School For Advanced Studies South

2016-17 Schoolwide Improvement Plan

School For Advanced Studies South

11011 SW 104TH ST # T-301, Miami, FL 33176

http://sas.dadeschools.net

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 11-12	No	42%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	85%

School Grades History

Year	2015-16	2014-15
Grade	A	A*

*Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

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 a monitoring status of "Former F" (see page 4). 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.

Table of Contents

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in section 1008.33, Florida Statutes, is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by Rule 6A-1.099811, Florida Administrative Code:

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for School For Advanced Studies South

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. 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.

2. School Environment

a. 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 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, Assistant Principal, Activities Director, Gifted Coordinator, and an Enrollment Coordinator.

In addition, the instructional staff includes a counselor, language arts teacher, social studies, and mathematics teacher at each of the four smaller campuses: Homestead, North, West and Wolfson Campuses; and a counselor, one and two 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 five years, SAS has experienced a significant increase in applications received. This expansion has resulted in extensive wait-list of qualified applicants at all five sites.

b. 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.

c. 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.

d. 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.

B. Family and Community Engagement

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).

1. 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).

a. Will the school use its PIP to satisfy this question?
No

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

2. 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.

2. 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.

C. 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).

1. School Leadership Team

a. Membership
Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Monteagudo, Omar	Principal
Anaut-Paget, Mechi	Assistant Principal
Coats, James	SAC Member
Martinez, Virginia	Teacher, K-12
Morales, Eduardo	School Counselor
Burkowski, John	Teacher, K-12
Pedroso, Adrienne	Teacher, K-12
Alberto, Gemma	Teacher, K-12
Lindsay, Dennis	SAC Member

b. Duties

1. 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.

2. 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. This summer a program was initiated where all SAS juniors completed on-line assignments in preparation for the PSAT. In addition, a Saturday PSAT Academy was enacted for all 11th grade students.

2. School Advisory Council (SAC)

a. Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
James Coats	Teacher
Elena Cabarcos	Teacher
Donna Bray	Teacher
Omar Monteagudo	Principal
Max Rodriguez	Business/Community
Dennis Lindsey	Teacher
Lourdes Montiel	Teacher

b. Duties

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

a. Evaluation of last year's school improvement plan

On September 20, 2016, the SAS EESAC met to review 2015-2016 School Improvement Plan (SIP) results.

Goal 1. Goal was met. 2016 AP English Literature cumulative score results for SAS was 71.78% surpassing our 62% goal for 2016. This was an 11 percentage point increase from the 2014 AP English Literature score of 60.43% students passing with a 3 or higher.

Goal 2. Goal was not met. The 2016 Calculus AB cumulative score earned for SAS was 3.73 a 20.2% decrease from the 2016 group mean of 4.7 on the Free Response section in the Differential Equations with Slope Fields of the as stated in the Instructional Planning Report of the Free Response section of the 2016 AP Calculus AB exam.

Goal 3. Goal was met. The AP US Government Free-Response Question (FRQ) on Constitutional Underpinnings earned a Global Mean of 2.9. Combining all four SAS campuses, SAS earned a 3.425 Group Mean on the FRQ, an increase of 18%.

b. 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.

c. Preparation of the school's annual budget and plan

During the September 2016 EESAC meeting, a motion was maded and passed for EESAC to approve the EESAC funds for student recognition.

Honor Roll Luncheon $ 2100.

Top 10% Luncheon $ 1200.
Ice Cream Social $ 500.

2. 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 2015-2016 school year.

Honor Roll Luncheon $1500.00
Top 10% Luncheon $1200.00
Ice Cream Social $ 299.00

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

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

N/A

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Anaut-Paget, Mechi	Assistant Principal
Martinez, Virginia	Teacher, K-12
Morales, Eduardo	School Counselor
Coats, James	Teacher, K-12
Alberto, Gemma	Teacher, K-12
Monteagudo, Omar	Principal
Burkowski, John	Teacher, K-12
Pedroso, Adrienne	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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.

D. 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).

1. 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.

2. 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.

3. 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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, our 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.

b. Instructional Strategies

1. 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.

2. 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.

2. Student Transition and Readiness

a. PreK-12 Transition

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

1. 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.

b. College and Career Readiness

1. 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 schools 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 requirement. The fruit of our collaboration efforts is evidenced by 99% of the students in the Class of 2016 who completed an Associates in Arts degree and high school diploma simultaneously.

2. 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.

3. 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 2015-2016 school year, 100% of graduating seniors indicated they will attend a post-secondary institution, 99% earned and Associate in Arts degree and 99% of them qualified for the Bright Future Scholarship. 2016 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.

