



Summary of Programs

Division of Advanced Academic Programs

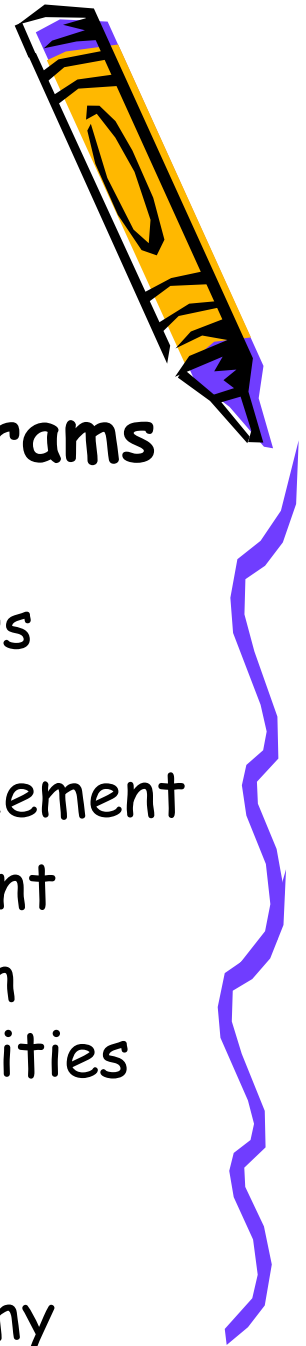
Mrs. Beatriz Zarraluqui, Administrative Director

Dr. Lisette T. Camps, Executive Director

Ms. Montserrat Paradelo, District Supervisor

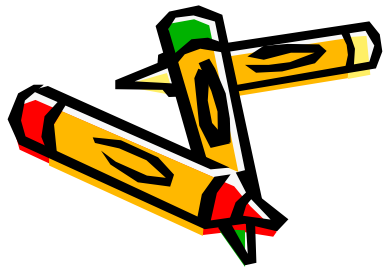


Division of Advanced Academic Programs



Elementary Programs

- Gifted
- TEAM- Teaching Enrichment Activities to Minorities
- AEP- Academic Excellence Program
- Pre-AP



Secondary Programs

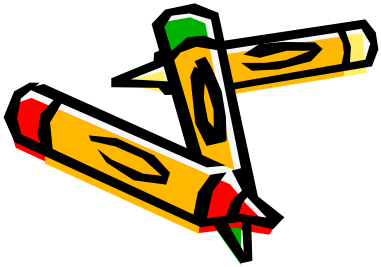
- Gifted
- Advanced & Honors Courses
- AP- Advanced Placement
- DE- Dual Enrollment
- PAC-Partnership in Academic Communities
- International Baccalaureate
- Cambridge Academy

Academic Excellence Program (AEP)

The purpose of the Academic Excellence Program (AEP) is to augment the curriculum for academically talented students at the elementary school level.

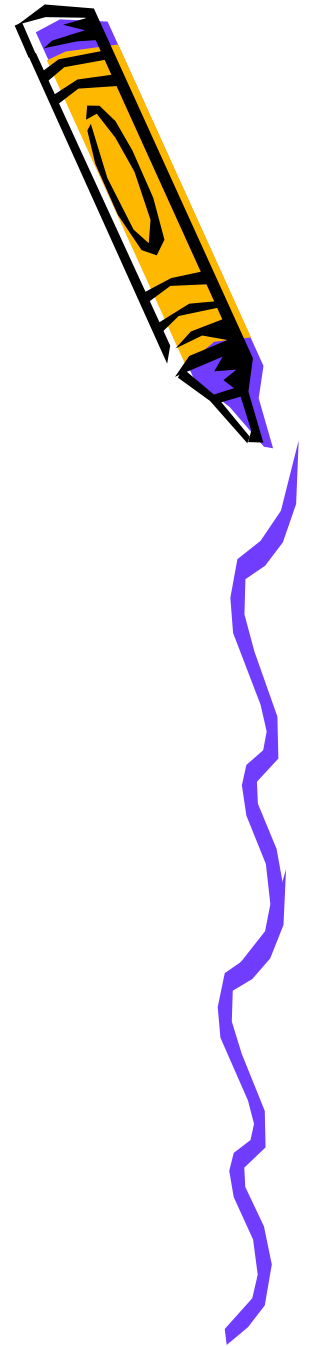
This program stresses advanced academic learning skills that are necessary for effective work in all subjects, such as inquiry, reasoning, synthesis, and analysis.

Students are exposed to activities and strategies for a minimum of three hours per week, that are designed to enhance the development of higher order thinking and the application of thinking skills.



