

Miami-Dade County Public Schools

School For Advanced Studies South



2015-16 School Improvement Plan

School For Advanced Studies South

11011 SW 104TH ST # T-706, Miami, FL 33176

<http://sas.dadeschools.net>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
High	No	40%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	88%

School Grades History

Year
Grade

School Board Approval

This plan is pending approval by the Dade County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

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 scholars.

Provide the school's vision statement

School for Advanced Studies is committed to a comprehensive academic program which will enable our students to become ethical, productive, and active members of society.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

School for Advanced Studies is a Nationally Recognized High School of Excellence ranked first Best High School in the State of Florida by Nieche and number 36 of the 100 Most Challenging High School in the nation by the Washington Post.

The school prides itself on a family-like environment, small school setting, and focus on quality education. The small high school environment affords the opportunity for individual student tutoring, counseling, and mentoring by faculty and staff. All SAS personnel support the school's mission and feel a responsibility and concern for the care and support of all students. The "traveling" administrative team is comprised of the Principal, an Assistant Principal, an Activities Director, a Gifted Coordinator, and an Enrollment Coordinator.

In addition, the instructional staff includes a counselor, language arts teacher, social studies teacher, and mathematics teacher at each of the three smaller campuses: Homestead, North, and Wolfson Campuses; and a counselor, one full-time and two part-time language arts teachers, two social studies teachers, and two mathematics teachers at the large South/Kendall Campus. The smaller sites are supported by a secretary/receptionist and share time registrar; the Kendall Campus includes the Principal's secretary/treasurer and a full time registrar in addition to the receptionist. Over the past three years, SAS has experienced a significant increase in applications received. This expansion has resulted in extensive wait-list of qualified applicants at all four sites.

Describe how the school creates an environment where students feel safe and respected before, during and after school

SAS's core beliefs guide curriculum development and its delivery, student and adult interactions, and peer relationships. Student learning is the chief priority for the school, with a focus on skills for transition from secondary to college study. Each student is a valued individual with unique physical, social, emotional, and intellectual needs. A safe, physically comfortable, small school environment promotes student learning. Students learn in different ways and enjoy a variety of instructional approaches. Cultural diversity increases students' understanding of different peoples and cultures. A student's self-esteem is enhanced by positive relationships and mutual respect among students and staff. Beyond the academic, social, and emotional scales, School for Advanced Studies (SAS) represents a commitment to education that has been heralded by scholars for decades. They have long advocated greater college and university involvement in secondary education. The success of

many institutions flows and ebbs with changes in administrations, public sentiment, and economic viability. SAS is an actual collaboration between the two educational entities that has succeeded and continues to grow at after 28 years of partnership.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Students enrolled at School for Advanced Studies must adhere to the policies and procedures governing behavior, academic standards and attendance established at the school-site and district level, as well as Miami Dade College.

To maintain enrollment eligibility, SAS students must maintain an unweighted GPA of 3.0 for both MDCPS and MDC.. After warnings and interventions for disciplinary incidents, students who fail to satisfy SAS/MDC requirements will be withdrawn back to their attendance boundary school.

Guidance counselors serve as Trust and College Advisors Program (CAP) counselor. Through the Research course, counselors interact regularly with our students. Counselors serve as an advocate to prevent student disengagement. Sufficient safeguards are in place to support our students academic and emotional needs. Strong emphasis on parent engagement affords school personnel to enlist parental support and collaboration on necessary interventional strategies.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

SAS's most important gift to students is its influence on their self-esteem, mutual respect, dedication to responsible and ethical actions, and expression of human compassion. Students, and the adults associated with SAS, are incredibly supportive and encouraging as peers venture into new arenas of study. With sophistication of learning and depth of knowledge, students become more confident in their ability to confront any challenge and trust in their capacity to recognize and respond to any conundrum. Studying at SAS is intellectually, emotionally, and tangibly rewarding for students. They emerge as thriving adults. They trust that their dreams are attainable. They know that their accomplishments are recognized, respected, and appreciated. They realize they have the capacity to become positive influences on future generations and the skills to confront the challenges of the 21st Century.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

The SAS model's main communication with parents is through the guidance counselors. They continuously send emails to both parents and scholars. Throughout the school year, parental meetings will be scheduled in relation to recruitment, Intakes, open house, financial aid workshops, ivy college tour, Florida college tour, college forum, and EESAC meetings.