4. 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.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"Â? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

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 2015 AP English Language Exam indicate that 73.79% of students taking the exam scored a 3 or higher on a 5-point scale. Our goal for 2017 is to increase the percentage of students scoring in this range to 75%.

G2.   We will increase students' performance on Partical Motion to 25% of the 2016 group mean as stated in the Instructional Planning Report of the Free Response section on the 2017 AP Calculus AB Exam.

G3.   Students will earn a group mean of 0.1 point, or 3%, above the global mean on the Advanced Placement United States History Short Answer Question (SAQ) on Interpretation administered in May of 2017.

Strategic Goals Detail

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

G1. The results of the 2015 AP English Language Exam indicate that 73.79% of students taking the exam scored a 3 or higher on a 5-point scale. Our goal for 2017 is to increase the percentage of students scoring in this range to 75%. `1a`

🔑 G087625

Targets Supported `1b`

Indicator	Annual Target
College Readiness Reading	75.0

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.

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Interactive Vocabulary (Sadlier)

- 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)

Plan to Monitor Progress Toward G1. `8`

AP English Language Mock Exams for students

Person Responsible
Adrienne Pedroso

Schedule
Quarterly, from 10/21/2016 to 3/17/2017

Evidence of Completion
Students will take the AP English Language Exam in May 2017. AP scores will be the evidence

G2. We will increase students' performance on Partical Motion to 25% of the 2016 group mean as stated in the Instructional Planning Report of the Free Response section on the 2017 AP Calculus AB Exam. 　1a

🔍 G087626

Targets Supported　1b

Indicator	Annual Target
College Readiness Mathematics	25.0

Targeted Barriers to Achieving the Goal　3

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

Resources Available to Help Reduce or Eliminate the Barriers　2

- EduSoft
- MasterMathMentor.com
- University of Houston
- Khan Academy
- Princeton Review/Barron's Review
- Mathboat.com
- GetAFive.com
- Calculus of Single Variable - 9th Edition (Larson)
- Fast Track to a Five
- Kuta Software
- Edmodo and Remind

Plan to Monitor Progress Toward G2.　8

AP Calculus AB Dry Runs results

Person Responsible
Gemma Alberto

Schedule
On 3/7/2017

Evidence of Completion
Results of AP Calculus AB Dry Runs

Plan to Monitor Progress Toward G2. 8

In house Saturday reviews for AP Calculus AB.

> **Person Responsible**
> Gemma Alberto
>
> **Schedule**
> On 2/18/2017
>
> *Evidence of Completion*
> Student sign in sheets.

G3. Students will earn a group mean of 0.1 point, or 3%, above the global mean on the Advanced Placement United States History Short Answer Question (SAQ) on Interpretation administered in May of 2017. 1a

🔍 G087627

Targets Supported 1b

Indicator	Annual Target
College Readiness Reading	3.0

Targeted Barriers to Achieving the Goal 3

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

Resources Available to Help Reduce or Eliminate the Barriers 2

- Connecting to the Past (McGraw-Hill)
- Preparing for the AP US History Exam (Amsco)

Plan to Monitor Progress Toward G3. 8

Students will be administered the AP United States History mock exam.

> **Person Responsible**
> John Burkowski
>
> **Schedule**
> On 4/19/2017
>
> *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 2015 AP English Language Exam indicate that 73.79% of students taking the exam scored a 3 or higher on a 5-point scale. Our goal for 2017 is to increase the percentage of students scoring in this range to 75%. 1

🔑 G087625

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

🔑 B232924

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

🔑 S245873

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. RationaleTeaching student closed analytical reading by means of literary and informational texts.

Person Responsible

Adrienne Pedroso

Schedule

Weekly, from 8/22/2016 to 6/9/2017

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

Adrienne Pedroso

Schedule

Weekly, from 8/22/2016 to 5/10/2017

Evidence of Completion

Graded student work

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

Students will take the 2017 AP English Language Exam

Person Responsible

Adrienne Pedroso

Schedule

On 5/10/2017

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

🔑 S245875

Strategy Rationale

Familiarize students with performance expectations on writing essays.