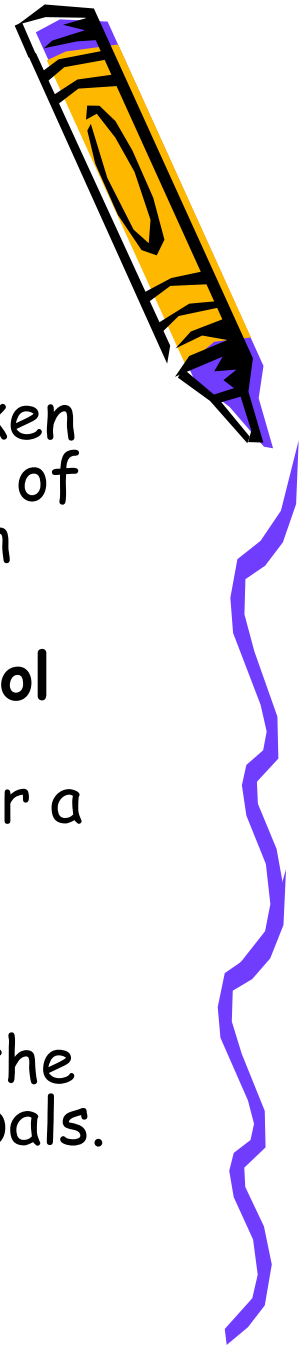
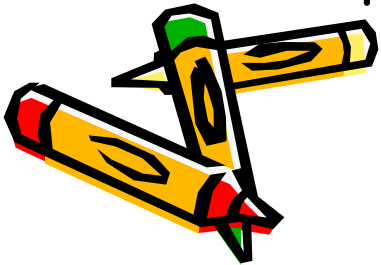
AEP Curriculum Components

- Art Appreciation
- Drama and Public Speaking
- Hands on Science
- Journalism: Print/Broadcasting
- Geography in Action
- Utilizing Chess to Stimulate Thinking
- Junior Great Books



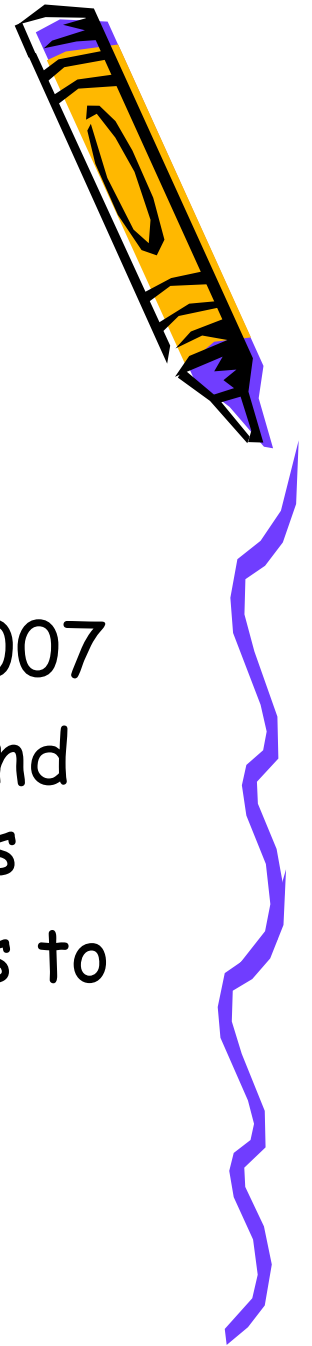
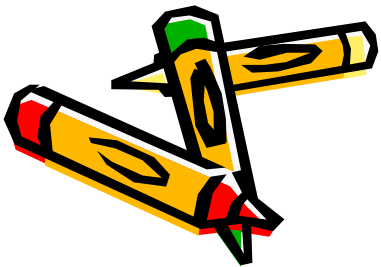
AEP Delivery Models

- **In-school Resource Model** - Students are taken out of their regular classrooms for a minimum of 3 hours per week to attend a class focusing on AEP goals.
- **Resource-After School Model /Before School Model** - The program is taught before and/or after school by regular classroom teachers for a minimum of 3 hours per week.
- **Self-Contained Model** - This model is implemented in a full-time, self-contained classroom focusing on the implementation of the Competency Based Curriculum (CBC) & AEP goals.



AEP Program Implementation

- District Priority Program
- Implemented in 202 schools in 2006-2007
- Teachers receive specialized training and materials to implement AEP components
- Schools receive hourly and supply funds to implement program



Teaching Enrichment Activities to Minorities (TEAM) Program

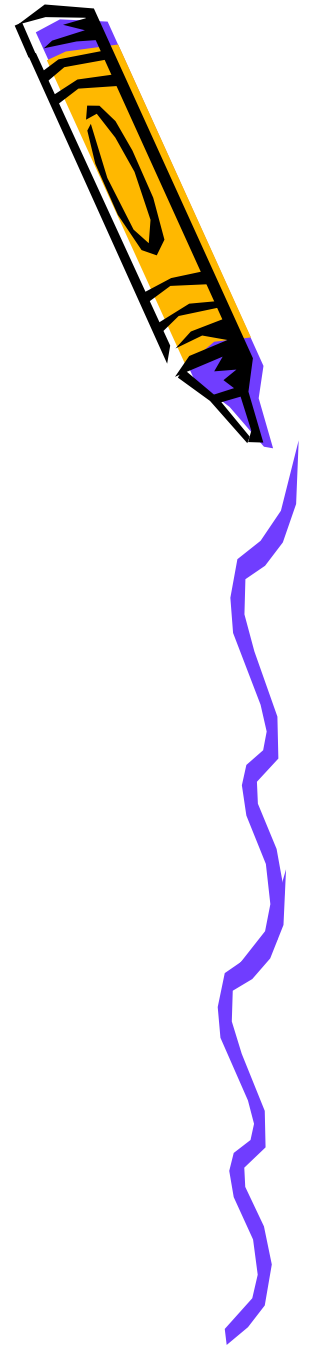
The Teaching Enrichment Activities to Minorities (TEAM) program was established in 1984. It is designed to provide for the instruction of higher order thinking skills to students within predominantly minority-populated schools in self-contained elementary school classroom settings. TEAM integrates thinking skills instruction within all subject areas to strengthen the thinking processes of students.



