calculus AB.

Writing Goal

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

Florida Education Priorities

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"/>

Writing Statement

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

Needs Assessment

The documented student success rate on the 2006 Advanced Placement English Literature and Composition exam reveals 66.46% of the students scored at Level 3 or higher on the exam. While the school average is above the national average (59.2%), we are continuously striving to improve our curriculum and ensure that a greater number of students are afforded the opportunity to receive the enriching curriculum associated with the AP program. The targeted objective is aimed at increasing student analytical skills and consequently, proficiency rate on the exam. The goal of these assignments will be to enhance the students' ability to explain clearly, cogently, even elegantly, what they understand about literary works and why they interpret them as they do.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<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"/>

Measurable Objective

Given instruction using Sunshine State Standards and strategies recommended by Educational Testing Services and the College Board, SAS students will increase proficiency in written interpretation of literature, as evidenced by a three percent (3%) increase in the total number of SAS students achieving a level of 3 or higher on the 2008 Advanced Placement Exam in Literature and Composition as compared to the total number of SAS students achieving a level of 3 or higher on the 2006 Advanced Placement Exam in Literature and Composition.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Develop and implement timelines that include the identification of benchmarks and related activities to ensure student mastery of critical analysis in their writing assignments by May 2008.	Language Arts Department Chair and language arts teachers	Aug 2007	May 2008	Continuous Improvement Model	0
Use AP style writing rubrics in multiple writing assignments in order to familiarize students with performance expectations and Advanced Placement English Literature and Composition writing scoring methods	Language arts teachers	Aug 2007	May 2008	Continuous Improvement Model	0
Identify low performing students in language arts classes and provide class tutoring.	Language arts teachers	Aug 2007	May 2008	Continuous Improvement Model	0
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	Aug 2007	May 2008	Continuous Improvement Model	0
Provide students receiving a grade of "C" or below in language arts one-on-one tutoring and mentoring using supplementary instructional and remediation materials.	Language arts teachers	August 200	May 2008	Continuous Improvement Model	0
Share best practices in monthly department meetings to address enhanced teaching strategies.	Language Arts Department Chair and language arts teachers	August 200	May 2008	Continuous Improvement Model	0
Provide time, materials, and structure for peer classroom visitation, observation, and review.	Administration, teachers	10/06/06	05/15/07	Other/ Not Applicable	0
Conduct at least two Advanced Placement dry-runs during 2006-2007.	Teachers, test chair	12/01/06	05/15/07	Other/ Not Applicable	0
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	Aug 2007	May 2008	District-wide Literacy Plan	

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 - <https://apcentral.collegeboard.com/apc/Controller.jspf>
- Multiple Choice & Free Response Questions in Preparation for AP English Language and Composition - D & S Marketing Systems
- Multiple Choice & Free Response Questions in Preparation for AP English Literature and Composition - D & S Marketing Systems
- Patterns for College Writing: A Rhetorical Reader & Guide - Bedford/St. Martin's
- Perrine's Literature
- Literature and the Language Arts
- British Traditions
- Patterns for College Writing
- AP Advantage
- 50 ESSAYS

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
- 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.

Evaluation

SAS students will increase proficiency in written interpretation of literature, as evidenced by a three percent (3%) increase in the total number of SAS students achieving a level of 3 or higher on the 2008 Advanced Placement Exam in Literature and Composition as compared to the total number of SAS students achieving a level of 3 or higher on the 2006 Advanced Placement Exam in Literature and Composition.

Science Goal

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

Florida Education Priorities

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"/>

Science 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.



School Improvement Plan 2007-2008



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.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
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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.

Parental Involvement Goal

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

Florida Education Priorities

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"/>

Parental Involvement Statement

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

Needs Assessment

As reflected in the 2006-2007 Summary Report of the School Climate Survey, the parent return rate of the survey forms was only sixty per cent (60%), or two hundred and seven (207) of the three hundred forty six (346) distributed forms. 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, School for Advanced Studies will increase the rate of return of parent responses to the 2008 School Climate Survey as evidenced by a five percent (5%) increase when compared to the rate of return of the 2007 School Climate Survey.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Update a parent email group as a means of communication of information relevant to all students and their families.	Counselors	Aug 2007	Oct 2007	Continuous Improvement Model	0
Post a school activity calendar to parents via website, email, or US mail on a regular basis.	Activities director	Aug 2007	May 2008	Continuous Improvement Model	0
Inform parents of the district's Parent Portal and resources provided by the Parent Portal	Administrators	Sept 2007	May 2008	Continuous Improvement Model	0
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	Aug 2007	May 2008	Continuous Improvement Model	0
Post teacher contact information and office hours on the school website and disseminate through the parent email or U. S. mail.	Assistant principals	Aug 2007	May 2008	Continuous Improvement Model	0
Keep log by homeroom of the students who have returned parent surveys.	Teachers	April 2008	May 2008	Continuous Improvement Model	0
Make individual follow-up emails and phone calls to parents who have not returned surveys.	Teachers	April 2008	May 2008	Continuous Improvement Model	0
Post messages to parents via ConnectEd prior to distribution, upon distribution, and as a reminder following distribution of School Climate Surveys.	Administration	April 2008	May 2008	Continuous Improvement Model	0

Research-Based Programs

- National Parent-Teacher Association Just Read, Florida! <https://www.justreadflorida.com>
- Getting Involved in Your Child's Education <https://www.nea.org/parents/>
 - Scholastic site on Families <https://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

The parent return rate of the 2008 School Climate Survey at the School for Advanced Studies will increase by five percent (5%) when compared to the rate of return of the 2007 School Climate Survey.