In addition, School for Advanced Studies will be initiating a new mobile application with push touch notification to apprise parents of all upcoming events and disseminate importation news and information. SAS also has an informative school website that is updated frequently and serves as a clearinghouse for information.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

The EESAC committee meets on a monthly basis in order to approve and monitor the SAS School Improvement Plan. The EESAC committee stays abreast of the SIP activity by obtaining timely progress reports. Members provide insight and perspective into various facets of the SIP at all phases, from planning to fruition. The EESAC committee serves as the core source for parental feedback in all areas of school operation. Committee members are invaluable in recruitment efforts at all sites through community outreach. Members will provide valuable resources for faculty and student development. The principal keeps the EESAC committee informed of all funds at their disposal. The EESAC committee controls the quantity and distribution of these funds and ensures that both the letter and spirit of their intent are fulfilled for the enhancement of our students' educational experience. The EESAC committee provides specific parameters for spending according to the complexity of any given activity. Once these parameters are approved, the school site exercises a comfortable degree of autonomy in implementing the details.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Monteagudo, Omar	Principal
Anaut-Paget, Mechi	Assistant Principal
Coats, James	SAC Member
Cabarcos, Elena	Teacher, K-12
Bray, Donna	Guidance Counselor
Burkowski, John	Teacher, K-12
Schpilberg, Barbara	Teacher, K-12
Dearing, Jeffrey	Teacher, K-12

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing MTSS and the SIP; conducts assessment of MTSS skills of the school staff; ensures implementation of intervention support and documentation; ensures adequate professional development to support MTSS; and communicates with parents regarding school-based MTSS plans and activities.

Select General Education Teacher: Provides information about core instruction participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier

2 interventions, and integrates Tier 1 materials/instructions with Tier 2/3 activities.

Curriculum Council: Develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches.

ESE/Gifted Coordinator: Identifies systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervention services for children considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and intervention implementation monitoring

Student Services Personnel: Provide quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child services and community agencies to the school and families to support the child's academic, emotional, behavioral and social success.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

School administration consisting of the principal, assistant principal, department chairs, gifted coordinator, activities director and the enrollment coordinator comprise the Curriculum Council. This administrative team represents highly qualified professionals who are interested in serving to improve literacy instruction across the curriculum. The team meets monthly throughout the school year but may choose to meet more often. During these meetings, the assistant principal and the professional development liaison will advise the principal regarding professional development planned based on follow up visits from classroom observations and teacher surveys. The principal will also update the assistant principal about district and Florida State Standards updates. The Curriculum Council will then update the EESAC members during our monthly meetings. Data is reviewed and progress is monitored throughout the school year. Adjustments are made when necessary to drive instruction. Results from the Interim Assessments will be used to analyze scores and identify students in need of additional assistance to pass the applicable state assessments. AP Potential will be used to analyze scores and identify students in need of additional assistance to pass the College Board's AP Exams. Mandatory tutoring and other interventions are provided.

Violence Prevention Programs:

Youth Empowerment Summit

Title X Homeless: Counselor liaison

District Bullying Prevention Program

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
James Coats	Teacher
Elena Cabarcos	Teacher
Donna Bray	Teacher
Omar Monteagudo	Principal
Samay Alvarez	Education Support Employee
Max Rodriguez	Business/Community
Diana Reyersbach	Student

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

On October 9, 2015, the SAS EESAC met to review 2014-2015 School Improvement Plan (SIP) results.

Goal 1. Goal was not applicable due to the cancellation of the ELA.

Goal 2. Goal was met. An actual increase of 12.8 % of parent participation was achieved in the 2014-2015 school year.

Goal 3. Goal was met. Only 15 students returned to their home schools in the 2014-2015 as opposed to 32 in the previous year, a decrease of 53%.

Goal 4. Goal was met. Students matched the global mean of 4.7 of the free response section of the 2015 AP Calculus AB Exam.

Goal 5. Goal was met. 100% of our students passed the United History End-of-Course Exam, surpassing the District average of 59% and the State average of 67%.