Curriculum in a T.E.A.M. Classroom

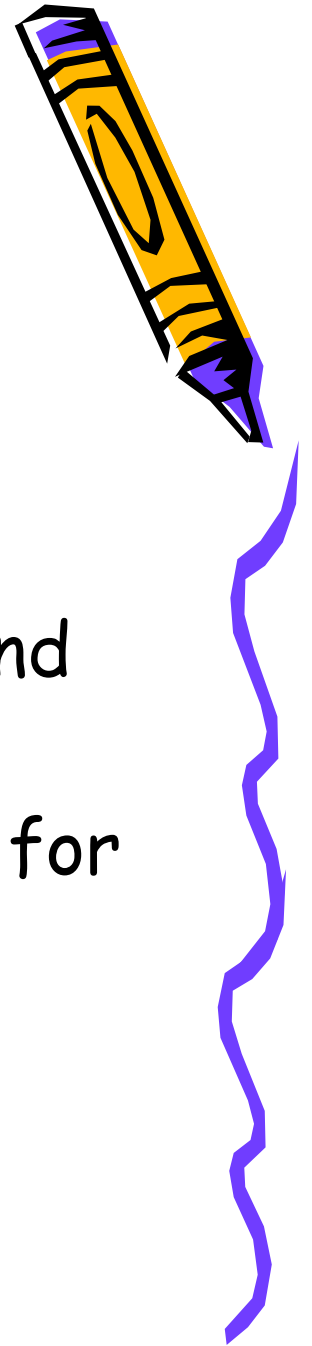
- Thinking skills infused across the curriculum
- Building Thinking Skills Series
- Supplemental material for reading and mathematics
- Manipulatives
- Vocabulary Development
- Questioning Strategies
- Brain Researched Activities
- Learning Centers

Graphic Organizers



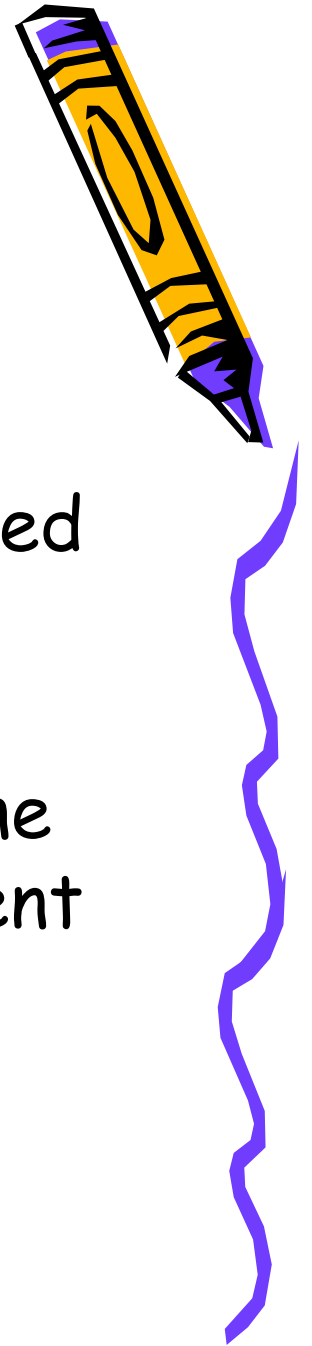
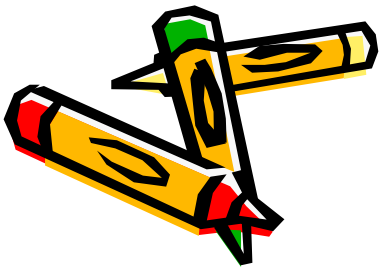
TEAM Program Implementation

- District Priority Program
- Implemented in 100 schools
- Teachers receive specialized training and materials to implement the program
- Schools receive class sets of materials for the first 3 years of implementation



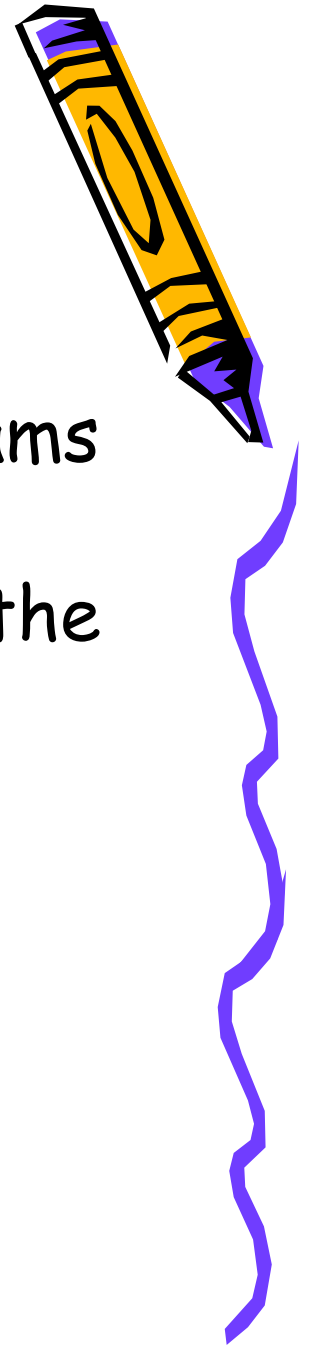
Gifted Program

- Gifted Education Programs provide qualitatively different programs designed to meet the needs of gifted students.
- Gifted Education is defined by State Board Education rule 6A-6.03019 as one who has superior intellectual development and is capable of high performance.



