

# School For Advanced Studies South



# 2017-18 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)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 11-12	No	47%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	82%

### School Grades History

Year	2016-17	2015-16	2014-15
Grade	A	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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

### DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

### 2017-18 DA Category and Statuses for School For Advanced Studies South

DA Region and RED	DA Category and Turnaround Status
Southeast - <a href="#">LaShawn Russ-Porterfield</a>	- 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 Collegiate High School of Excellence, ranked Best High School in the State of Florida by Niche and as one of the Most Challenging High School in the nation by the Washington Post.

The school prides itself on a family-like environment, small school setting, and a 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, two language arts teachers, two social studies teachers, and two mathematics teachers at the large South/Kendall Campus. Homestead and Kendall share a teacher teaching a Great Books course. Wolfson and North share a Creative Writing teacher. West Campus has an adjunct professor who teaches a Creative Writing course. 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 MDCPS and 2.0 for MDC. After warnings and interventions for disciplinary incidents, students who fail to satisfy SAS/MDC requirements will be withdrawn 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 intervention 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.

### 3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

**a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.**

Not applicable

**b. Provide the following data related to the school's early warning system**

**1. The number of students by grade level that exhibit each early warning indicator:**



Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

**The number of students identified by the system as exhibiting two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

**c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.**

NA

## B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

**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.**

**a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?**

No

### 1. PFEP Link

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

### 2. Description

SAS disseminates information to parents through the guidance counselors. Our Student Services Dept along with school administration continuously sends messages to both parents and scholars through email, edmodo or connect ed messaging system. 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. SAS also has an informative school website that is updated frequently and serves as a clearinghouse for information. Teachers, parents and teachers also communicate via Edmodo.

**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 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

### 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 and monthly data chats, 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, enrolled in a comprehensive Algebra course and attending a four-day writing institute. 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
Omar Monteagudo	Principal
Max Rodriguez	Business/Community
Dennis Lindsey	Teacher
Lourdes Montiel	Teacher
Eduardo Morales	Teacher
Virginia Martinez	Teacher
	Student

### b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

*a. Evaluation of last year's school improvement plan*

On October 3, 2017, the SAS EESAC met to review the 2016-2017 School Improvement Plan (SIP) results.

Goal 1. Goal was met. 2017 AP English Language cumulative score results for SAS was 78.36% surpassing our goal of 75% for 2017. This was a 4.57 percentage point increase from the 2015 AP English Language score of 73.79% of students earning an AP score of 3 or higher.

Goal 2. Goal was met. Student performance on the 2017 AP Calculus AB exam was met as evidenced by an increase of 54% on section covering particle motion. The SAS Group Mean on this section was 4.62 compared to the Global Mean of 3.0.

Goal 3. Goal was met. Student performance on the 2017 AP U.S. History Short-Answer Question (SAQ) indicated that the goal was met as evidenced by our students earning a group mean of 1.2

*b. Development of this school improvement plan*

The EESAC committee meets on a monthly basis in order to approve and monitor the 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 October 2017 EESAC meeting, a motion was made and passed for EESAC to approve the EESAC funds for student recognition.

Honor Roll Luncheon \$ 2100.

Top 10% Luncheon \$ 1500.

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 2016-2017 school year.

Honor Roll Luncheon \$1500.

Top 10% Luncheon \$1200.

Ice Cream Social \$ 500.

**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. The principal and the Assistant Principal will consider student assessment and classroom observations 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. Observational data is collected via principal and assistant principal classroom walk through's. In-program assessments will be administered as the program dictates (weekly or monthly).

The administration will schedule conferences 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 responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

##### 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. Our teachers will continue to participate in Regional AP Workshop and National AP Conferences. All faculty and staff will participate in Mindfulness workshops.

**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 for College Board's Advanced Placement Mentor/Mentee 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 FSA 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**

This summer, all incoming SAS 11th graders were mandated to enroll in MAC 1105, a College Algebra course through Miami Dade College. Completion of this course will better prepare students for the PSAT in October and for SAT/ACT. Students also were mandated to take an online Prep Course for the SAT consisting of reading and mathematics. Students are expected to complete all specified models before the beginning of the school year and all the way up to the administration of the PSAT in October.