Development of this school improvement plan

The EESAC committee meets on a monthly basis in order to approve and monitor the SAS School Improvement Plan. The EESAC committee stays abreast of the SIP activity by obtaining timely progress reports. Members provide insight and perspective into various facets of the SIP at all phases, from planning to fruition. The EESAC committee serves as the core source for parental feedback in all areas of school operation. Committee members are invaluable in recruitment efforts at all sites through community outreach. Members will provide valuable resources for faculty and student development. The principal keeps the EESAC committee informed of all funds at their disposal. The EESAC committee controls the quantity and distribution of these funds and ensures that both the letter and spirit of their intent are fulfilled for the enhancement of our students' educational experience. The EESAC committee provides specific parameters for spending according to the complexity of any given activity. Once these parameters are approved, the school site exercises a comfortable degree of autonomy in implementing the details.

Preparation of the school's annual budget and plan

During the September 2014 EESAC meeting, a motion was made, and EESAC approved the motion, to use EESAC funds for student recognition.

Honor Roll Luncheon 1500.00

Top 10% Luncheon 1200.00

Ice Cream Social 299.00

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

EESAC authorized school administration to use EESAC funds for student recognition during the 2013-2014 school year.

Honor Roll Luncheon 1500.00

Top 10% Luncheon 1200.00

Ice Cream Social 299.00

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

N/A

Literacy Leadership Team (LLT)

Membership:

Name	Title
Anaut-Paget, Mechi	Assistant Principal
Cabarcos, Elena	Teacher, K-12
Bray, Donna	Guidance Counselor
Coats, James	Teacher, K-12
Schpilberg, Barbara	Teacher, K-12
Monteagudo, Omar	Principal
Burkowski, John	Teacher, K-12
Dearing, Jeffrey	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The LLT's major initiative will be to promote the implementation of the Florida State Standards and to promote a culture of reading by encouraging the use of data to improve teaching and student achievement. By offering professional growth opportunities for team members and faculty. The principal and the assistant principal will consider student assessment and classroom observational data the School Improvement Plan, when planning professional development for the school.

Additionally, the principal and the assistant principal will collaborate with the Region and District to deliver targeted professional development needed at the school.

The principal will monitor collection and utilization of assessment data, including observational data and in-program assessment data. Observational data is collected via principal and assistant principal classroom walk throughs. In-program assessments will be administered as the program dictates (weekly or monthly).

The administration will conference with all teachers individually to analyze their students' data and determine strengths and weaknesses. During the IPEGS mid-year process, a conversation will take place relative to progress on meeting the SIP goal. In addition to the regular data chats after each assessment period, data will be discussed at department level meetings and curriculum council meetings for the purpose of refining and targeting instruction.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Monthly faculty meetings are held at each campus with the administrative team.

Early Release Days are dedicated for departmental meetings and Professional Development/Best Practices.

Monthly Curriculum Council meetings for department chairpersons to meet with administrative team.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

1.Regular meetings of new teachers (new to the building) with Principal. 2.Partnering new teacher (new to the building) with a peer teacher mentor. 3.Soliciting referrals from current employees. 4.Participation in workshops sponsored through district and national organizations.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Many teachers participate in the districts mentoring program/plan for College Board's Advanced Placement Teacher Mentoring program.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Teachers employ AP strategies as part of their course curriculum. Given that the FSS and AP standards have many commonalities, are teachers are focusing primarily on standards that may diverge between the two. All instructional personnel are afforded professional development and departmental opportunities to map their curriculum and utilize interim assessments to gauge student mastery and make necessary content correction.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

The teachers use formal and informal assessment data to gauge student mastery of instruction and make necessary course adjustments. Those students demonstrating skills deficiency are targeted for intensive tutoring which is conducted during the school day.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Summer Program

Minutes added to school year: 3,600

SAS has instituted a summer program for incoming students demonstrating content deficiency in mathematics and critical reading, as evidenced by student PERT results. The program is an intensive three-week program where students are exposed to pre-calculus and grammar skills.

Strategy Rationale

The program is designed to acclimate students to the SAS learning environment and to ensure they receive the remedial skills necessary to ensure their future success within our program/

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Monteagudo, Omar, pr7091@dadeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

The school will use the following data to ascertain the effectiveness of this program: quarterly grades, PSAT scores, retention rate, interim assessment results, and MDC semester grades.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Students apply at the end of their 10th grade year. Once they qualify and become an SAS student the Guidance Counselor, during intake, identifies the need to participate in the Summer Institute to help acclimate the student in the college environment. Teachers review basic fundamental skills needed to ensure that students are successful in the incoming year. Every 11th grader is given access to an online SAT course to prepare for the PSAT mandated for all our 11th graders to take. Peer mentor program ensures that an experienced Senior is paired with an incoming Junior to assist with the transition into SAS and college classes.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