Action Step 1 5

Teachers will be administered an AP English Language Mock Exam

Person Responsible

Adrienne Pedroso

Schedule

On 1/13/2017

Evidence of Completion

Teachers graded AP English Language 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

Adrienne Pedroso

Schedule

On 10/28/2016

Evidence of Completion

Graded AP English Language questions

Action Step 3 `5`

Saturday AP Curriculum Reviews for AP English Language

Person Responsible

Adrienne Pedroso

Schedule

On 2/25/2017

Evidence of Completion

Sign In Sheets/ Participation Logs

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

Teachers will take an AP English Language and Composition Mock Exam

Person Responsible

Omar Monteagudo

Schedule

On 10/20/2016

Evidence of Completion

Results of the AP English Language and Composition Mock Exam

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

Teachers will take an AP English Language and Composition Exam

Person Responsible

Adrienne Pedroso

Schedule

On 10/20/2016

Evidence of Completion

Teachers exam scores for the AP English Language and Composition Exam

G2. We will increase students' performance on Partical Motion to 25% of the 2016 group mean as stated in the Instructional Planning Report of the Free Response section on the 2017 AP Calculus AB Exam. 1

🔑 G087626

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

🔑 B232926

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

🔑 S245876

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

Gemma Alberto

Schedule

Weekly, from 8/22/2016 to 5/9/2017

Evidence of Completion

Graded Dry run exams

Action Step 2 5

Review session covering : FTC, s(t), v(t), a (t), differentiation, and Integration

Person Responsible

Gemma Alberto

Schedule

Weekly, from 10/10/2016 to 5/9/2017

Evidence of Completion

student sign- in sheets/ logs

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

Administration of Dry Runs for AP Calculus AB

> **Person Responsible**
>
> Gemma Alberto
>
> **Schedule**
>
> On 3/7/2017
>
> ***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**
>
> Gemma Alberto
>
> **Schedule**
>
> On 3/7/2017
>
> ***Evidence of Completion***
>
> Results of AP Calculus AB Dry Runs.

G3. Students will earn a group mean of 0.1 point, or 3%, above the global mean on the Advanced Placement United States History Short Answer Question (SAQ) on Interpretation administered in May of 2017. [1]

🔑 G087627

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

🔑 B232927

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]

🔑 S245877

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 8/22/2016 to 6/8/2017

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 History Mock Exam

Person Responsible

John Burkowski

Schedule

On 8/26/2016

Evidence of Completion

Teacher scores on exam

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

Students will take mock AP US History exam

Person Responsible

John Burkowski

Schedule

On 5/5/2017

Evidence of Completion

Scored student assessments

G3.B1.S2 Advanced Placement US History reviews will be conducted after school and on scheduled Saturdays 4

S245878

Strategy Rationale

After-school and Saturday AP reviews will focus on AP US History Short Answer Questions selected based on unit test and AP exam results writing skills in these areas

Action Step 1 5

After-school and Saturday AP Reviews for AP US History

Person Responsible

John Burkowski

Schedule

On 4/29/2017

Evidence of Completion

Scored multiple-choice unit test, Short Answer Questions(SAQ), and Document-Based Questions (DBQs)

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Teachers will take an AP US History Mock Exam

Person Responsible

John Burkowski

Schedule

On 10/20/2016

Evidence of Completion

Teacher scores on the mock exam

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

Students will take an AP US History Mock Exam.