**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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

**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. Every incoming 11th grade student is mandated to take a College Algebra (MAC 1105) course through Miami Dade College. They are also expected to complete a Test Prep Course to prepare students for the October PSAT and for the SAT.

### **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 100% of the students in the Class of 2017 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 2016-2017 school year, 100% of graduating seniors indicated they will attend a post-secondary institution, 100% earned an Associate in Arts degree and 99% of them qualified for the Bright Future Scholarship. 2017 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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

### 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" 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

 = Problem Solving Step    S123456 = Quick Key

## Strategic Goals Summary

- G1.** The results of the 2016 AP English Literature Exam indicate that 71.78% of students taking the exam scored a 3 or higher on a 5-point scale. Our goal for 2018 is to increase the percentage of students scoring in this range to 73%.
- G2.** We will increase students' Global Mean (4.0) performance on Modeling Rates to 10% of the 2017 Group Mean as stated in the Instructional Planning Report of the Free Response section on the 2018 AP Calculus AP Examination.
- G3.** Students will earn a group mean of 3 points out of 5 total points, or 60%, on the Advanced Placement United States Government and Politics Free and Response Question (FRQ) on Citizen Beliefs and Behaviors administered in May of 2018.

## 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 2016 AP English Literature Exam indicate that 71.78% of students taking the exam scored a 3 or higher on a 5-point scale. Our goal for 2018 is to increase the percentage of students scoring in this range to 73%. 1a

G097065

**Targets Supported** 1b

Indicator	Annual Target
College Readiness Reading	73.0

**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

- Advancing Vocabulary Skills (Townsend Press)
- Grammar for Writing (Sadlier)
- AP Central (College Board on-line website)
- iPad technology containing both literature and informational texts (eBooks)
- Links to Forceful Writing
- Literature: Structure, Sound, & Sense (Perrine's)
- 

**Plan to Monitor Progress Toward G1.** 8

AP English Literature Mock Exams

**Person Responsible**

Adrienne Pedroso

**Schedule**

On 4/13/2018

**Evidence of Completion**

Students multiple choice answers for the AP English Literature Mock Exams

**G2.** We will increase students' Global Mean (4.0) performance on Modeling Rates to 10% of the 2017 Group Mean as stated in the Instructional Planning Report of the Free Response section on the 2018 AP Calculus AP Examination. 1a

G097066

**Targets Supported** 1b

Indicator	Annual Target
College Readiness Mathematics	10.0

**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

- Math XL
- 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
- AP Central Free Response Questions
- AP Course Audit Exams
- UC Davis

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

AP Calculus AB Exam Reviews

**Person Responsible**

Gemma Alberto

**Schedule**

On 4/9/2018

**Evidence of Completion**

Results of AP Calculus AB multiple choice from the Saturday Review

## Plan to Monitor Progress Toward G2. 8

AP Calculus AB Saturday Review

### Person Responsible

Gemma Alberto

### Schedule

On 4/7/2018

### Evidence of Completion

Student sign in sheets.

**G3.** Students will earn a group mean of 3 points out of 5 total points, or 60%, on the Advanced Placement United States Government and Politics Free and Response Question (FRQ) on Citizen Beliefs and Behaviors administered in May of 2018. 1a

G097067

## Targets Supported 1b

Indicator	Annual Target
College Readiness Reading	60.0

## Targeted Barriers to Achieving the Goal 3

- Students lack effective comprehension skills of concepts related to public opinion and political beliefs and behaviors.

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

- The American Democracy (McGraw-Hill)
- Preparing for the Advanced Placement United States Government and Politics Examination (AMSCO)
- 

## 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 4/18/2018

### 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 2016 AP English Literature Exam indicate that 71.78% of students taking the exam scored a 3 or higher on a 5-point scale. Our goal for 2018 is to increase the percentage of students scoring in this range to 73%. **1**

 **G097065**

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

 **B261122**

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

 **S276474**

### Strategy Rationale

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

### Action Step 1 **5**

Teachers will participate in the National College Board AP Conference in Washington, D. C.