As part of the school's strategic goals, students select courses that are directly aligned to their career goals. To this end, the school collaborates with the advisement office at Miami Dade College and students are enrolled in courses that satisfy both high school and college graduation requirements. The fruit of our collaboration efforts is evidenced by 98% of the students in the Class of 2015 who completed an Associates in Arts degree and high school diploma simultaneously.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Language Arts and Social Studies teachers at School for Advanced Studies develop summer reading assignments for students and assess student comprehension based on carefully crafted benchmarks. In addition, students are assigned weekly readings in social studies for which they must submit notes utilizing various note taking strategies, including Cornell Note Taking. These notes reflect the students' comprehension of the texts, skill in recognizing main ideas, and ability to synthesize text, diagram, chart, and pictorial primary sources of relevant information. Throughout the year, social studies teachers incorporate Advanced Placement readings and data-based question responses in their classroom activities; responses are assessed to note level of comprehension.

Language Arts teachers work collaboratively to generate reading lists and share reading strategies which specifically address the sophistication and complexity of text encountered in Advanced Placement English Literature and Comprehension.

Mathematics teachers incorporate consistent development of vocabulary relevant to calculus and pre calculus study. Skill in determining the methods to apply for particular problem solving is enhanced by focus on inference from and analysis of text.

Teachers meet in departmental meetings to discuss and develop reading strategies. Workshops are developed through early release and professional development days to ensure consistency in the implementation of reading strategies across all disciplines.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

All students enrolled at School for Advanced Studies passed the Post-Secondary Education Readiness Test (PERT). In addition, all students enrolled at School for Advanced Studies take Advanced Placement and Dual Enrollment courses. During the 2014-2015 school year, 100% of graduating seniors indicated they will attend a post-secondary institution, 98% earned an Associate in Arts degree and 95.4% of them qualified for the Bright Future Scholarship. 2015 SAT and ACT District Reports indicate that SAS students performed above district and state, and national average on the reading and mathematics section of both the SAT/ACT exam.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

All student must take PERT exam as an entrance test to SAS.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** The results of the 2014 AP English Literature Exam indicate that 60.43% of students taking the exam scored a 3 or higher on a 5-point scale. Our goal for 2016 is to increase the percentage of students scoring in this range to 62%.
- G2.** We will increase students' performance in Differential Equations with Slope Fields to 25% of the 2015 group mean as stated in the Instructional Planning Report of the Free Response section on the 2016 AP Calculus AB exam by focusing and practicing problems in this section of the exam and using the TI-89 calculator to graph slope fields.
- G3.** Students will earn a group mean of 0.1 point, or 2%, above the global mean on the Advanced Placement United States Government and Politics Free-Response Question (FRQ) on Constitutional Underpinnings administered in May of 2016.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. The results of the 2014 AP English Literature Exam indicate that 60.43% of students taking the exam scored a 3 or higher on a 5-point scale. Our goal for 2016 is to increase the percentage of students scoring in this range to 62%. 1a

G070533

Targets Supported 1b

Indicator	Annual Target
College Readiness Reading	62.0

Resources Available to Support the Goal 2

- Advanced Vocabulary Workbook (Townsend Press)
- Language and Composition (Bedford/St. Martin's)
- AP Central (College Board on-line website)
- iPad technology containing both literature and informational texts
- Language of Composition Reading Writing Rhetoric (Shea, Scanlon, Aufses)

Targeted Barriers to Achieving the Goal 3

- The ability to read analytically and find both implicit and explicit meaning in text is deficient in many students.

Plan to Monitor Progress Toward G1. 8

AP English Literature Mock Exams for students

Person Responsible

Jeffrey Dearing

Schedule

Quarterly, from 12/11/2015 to 5/4/2016

Evidence of Completion

Students will take the AP English Literature Exam in May 2016. AP scores will be the evidence

G2. We will increase students' performance in Differential Equations with Slope Fields to 25% of the 2015 group mean as stated in the Instructional Planning Report of the Free Response section on the 2016 AP Calculus AB exam by focusing and practicing problems in this section of the exam and using the TI-89 calculator to graph slope fields. **1a**

Targets Supported **1b**

 G070534

Indicator	Annual Target
College Readiness Mathematics	25.0

Resources Available to Support the Goal **2**

- EduSoft
- MasterMindMentor.com
- University of Houston
- Khan Academy
- Princeton Review/Barron's Review
- Mathboat.com
- GetAFive.com
- Calculus of Single Variable - 9th Edition (Larsen)