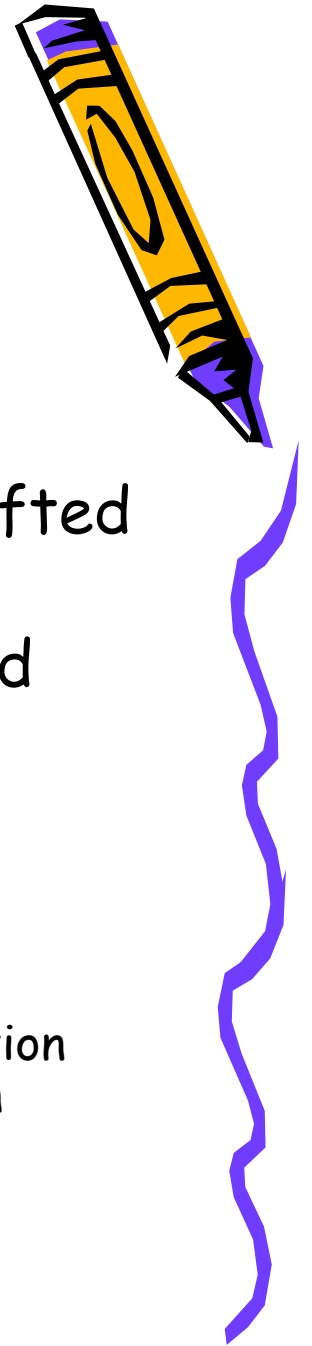
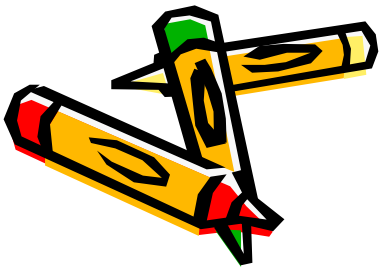
Qualifying for Gifted Education Programs

- Students are eligible for special programs for the gifted K-12, if students demonstrate eligibility through one of the following:
 - Plan A
 - Plan B
 - Plan B Matrix



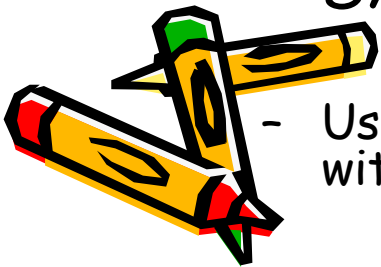
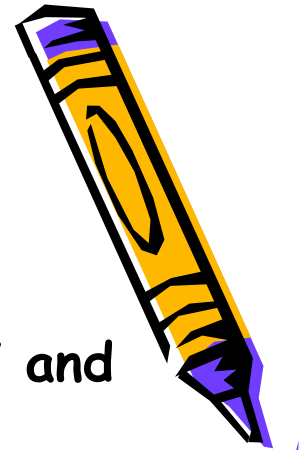
Plan A

- The student demonstrates:
 - A need for a special program.
 - A majority of characteristics defined as gifted according to a standard scale or checklist
 - An **intelligence quotient** of two (2) standard deviations or more above the mean on a standardized test of intelligence
- Use FM-4961, Notice of Intent to Conduct an Evaluation and FM-2561, CST/SST Request for Evaluation



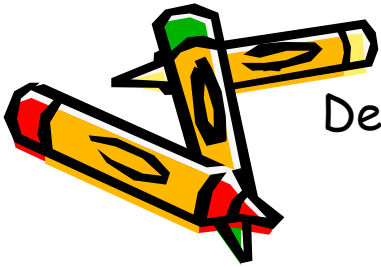
Plan B

- Plan B is for under-represented groups including:
 - limited English proficient students (ESOL I-IV and V within 2 year monitoring period) and/or
 - from a low socio-economic status (free/reduced lunch)
- The student demonstrates:
 - A need for a special program.
 - A majority of characteristics defined as gifted according to a standard scale or checklist
 - **Academic achievement** of two (2) standard deviations or more above the mean on a standardized test of achievement (FCAT-NRT, SAT, MAT, Aprenda)
- Use FM-6482, Gifted Eligibility Determination Form for Use with Underrepresented Students