#### Person Responsible

Omar Monteagudo

#### Schedule

On 7/30/2017

#### Evidence of Completion

Teacher Registration to National Conference

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

Saturday's AP English Literature Review

**Person Responsible**

Adrienne Pedroso

**Schedule**

On 3/17/2018

***Evidence of Completion***

Sign in sheets

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

Students will take the 2017 AP English Literature Exam

**Person Responsible**

Adrienne Pedroso

**Schedule**

On 5/9/2018

***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

 S276476

### **Strategy Rationale**

Familiarize students with performance expectations on writing essays.

### **Action Step 1** 5

Saturday AP Curriculum Reviews for AP English Literature students.

#### **Person Responsible**

Adrienne Pedroso

#### **Schedule**

On 3/17/2018

#### **Evidence of Completion**

Graded AP English Literature multiple choice questions

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

AP Saturday Curriculum Review for AP English Literature

#### **Person Responsible**

Adrienne Pedroso

#### **Schedule**

On 3/17/2018

#### **Evidence of Completion**

Grades AP English Literature multiple choice questions.

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

Students will attend AP English Literature Review

**Person Responsible**

Adrienne Pedroso


**Schedule**

On 3/17/2018


***Evidence of Completion***

Attendance, sign in logs

**G2.** We will increase students' Global Mean (4.0) performance on Modeling Rates to 10% of the 2017 Group Mean as stated in the Instructional Planning Report of the Free Response section on the 2018 AP Calculus AP Examination. 1

 G097066

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

 B261124

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

 S276477

### Strategy Rationale

Past College Board AP Calculus AB exams will be administered.

### Action Step 1 5

Saturday AP Calculus AB Review Sessions

#### Person Responsible

Gemma Alberto

#### Schedule

On 4/7/2018

#### Evidence of Completion

Sign In sheets

### Action Step 2 5

Mathematics teachers will attend Regional College Board Workshop

#### Person Responsible

Gemma Alberto

#### Schedule

On 10/20/2017

#### Evidence of Completion

Teacher registration

**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 3/5/2018

***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 Saturday Reviews

**Person Responsible**

Gemma Alberto


**Schedule**

On 4/7/2018


***Evidence of Completion***

Results of AP Calculus AB Dry Runs.

**G3.** Students will earn a group mean of 3 points out of 5 total points, or 60%, on the Advanced Placement United States Government and Politics Free and Response Question (FRQ) on Citizen Beliefs and Behaviors administered in May of 2018. **1**

 G097067

**G3.B1** Students lack effective comprehension skills of concepts related to public opinion and political beliefs and behaviors. **2**

 B261125

**G3.B1.S1** Students will be administered the AP United States Government and Politics mock exam. **4**

 S276478

### Strategy Rationale

Administering primary and secondary audio/visual sources, such as textual excerpts, maps, illustrations, political cartoons, political advertising/commercials, polls, charts and graphs to assess comprehension of political concepts and skills.

### Action Step 1 **5**

Students will attend Saturday AP Gov. Review Sessions

#### Person Responsible

John Burkowski

#### Schedule

On 3/3/2018

#### Evidence of Completion

Sign In Logs

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

Saturday AP review for AP US Government

#### Person Responsible

John Burkowski

#### Schedule

On 3/3/2018

#### Evidence of Completion

Scored multiple choice section and free response questions.