Discipline & Safety Goal

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

Florida Education Priorities

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"/>

Discipline & Safety Statement

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

Needs Assessment

According to MDCPS, there are probably no factors more important to a student’s progress in school than regular and punctual attendance. Given the rigor of our program and the fact that students must make satisfactory progress in both their high school and college classes, it is pivotal for students to maintain consistent attendance in all of their classes. Moreover, with the enactment of a new school board rule governing student attendance, school personnel must be vigilant and intervene at an early stage to forestall the possibility of a student receiving ‘no credit’ in any of their classes. Consequently, the administration and staff must closely monitor student attendance to facilitate adequate and consistent progress in both their traditional high school classes and their dual-enrollment college classes.

The school attendance rate at all three campuses of School for Advanced Studies (97.14% Kendall Campus; North Campus 97.26%; and Wolfson Campus 98.04) surpassed both region (95.84%) and district (95.39) attendance rate for the 2006-2007 school year. In a continual attempt to make improvements in this arena, our goal for the 2007-2008 school year is to increase the attendance rate at all campuses by .01 percentage point.

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 2007-2008 school years when compared to the annual attendance rate for 2006-2007.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Create an Attendance Review Committee to meet on a monthly basis for the purpose of monitoring student attendance and enact proactive measures to improve student attendance.	Administration	Aug 2007	Oct 2007	Continuous Improvement Model	0
Schedule a student orientation for all students to address school policies and procedures during the first week of school.	Activities Director	Aug 2007	Aug 2007	Continuous Improvement Model	0
Contact parents when a student reports one unexcused absence in a semester course or two absences in an annual course.	Teachers	Aug 2007	May 2008	Continuous Improvement Model	0
Hold parent conferences when a student exceeds two unexcused absences in a semester course or four in an annual course.	Attendance Review Committee	Aug 2007	May 2008	Continuous Improvement Model	0
Hold administrative conferences when students exhibit an excessive pattern of absences (whether excused or unexcused), tardiness or excused early from school.	Attendance Review Committee	Aug 2007	May 2008	Continuous Improvement Model	0
Review district generated attendance reports on a weekly basis.	Attendance Review Committee	Aug 2007	May 2008	Continuous Improvement Model	0
Provide counseling services to students exhibiting a pattern of excessive absences and/or tardies.	Counselors	Aug 2007	May 2008	Continuous Improvement Model	
Enact a reward program to recognize students with an excellent attendance record.	Administration, Activities Director	Oct 2007	May 2008	Continuous Improvement Model	1500
Initiate a wake-up call service through ConnectEd for students who exhibit an attendance problem.	Administration	Aug 2007	May 2008	Continuous Improvement Model	

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 <https://www.nwrel.org/request/2004june/strategies.html>
- US Department of Justice, Truancy Prevention: Empowering Communities and Schools to Help Students Succeed at <https://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 https://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 2007-2008 school year when compared with the annual attendance rate for the 2006-2007 school year.

Technology Goal

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

Florida Education Priorities

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"/>

Technology 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

Given the goal of School for Advanced Studies to facilitate a smooth transition between a full-time secondary placement and a full-time college learning environment, it is imperative that students become adept in accessing online learning and scheduling resources of colleges and universities.

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 2008 as evidenced by eighty per cent (80%) of the students providing a printout of their selected courses to the counselor.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Schedule a college computer lab orientation session to familiarize students with online course selection services.	Counselor, MDC computer staff	Aug 2007	Sept 2007	Academic Enrichment Opportunities	0
Provide schoolnotes.com or classnotes.com daily or weekly to update assignments.	Selected teachers and counselors	Aug 2007	May 2008	Continuous Improvement Model	0
Use college classroom computers and media to enhance curriculum and instruction.	Teachers	Aug 2007	May 2008	Academic Enrichment Opportunities	0
Produce and distribute Excelsior generated interim progress reports.	Teachers and Grade Book Manager	Sept 2007	May 2008	Continuous Improvement Model	0
Use Excelsior generated reports to facilitate parent and student conferences.	Teachers, counselors, administrators	Oct 2007	May 2008	Continuous Improvement Model	0
Upload quarterly grades to produce report card data.	Teachers and Grade Book Manager	Oct 2007	May 2008	Continuous Improvement Model	0

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 Performance Monitoring Plan (PMP)
- 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.
- Schedule workshops with ITS in PowerPoint presentations, Adobe Acrobat Reader, digital camera usage, scanning

Evaluation

Eighty per cent (80%) of students will access and print out their college course selections for MDC registration for the Spring Term 2008.