Targeted Barriers to Achieving the Goal **3**

- Rigor - Limited Algebra skills, limited prerequisite knowledge, reading comprehension

Plan to Monitor Progress Toward G2. **8**

AP Calculus AB Dry Runs results

Person Responsible

Barbara Schpilberg

Schedule

On 3/12/2016

Evidence of Completion

Results of AP Calculus AB Dry Runs

G3. Students will earn a group mean of 0.1 point, or 2%, above the global mean on the Advanced Placement United States Government and Politics Free-Response Question (FRQ) on Constitutional Underpinnings administered in May of 2016. 1a

G070535

Targets Supported 1b

Indicator	Annual Target
College Readiness Reading	2.0

Resources Available to Support the Goal 2

- American Democracy (Patterson)
- 5 Steps to a 5: AP United States Government and Economics

Targeted Barriers to Achieving the Goal 3

- Students lack effective analytical skills on primary and secondary resources.

Plan to Monitor Progress Toward G3. 8

Students will be administered the AP United States Government and Politics mock exam.

Person Responsible

John Burkowski

Schedule

On 3/4/2016

Evidence of Completion

Scored student assessments

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. The results of the 2014 AP English Literature Exam indicate that 60.43% of students taking the exam scored a 3 or higher on a 5-point scale. Our goal for 2016 is to increase the percentage of students scoring in this range to 62%. **1**

 G070533

G1.B1 The ability to read analytically and find both implicit and explicit meaning in text is deficient in many students. **2**

 B183765

G1.B1.S1 Use both literary and informational texts suggested by College Board in order to teach students close analytical reading. **4**

 S195399

Strategy Rationale

Teaching students closed analytical reading by means of literary and informational texts.

Action Step 1 **5**

Use both literary and informational texts suggested by College Board in order to teach students close analytical reading. Rationale Teaching student closed analytical reading by means of literary and informational texts.

Person Responsible

Jeffrey Dearing

Schedule

On 10/30/2015

Evidence of Completion

AP English Literature and Composition Mock Exams

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Re-teaching and monitoring literary and information text quizzes and essays.

Person Responsible

Jeffrey Dearing

Schedule

On 5/4/2016

Evidence of Completion

Graded student work

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Students will take the 2016 AP English Literature and Composition Exam

Person Responsible

Jeffrey Dearing

Schedule

On 5/4/2016

Evidence of Completion

Results of the AP English Literature and Composition Exam scores

G1.B1.S3 Use Language Arts text based writing rubrics and AP English Literature essay rubrics on multiple writing assignments in order to familiarize students with performance expectations. [copy] 4

 S195401

Strategy Rationale

Familiarize students with performance expectations on writing essays.

Action Step 1 5

Teachers will be administered an AP English Literature Mock Exam

Person Responsible

Omar Monteagudo

Schedule

On 10/8/2015

Evidence of Completion

Teachers graded AP English Literature Mock Exam scores

Action Step 2 5

School will purchase and teachers will be trained to use EduSoft to grade and analyze data.

Person Responsible

Jeffrey Dearing

Schedule

On 12/10/2015

Evidence of Completion

Graded AP English Literature questions

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Teachers will take an AP English Literature and Composition Mock Exam

Person Responsible

Omar Monteagudo

Schedule

On 10/8/2015

Evidence of Completion

Results of the AP English Literature and Composition Mock Exam

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Teachers will take an AP English Literature and Composition Exam

Person Responsible

Omar Monteagudo

Schedule

On 10/8/2015

Evidence of Completion

Teachers exam scores for the AP English Literature and Composition Exam

G2. We will increase students' performance in Differential Equations with Slope Fields to 25% of the 2015 group mean as stated in the Instructional Planning Report of the Free Response section on the 2016 AP Calculus AB exam by focusing and practicing problems in this section of the exam and using the TI-89 calculator to graph slope fields. 1

 G070534

G2.B1 Rigor - Limited Algebra skills, limited prerequisite knowledge, reading comprehension 2

 B183767

G2.B1.S1 Daily tutoring by teachers, organized peer tutoring, after-school reviews, early morning periods, technology, mock test. 4

 S195402

Strategy Rationale

Past College Board AP Calculus AB exams will be administered.

Action Step 1 5

Past College Board AP Calculus AB exams will be administered.