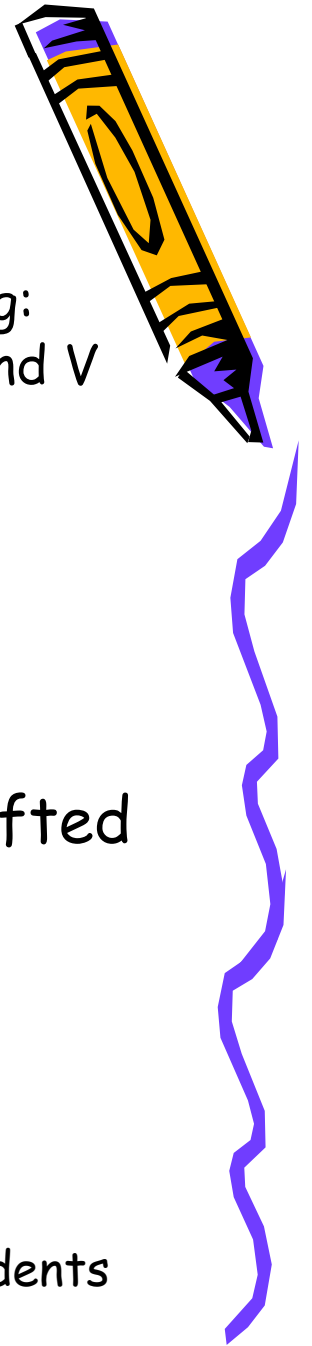


Plan B Matrix

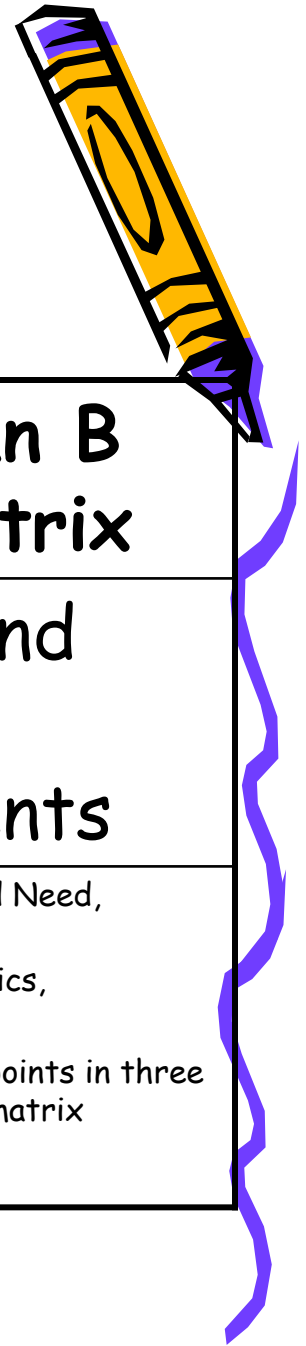
- Plan B Matrix is for under-represented groups including:
 - limited English proficient students (ESOL I-IV and V within 2 year monitoring period) and/or
 - from a low socio-economic status (free/reduced lunch)
- The student demonstrates:
 - A need for a special program.
 - A majority of characteristics defined as gifted according to a standard scale or checklist
 - An **intelligence quotient** of 112 or higher
 - **9 points** in 3 of the 4 matrix categories



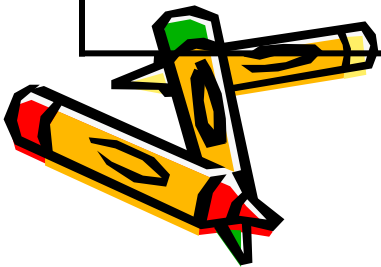
Use FM-5030 and FM-6482, Gifted Eligibility Determination Form for Use with Underrepresented Students



Identifying Gifted Students

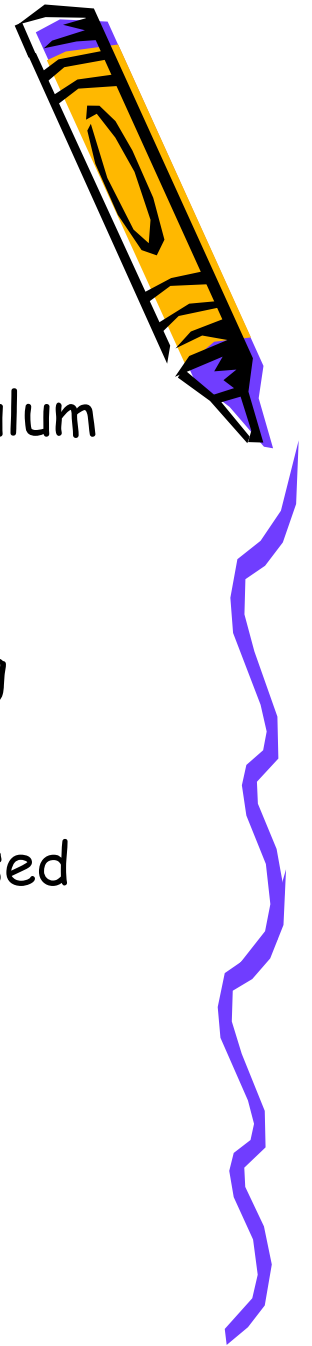


	Plan A	Plan B	Plan B Matrix
Who is eligible?	All Students	LEP and FRL students	LEP and FRL students
Minimum Requirements	-Documented Need, -Majority of Characteristics, -IQ 2 standard deviations above the mean	-Documented Need, -Majority of Characteristics, - -academic achievement 2 standard deviations above the mean (98 th percentile or above in reading or math)	-Documented Need, -Majority of Characteristics, -IQ ≥ 112 , -minimum 9 points in three of the four matrix categories