Person Responsible

John Burkowski

Schedule

Evidence of Completion

Scored student mock exams

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G3.B1.S2.MA1 M331752	Students will take an AP US History Mock Exam.	Burkowski, John	No Start Date	Scored student mock exams	No End Date one-time
G3.B1.S1.MA1 M331751	Teachers will take an AP US History Mock Exam	Burkowski, John	8/26/2016	Teacher scores on exam	8/26/2016 one-time
G3.B1.S2.MA1 M331753	Teachers will take an AP US History Mock Exam	Burkowski, John	10/20/2016	Teacher scores on the mock exam	10/20/2016 one-time
G1.B1.S3.MA1 M331743	Teachers will take an AP English Language and Composition Exam	Pedroso, Adrienne	10/20/2016	Teachers exam scores for the AP English Language and Composition Exam	10/20/2016 one-time
G1.B1.S3.MA1 M331744	Teachers will take an AP English Language and Composition Mock Exam	Monteagudo, Omar	10/20/2016	Results of the AP English Language and Composition Mock Exam	10/20/2016 one-time
G1.B1.S3.A2 A318445	School will purchase and teachers will be trained to use EduSoft to grade and analyze data.	Pedroso, Adrienne	10/28/2016	Graded AP English Language questions	10/28/2016 one-time
G1.B1.S3.A1 A318444	Teachers will be administered an AP English Language Mock Exam	Pedroso, Adrienne	1/13/2017	Teachers graded AP English Language Mock Exam scores	1/13/2017 one-time
G2.MA2 M331749	In house Saturday reviews for AP Calculus AB.	Alberto, Gemma	2/18/2017	Student sign in sheets.	2/18/2017 one-time
G1.B1.S3.A3 A318446	Saturday AP Curriculum Reviews for AP English Language	Pedroso, Adrienne	2/25/2017	Sign In Sheets/ Participation Logs	2/25/2017 one-time
G2.MA1 M331748	AP Calculus AB Dry Runs results	Alberto, Gemma	3/7/2017	Results of AP Calculus AB Dry Runs	3/7/2017 one-time
G2.B1.S1.MA1 M331746	AP Calculus AB Dry Runs results.	Alberto, Gemma	3/7/2017	Results of AP Calculus AB Dry Runs.	3/7/2017 one-time
G2.B1.S1.MA1 M331747	Administration of Dry Runs for AP Calculus AB	Alberto, Gemma	3/7/2017	Results will be reviewed by the curriculum council.	3/7/2017 one-time
G1.MA1 M331745	AP English Language Mock Exams for students	Pedroso, Adrienne	10/21/2016	Students will take the AP English Language Exam in May 2017. AP scores will be the evidence	3/17/2017 quarterly
G3.MA1 M331754	Students will be administered the AP United States History mock exam.	Burkowski, John	4/19/2017	Scored student assessments	4/19/2017 one-time
G3.B1.S2.A1 A318450	After-school and Saturday AP Reviews for AP US History	Burkowski, John	4/29/2017	Scored multiple-choice unit test, Short Answer Questions(SAQ), and Document-Based Questions (DBQs)	4/29/2017 one-time
G3.B1.S1.MA1 M331750	Students will take mock AP US History exam	Burkowski, John	5/5/2017	Scored student assessments	5/5/2017 one-time
G2.B1.S1.A1 A318447	Past College Board AP Calculus AB exams will be administered.	Alberto, Gemma	8/22/2016	Graded Dry run exams	5/9/2017 weekly
G2.B1.S1.A2 A318448	Review session covering : FTC, s(t), v(t), a (t), differentiation, and Integration	Alberto, Gemma	10/10/2016	student sign- in sheets/ logs	5/9/2017 weekly
G1.B1.S1.MA1 M331741	Students will take the 2017 AP English Language Exam	Pedroso, Adrienne	5/10/2017	Results of the AP English Literature and Composition Exam scores	5/10/2017 one-time
G1.B1.S1.MA1 M331742	Re-teaching and monitoring literary and information text quizzes and essays.	Pedroso, Adrienne	8/22/2016	Graded student work	5/10/2017 weekly
G3.B1.S1.A1 A318449	Administering primary and secondary sources, such as textual excerpts, maps, illustrations, and...	Burkowski, John	8/22/2016	Scored multiple-choice unit tests and Document-Based Questions (DBQs).	6/8/2017 weekly

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 🔑 A318443	Use both literary and informational texts suggested by College Board in order to teach students...	Pedroso, Adrienne	8/22/2016	AP English Literature and Composition Mock Exams	6/9/2017 weekly

V. Professional Development Opportunities

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

G1. The results of the 2015 AP English Language Exam indicate that 73.79% of students taking the exam scored a 3 or higher on a 5-point scale. Our goal for 2017 is to increase the percentage of students scoring in this range to 75%.

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. RationaleTeaching student closed analytical reading by means of literary and informational texts.

Facilitator

Dearing

Participants

Language Arts Teachers

Schedule

Weekly, from 8/22/2016 to 6/9/2017

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 Language Mock Exam

Facilitator

Dearing

Participants

Language Arts Department Teachers

Schedule

On 1/13/2017

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 10/28/2016

G2. We will increase students' performance on Partical Motion to 25% of the 2016 group mean as stated in the Instructional Planning Report of the Free Response section on the 2017 AP Calculus AB Exam.

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

Albert, Gemma

Participants

Mathematics Teachers

Schedule

Weekly, from 8/22/2016 to 5/9/2017

G3. Students will earn a group mean of 0.1 point, or 3%, above the global mean on the Advanced Placement United States History Short Answer Question (SAQ) on Interpretation administered in May of 2017.

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 8/22/2016 to 6/8/2017

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B1.S1.A1	Use both literary and informational texts suggested by College Board in order to teach students close analytical reading. RationaleTeaching student closed analytical reading by means of literary and informational texts.				**$3,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
		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 Language 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	2016-17
	6500	510-Supplies	7091 - School For Advanced Studies South	General Fund		$4,000.00
4	G1.B1.S3.A3	Saturday AP Curriculum Reviews for AP English Language				**$0.00**
5	G2.B1.S1.A1	Past College Board AP Calculus AB exams will be administered.				**$3,750.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
		510-Supplies	7091 - School For Advanced Studies South	General Fund		$3,750.00
6	G2.B1.S1.A2	Review session covering : FTC, s(t), v(t), a (t), differentiation, and Integration				**$0.00**
7	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**
8	G3.B1.S2.A1	After-school and Saturday AP Reviews for AP US History				**$0.00**
					Total:	**$10,750.00**