Person Responsible

Barbara Schpilberg

Schedule

Quarterly, from 8/24/2015 to 5/5/2016

Evidence of Completion

Graded Dry run exams

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Administration of Dry Runs for AP Calculus AB

Person Responsible

Barbara Schpilberg

Schedule

On 5/5/2016

Evidence of Completion

Results will be reviewed by the curriculum council.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

AP Calculus AB Dry Runs results.

Person Responsible

Elena Cabarcos

Schedule

On 3/4/2016

Evidence of Completion

Results of AP Calculus AB Dry Runs.

G3. Students will earn a group mean of 0.1 point, or 2%, above the global mean on the Advanced Placement United States Government and Politics Free-Response Question (FRQ) on Constitutional Underpinnings administered in May of 2016. 1

G070535

G3.B1 Students lack effective analytical skills on primary and secondary resources. 2

B183768

G3.B1.S1 Use visual aids to increase student's ability to analyze and interpret primary and secondary sources, develop historical thinking skills of historical reasoning and contextualization. 4

S195403

Strategy Rationale

Administering primary and secondary sources, such as textual excerpts, maps, illustrations, and charts to assess connections to historical concepts and skills.

Action Step 1 5

Administering primary and secondary sources, such as textual excerpts, maps, illustrations, and charts to assess connections to historical concepts and skills.

Person Responsible

John Burkowski

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Scored multiple-choice unit tests and Document-Based Questions (DBQs).

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Teachers will take an AP US Government and Politics Mock Exam

Person Responsible

John Burkowski

Schedule

On 10/8/2015

Evidence of Completion

Teacher scores on exam

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Students will take mock AP US Government and Politics exam

Person Responsible

John Burkowski

Schedule

On 4/23/2015

Evidence of Completion

Scored student assessments

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Use both literary and informational texts suggested by College Board in order to teach students close analytical reading. Rationale Teaching student closed analytical reading by means of literary and informational texts.	Dearing, Jeffrey	10/30/2015	AP English Literature and Composition Mock Exams	10/30/2015 one-time
G1.B1.S3.A1	Teachers will be administered an AP English Literature Mock Exam	Monteagudo, Omar	10/8/2015	Teachers graded AP English Literature Mock Exam scores	10/8/2015 one-time
G2.B1.S1.A1	Past College Board AP Calculus AB exams will be administered.	Schpilberg, Barbara	8/24/2015	Graded Dry run exams	5/5/2016 quarterly
G3.B1.S1.A1	Administering primary and secondary sources, such as textual excerpts, maps, illustrations, and charts to assess connections to historical concepts and skills.	Burkowski, John	8/24/2015	Scored multiple-choice unit tests and Document-Based Questions (DBQs).	6/9/2016 weekly
G1.B1.S3.A2	School will purchase and teachers will be trained to use EduSoft to grade and analyze data.	Dearing, Jeffrey	12/10/2015	Graded AP English Literature questions	12/10/2015 one-time
G1.MA1	AP English Literature Mock Exams for students	Dearing, Jeffrey	12/11/2015	Students will take the AP English Literature Exam in May 2016. AP scores will be the evidence	5/4/2016 quarterly
G1.B1.S1.MA1	Students will take the 2016 AP English Literature and Composition Exam	Dearing, Jeffrey	5/4/2016	Results of the AP English Literature and Composition Exam scores	5/4/2016 one-time
G1.B1.S1.MA1	Re-teaching and monitoring literary and information text quizzes and essays.	Dearing, Jeffrey	4/10/2015	Graded student work	5/4/2016 one-time
G1.B1.S3.MA1	Teachers will take an AP English Literature and Composition Exam	Monteagudo, Omar	10/8/2015	Teachers exam scores for the AP English Literature and Composition Exam	10/8/2015 one-time
G1.B1.S3.MA1	Teachers will take an AP English Literature and Composition Mock Exam	Monteagudo, Omar	10/8/2015	Results of the AP English Literature and Composition Mock Exam	10/8/2015 one-time
G2.MA1	AP Calculus AB Dry Runs results	Schpilberg, Barbara	3/12/2016	Results of AP Calculus AB Dry Runs	3/12/2016 one-time
G2.B1.S1.MA1	AP Calculus AB Dry Runs results.	Cabarcos, Elena	3/4/2016	Results of AP Calculus AB Dry Runs.	3/4/2016 one-time
G2.B1.S1.MA1	Administration of Dry Runs for AP Calculus AB	Schpilberg, Barbara	3/4/2016	Results will be reviewed by the curriculum council.	5/5/2016 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.MA1	Students will be administered the AP United States Government and Politics mock exam.	Burkowski, John	3/4/2016	Scored student assessments	3/4/2016 one-time
G3.B1.S1.MA1	Students will take mock AP US Government and Politics exam	Burkowski, John	4/22/2015	Scored student assessments	4/23/2015 one-time
G3.B1.S1.MA1	Teachers will take an AP US Government and Politics Mock Exam	Burkowski, John	10/8/2015	Teacher scores on exam	10/8/2015 one-time