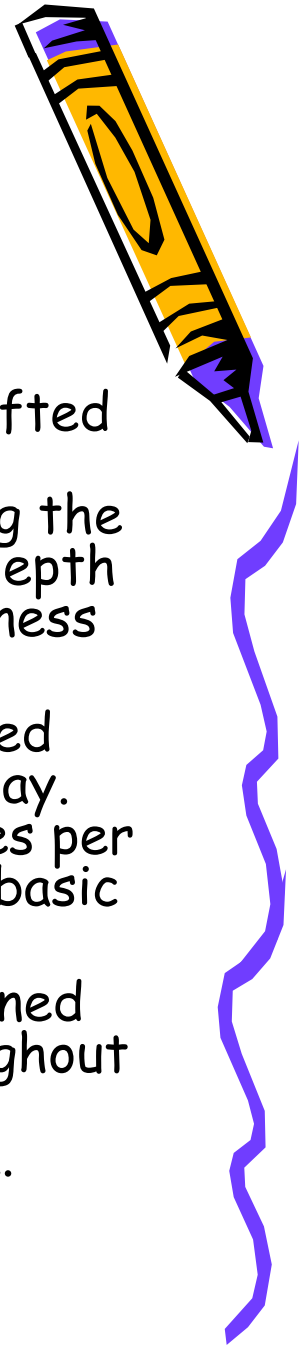
Curriculum for Gifted Programs

- Enrichment- refers to the presentation of curriculum content with more depth, breadth, complexity, or abstractness than the general curriculum
- Acceleration-refers to the practice of presenting curriculum content earlier or a faster pace.
- Sunshine State Standards (SSS)/Competency Based Curriculum (CBC)
- Gifted Program Goals and Objectives



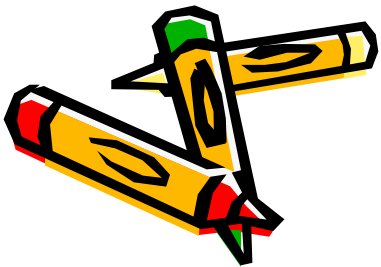
Delivery Models for Gifted Education

- **Elementary Resources (K-5/6)** students attend the gifted program two days a week and the basic instructional program for basic instruction three days a week. During the two days in the gifted program, students complete in-depth studies in their particular areas of interest and giftedness with an open access to curriculum content.
- **Elementary Content (K-5/6)** students attend the gifted program for a block of time from 2 to 2.5 hours each day. They receive a total of 10 to 12 hours of gifted services per week and interdisciplinary instruction around selected basic subjects.
- **Full-time (K-5/6)** students are served in a self-contained classroom in which gifted strategies are utilized throughout the school day and across all subject areas. Students receive a total of 25 hours of gifted services per week.



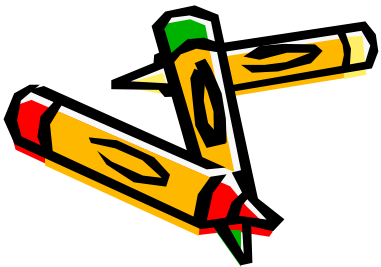
Delivery Models (continued)

- **Middle School Gifted Programs (6-8)** offer gifted content area courses and/or an elective resource class.
- **Senior High Gifted Programs (9-12)** offer gifted content area courses (honors and/or Advanced Placement) and/or an elective course in philosophy or research.
- **NEW for 06-07**
Senior High Gifted Consultation (9-12) general education teachers and teachers of the gifted meet regularly to plan, implement and monitor instructional alternatives designed to ensure that the gifted students achieve successful accomplishment of gifted goals in the Advanced Placement, Honors, International Baccalaureate or other academically rigorous programs.



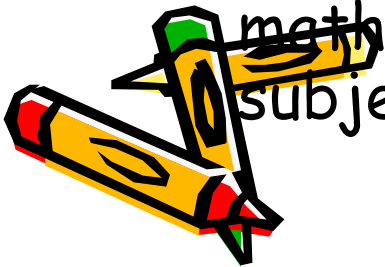
Advanced Courses

Advanced courses are available in all middle schools throughout the district, and enrollment is open to all students. Advanced courses cover material that is accelerated from the regular school curriculum, and provides additional critical thinking skills to students. They offer an excellent preparation for students advancing into honors and advanced placement courses later on in their educational careers.



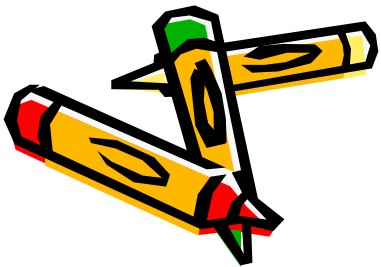
Honors Courses

Honors courses are available in most middle schools and all high schools throughout the district, and enrollment is open to all students. These courses are accelerated from the regular school curriculum, and provide additional critical thinking skills to students. Honors courses generate credit that can be used towards high school graduation, unlike advanced courses, which are strictly middle school courses. In middle schools, the only subjects in which courses are available at the honors level are foreign language, mathematics, and science. In high schools, all subject areas offer honors-level courses.



Advanced Placement

Advanced Placement (AP) courses are available in all high schools, and enrollment is open to all students. Although some students enroll in AP courses as early as grade 9, most students begin taking AP courses in grades 11 and/or 12. These courses are challenging, providing college-level course work while students are still in high school. Towards the end of the school year, students participate in the AP exam, an examination that assesses student's knowledge in the specific content area. Scores range from one through five.