Health & Physical Fitness Goal

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

Florida Education Priorities

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"/>

Health & Physical Fitness 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 (75%) 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.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Guide student evaluation of time management techniques.	Counselor, curriculum support person, advisement teacher	Aug 2007	May 2008	Continuous Improvement Model	0
Provide questionnaires for students to evaluate their sleep, eating, and exercise habits.	Counselor, curriculum support person, advisement teacher	Aug 2007	May 2008	Continuous Improvement Model	0
Organized activities to promote exercise, fitness, and nutrition	Activities Director	Aug 2007	May 2008	Continuous Improvement Model	0
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	Other/ Not Applicable	0

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 <https://www.stress.org/>

Professional Development

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

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

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

Teachers College, Columbia University at https://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

Given the emphasis on developing healthy habits, seventy per cent (75%) 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.

Electives & Special Areas Goal

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

Florida Education Priorities

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"/>

Electives & Special Areas 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.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
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	09/11/06	05/24/07	Other/ Not Applicable	0
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	09/11/06	05/24/07	Other/ Not Applicable	0
Encourage and facilitate students to take the PSAT exam in October of their 11th grade year.	Counselors	09/25/06	10/28/06	Other/ Not Applicable	0
Schedule conferences for students to discuss AP course offerings based on PSAT results.	Counselors	09/11/06	05/24/07	Other/ Not Applicable	0
Provide ongoing professional development opportunities to help teachers with instructional techniques and to share instructional materials appropriate for high-achieving students.	Counselors	09/11/06	05/25/07	Other/ Not Applicable	0

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.

Return On Investment Goal

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

Florida Education Priorities

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"/>

Return On Investment Statement

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

Needs Assessment

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.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Establish and sponsor multiple clubs and organizations which coordinate opportunities for community service.	Activities director, club sponsors	09/11/06	05/25/07	Other/ Not Applicable	0
Hold FAFSA workshops.	Counselors	01/04/07	04/15/07	Other/ Not Applicable	0
Recognize students who make outstanding contributions to the community.	Principal, assistant principals, counselors, activities director	09/11/06	05/24/07	Other/ Not Applicable	0
Distribute information about scholarships	Counselors, test chairs, curriculum support personnel	09/11/06	05/24/07	Other/ Not Applicable	0
Provide recommendation letters for students applying for scholarships	Principal, assistant principals, counselors, teachers	09/11/06	05/24/07	Other/ Not Applicable	0

Research-Based Programs

- Facts.org: Types of Financial Aid <https://www.facts.org/cgi-bin/eaglec>
- FAFSA
- State University System of Florida <https://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.

Graduation (High Schools Only) Goal

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

Florida Education Priorities

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"/>

Graduation (High Schools Only) 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.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
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	Other/ Not Applicable	0
Monitor student community service hours.	Counselors	09/11/2006	12/22/2006	Other/ Not Applicable	0
Monitor student grade point average.	Counselors	9/11/2006	12/22/2006	Other/ Not Applicable	0
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	09/11/2006	12/22/2006	Other/ Not Applicable	0
Schedule meetings with borderline students.	Counselors	09/11/2006	12/22/2006	Other/ Not Applicable	0
Encourage a peer tutoring program through the National Honor Society and other academic honor societies.	Honor society sponsors and members	09/14/2006	12/22/2006	Other/ Not Applicable	0
Schedule monthly student services meetings to identify low performing students and to develop Academic Improvement Plan(AIP).	Counselor, department chairs	09/11/2006	05/24/07	Other/ Not Applicable	0

Research-Based Programs

- Facts.org
- High School Academic Evaluations at https://www.facts.org/html_sw/hsace_main.html
- Graduation Options at <https://www.facts.org/cgi-bin/eaglec>
- Bright Futures Information at <https://www.facts.org/cgi-bin/eaglec>
- Earning College Credit in High School at <https://www.facts.org/cgi-bin/eaglec>
- Preparing for College: What to do and When at <https://www.facts.org/cgi-bin/eaglec>
- Higher Education Admissions Requirements <https://www.facts.org/cgi-bin/eaglec>

Professional Development

- Facts.org Advising Manuals <https://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"/>	<p><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></p>

Budget:

The Educational Excellence Advisory Council (EESAC) recommends the allocation of funds for tutoring programs to improve student achievement and/or supplies for school wide 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 use of the electronic gradebook, Edusoft test item analysis, and in class interactive media and internet connected materials, and the training for teachers in them.

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:



School Improvement Plan 2007-2008



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

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	0
Mathematics	0
Writing	0
Parental Involvement	0
Discipline & Safety	1500
Technology	0
Health & Physical Fitness	0
Electives & Special Areas	0
Return On Investment	0
Graduation (High Schools Only)	0
Total	1500



School Improvement Plan 2007-2008



Date of Review: _____

This School Improvement Plan has been reviewed cooperatively by administrators, teachers, parents, students, and business/community representatives. As a result of this review, modifications to the SIP will be made in the following areas

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