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. The results of the 2014 AP English Literature Exam indicate that 60.43% of students taking the exam scored a 3 or higher on a 5-point scale. Our goal for 2016 is to increase the percentage of students scoring in this range to 62%.

G1.B1 The ability to read analytically and find both implicit and explicit meaning in text is deficient in many students.

G1.B1.S1 Use both literary and informational texts suggested by College Board in order to teach students close analytical reading.

PD Opportunity 1

Use both literary and informational texts suggested by College Board in order to teach students close analytical reading. Rationale Teaching student closed analytical reading by means of literary and informational texts.

Facilitator

Dearing

Participants

Language Arts Teachers

Schedule

On 10/30/2015

G1.B1.S3 Use Language Arts text based writing rubrics and AP English Literature essay rubrics on multiple writing assignments in order to familiarize students with performance expectations. [copy]

PD Opportunity 1

Teachers will be administered an AP English Literature Mock Exam

Facilitator

Dearing

Participants

Language Arts Department Teachers

Schedule

On 10/8/2015

PD Opportunity 2

School will purchase and teachers will be trained to use EduSoft to grade and analyze data.

Facilitator

Akindi

Participants

Language Arts Teachers

Schedule

On 12/10/2015

G2. We will increase students' performance in Differential Equations with Slope Fields to 25% of the 2015 group mean as stated in the Instructional Planning Report of the Free Response section on the 2016 AP Calculus AB exam by focusing and practicing problems in this section of the exam and using the TI-89 calculator to graph slope fields.

G2.B1 Rigor - Limited Algebra skills, limited prerequisite knowledge, reading comprehension

G2.B1.S1 Daily tutoring by teachers, organized peer tutoring, after-school reviews, early morning periods, technology, mock test.

PD Opportunity 1

Past College Board AP Calculus AB exams will be administered.

Facilitator

Schpilberg

Participants

Mathematics Teachers

Schedule

Quarterly, from 8/24/2015 to 5/5/2016

G3. Students will earn a group mean of 0.1 point, or 2%, above the global mean on the Advanced Placement United States Government and Politics Free-Response Question (FRQ) on Constitutional Underpinnings administered in May of 2016.

G3.B1 Students lack effective analytical skills on primary and secondary resources.

G3.B1.S1 Use visual aids to increase student's ability to analyze and interpret primary and secondary sources, develop historical thinking skills of historical reasoning and contextualization.

PD Opportunity 1

Administering primary and secondary sources, such as textual excerpts, maps, illustrations, and charts to assess connections to historical concepts and skills.

Facilitator

John BURkowski, Social Studies Department Chair

Participants

Social Studies Teachers

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Budget

Budget Data

1	G1.B1.S1.A1	Use both literary and informational texts suggested by College Board in order to teach students close analytical reading. Rationale Teaching student closed analytical reading by means of literary and informational texts.				\$3,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
		120-Classroom Teachers	7091 - School For Advanced Studies South	General Fund		\$3,000.00
2	G1.B1.S3.A1	Teachers will be administered an AP English Literature Mock Exam				\$0.00
3	G1.B1.S3.A2	School will purchase and teachers will be trained to use EduSoft to grade and analyze data.				\$4,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	6500	510-Supplies	7091 - School For Advanced Studies South	General Fund		\$4,000.00
4	G2.B1.S1.A1	Past College Board AP Calculus AB exams will be administered.				\$3,750.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16

Budget Data					
		510-Supplies	7091 - School For Advanced Studies South	General Fund	\$3,750.00
5	G3.B1.S1.A1	Administering primary and secondary sources, such as textual excerpts, maps, illustrations, and charts to assess connections to historical concepts and skills.			\$0.00
Total:					\$10,750.00