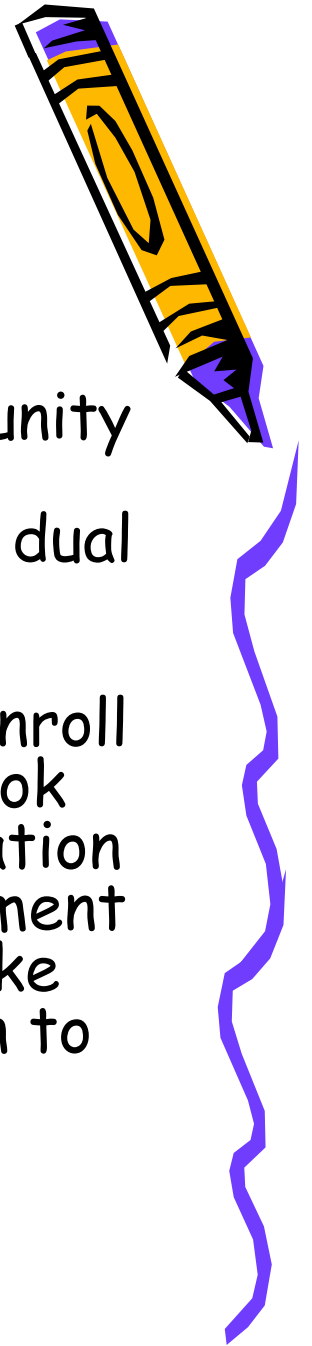
Advanced Placement

Most colleges and universities will award students college credit for their AP course, if they have scored a three or above on the exam. This benefits students and parents, as students will not have to pay or take these courses over once they enter a post-secondary institution. AP courses are offered in the following subjects: language arts, mathematics, social science, science, foreign language, and the arts. For information about specific course offerings and/or enrolling your child in AP courses, please contact your child's guidance counselor at their school.



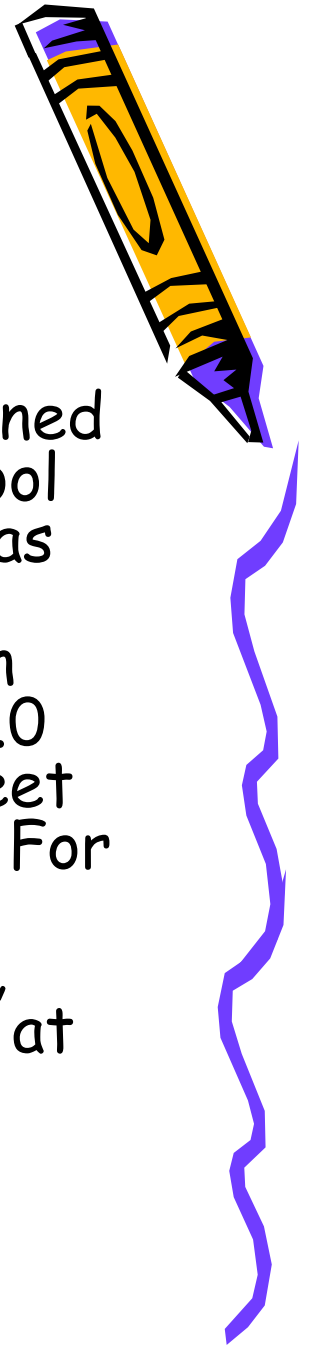
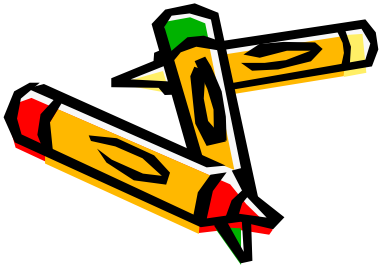
Dual Enrollment

Dual enrollment provides students the opportunity to enroll in college courses while still in high school. In Miami-Dade County Public Schools, dual enrollment is provided through Miami-Dade College (MDC) and Florida International University (FIU). Students who qualify may enroll in a college course, and the tuition and textbook cost is waived for the student. No transportation is available for students to attend dual enrollment courses at MDC or FIU, and most students take courses after regular school hours, in addition to the courses they are enrolled in at their high school.



Dual Enrollment

Upon completion of the course, the credit earned can be used towards fulfillment of a high school graduation requirement, and can also be used as college credit. In order to qualify for dual enrollment, students must be entering or be in grade 10, grade 11, or grade 12, must have a 3.0 unweighted grade point average (GPA), and meet all the criteria for admission to MDC or FIU. For information about admissions criteria and/or enrolling your child in dual enrollment courses, please contact your child's guidance counselor at their school.



School for Advanced Studies (SAS)



The School for Advanced Studies (SAS) is a M-DCPS specialized high school, located on three of Miami-Dade College's (MDC's) campuses: Kendall, North, and Wolfson. The school is open to students in grades 11 and 12 only, and students must have a 3.0 unweighted grade point average (GPA), and meet all the criteria for admission to MDC. Students who enroll in this school take three courses on the college campus with Miami-Dade County Public School teachers, and three college courses on the college campus, along with other college students. Upon graduation from high school, students have taken a minimum of 12 college courses.



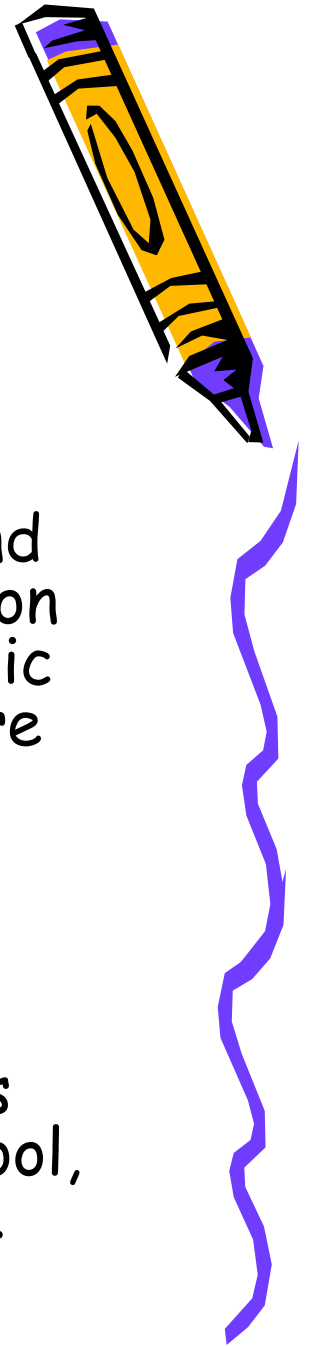
School for Advanced Studies (SAS)

Including AP and summer dual enrollment courses, students have the potential of graduating with an Associate of Arts degree concurrently with their high school diploma. Like dual enrollment, the tuition and textbook cost is waived for the student. Again, the benefit to students and parents is earning college credit while still in high school, at little or no cost to the family.



Partnership in Academic Communities

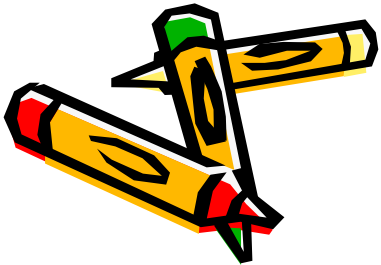
The purpose of the Partnership in Academic Communities (PAC) program is to increase achievement in mathematics, language arts, and science to ensure students' university admission upon graduation from Miami-Dade County Public Schools. This program is a cooperative venture between M-DCPS and Florida International University (FIU). FIU provides ongoing instructional opportunities and university scholarships for students who complete the program. Schools participating in the PAC program are Cutler Ridge Middle School, Mays Middle School, Richmond Heights Middle School, and Miami Southridge Senior High School.



International Baccalaureate

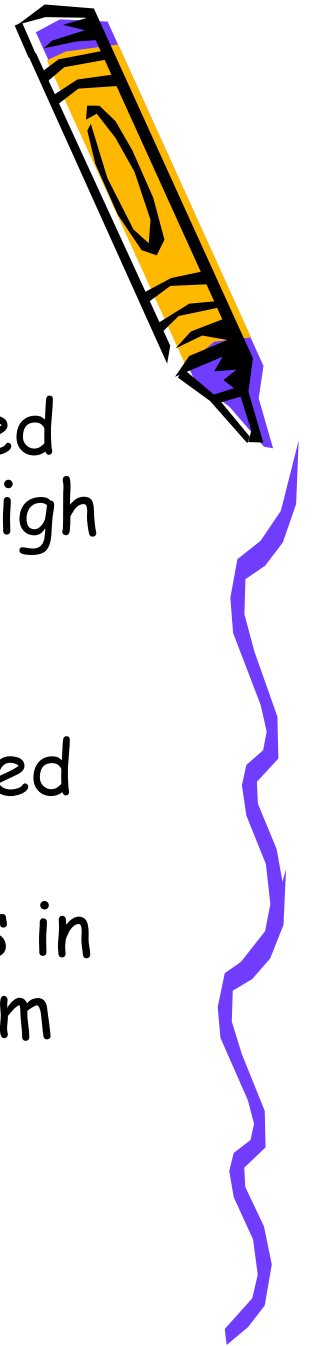
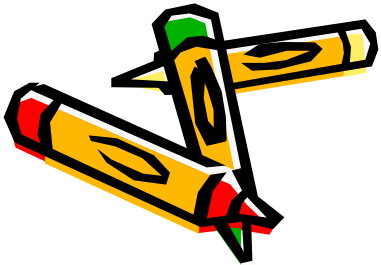


- At the senior high level, the International Baccalaureate (IB) Diploma Programme is a liberal arts curriculum designed to promote understanding of global citizenship, encouraging students to become critical and compassionate thinkers and informed participants in local and world affairs.
- Programs are comprised of advanced courses in grades 9 and 10, followed in grades 11 and 12 by two years of courses that lead to advanced standing in universities throughout the United States.



Cambridge Academy

- The Cambridge program offers advanced curricula in diverse subject areas for high school students.
- The Cambridge program provides challenging curricula for highly motivated and academically talented students. In addition, the programs engage students in relating the experience of the classroom to the realities of the world outside.



Summary

Advanced Academic Programs offer an open, non-judgmental learning climate encouraging students to question ideas. Program activities focus on the development of critical thinking skills and enhancing creativity.