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

Students will attend an AP American Government Review

**Person Responsible**

John Burkowski

**Schedule**

On 3/3/2018

***Evidence of Completion***

Scored student assessments

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2018</b>					
G1.B1.S1.A1 A372522	Teachers will participate in the National College Board AP Conference in Washington, D. C.	Monteagudo, Omar	7/26/2017	Teacher Registration to National Conference	7/30/2017 one-time
G2.B1.S1.A2 A372525	Mathematics teachers will attend Regional College Board Workshop	Alberto, Gemma	10/20/2017	Teacher registration	10/20/2017 one-time
G3.B1.S1.MA1 M400654	Students will attend an AP American Government Review	Burkowski, John	3/3/2018	Scored student assessments	3/3/2018 one-time
G3.B1.S1.MA1 M400655	Saturday AP review for AP US Government	Burkowski, John	3/3/2018	Scored multiple choice section and free response questions.	3/3/2018 one-time
G3.B1.S1.A1 A372526	Students will attend Saturday AP Gov. Review Sessions	Burkowski, John	3/3/2018	Sign In Logs	3/3/2018 one-time
G2.B1.S1.MA1 M400651	Administration of Dry Runs for AP Calculus AB	Alberto, Gemma	3/5/2018	Results will be reviewed by the curriculum council.	3/5/2018 one-time
G1.B1.S1.MA1 M400646	Saturday's AP English Literature Review	Pedroso, Adrienne	3/17/2018	Sign in sheets	3/17/2018 one-time
G1.B1.S3.MA1 M400647	Students will attend AP English Literature Review	Pedroso, Adrienne	3/17/2018	Attendance, sign in logs	3/17/2018 one-time
G1.B1.S3.MA1 M400648	AP Saturday Curriculum Review for AP English Literature	Pedroso, Adrienne	3/17/2018	Grades AP English Literature multiple choice questions.	3/17/2018 one-time
G1.B1.S3.A1 A372523	Saturday AP Curriculum Reviews for AP English Literature students.	Pedroso, Adrienne	3/17/2018	Graded AP English Literature multiple choice questions	3/17/2018 one-time
G2.MA2 M400653	AP Calculus AB Saturday Review	Alberto, Gemma	4/7/2018	Student sign in sheets.	4/7/2018 one-time
G2.B1.S1.MA1 M400650	AP Calculus AB Saturday Reviews	Alberto, Gemma	4/7/2018	Results of AP Calculus AB Dry Runs.	4/7/2018 one-time
G2.B1.S1.A1 A372524	Saturday AP Calculus AB Review Sessions	Alberto, Gemma	4/7/2018	Sign In sheets	4/7/2018 one-time
G2.MA1 M400652	AP Calculus AB Exam Reviews	Alberto, Gemma	4/9/2018	Results of AP Calculus AB multiple choice from the Saturday Review	4/9/2018 one-time
G1.MA1 M400649	AP English Literature Mock Exams	Pedroso, Adrienne	4/13/2018	Students multiple choice answers for the AP English Literature Mock Exams	4/13/2018 one-time
G3.MA1 M400656	Students will be administered the AP United States Government and Politics mock exam.	Burkowski, John	4/18/2018	Scored student assessments	4/18/2018 one-time
G1.B1.S1.MA1 M400645	Students will take the 2017 AP English Literature Exam	Pedroso, Adrienne	5/9/2018	Results of the AP English Literature and Composition Exam scores	5/9/2018 one-time



## 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 2016 AP English Literature Exam indicate that 71.78% of students taking the exam scored a 3 or higher on a 5-point scale. Our goal for 2018 is to increase the percentage of students scoring in this range to 73%.

**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

Teachers will participate in the National College Board AP Conference in Washington, D. C.

#### Facilitator

College Board

#### Participants

Language Arts Teachers/Principal/Assistant Principal/Counselor

#### Schedule

On 7/30/2017

**G2.** We will increase students' Global Mean (4.0) performance on Modeling Rates to 10% of the 2017 Group Mean as stated in the Instructional Planning Report of the Free Response section on the 2018 AP Calculus AP Examination.

**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**

Saturday AP Calculus AB Review Sessions

**Facilitator**

Albert, Gemma

**Participants**

Mathematics teachers

**Schedule**

On 4/7/2018

**G3.** Students will earn a group mean of 3 points out of 5 total points, or 60%, on the Advanced Placement United States Government and Politics Free and Response Question (FRQ) on Citizen Beliefs and Behaviors administered in May of 2018.

**G3.B1** Students lack effective comprehension skills of concepts related to public opinion and political beliefs and behaviors.

**G3.B1.S1** Students will be administered the AP United States Government and Politics mock exam.

**PD Opportunity 1**

Students will attend Saturday AP Gov. Review Sessions

**Facilitator**

John Burkowski, Social Studies Department Chair

**Participants**

Social Studies Teachers

**Schedule**

On 3/3/2018

## VI. Technical Assistance Items

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

## VII. Budget

<b>1</b>	<b>G1.B1.S1.A1</b>	<b>Teachers will participate in the National College Board AP Conference in Washington, D. C.</b>				<b>\$10,200.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
		120-Classroom Teachers	7091 - School For Advanced Studies South	General Fund		\$10,200.00
<b>2</b>	<b>G1.B1.S3.A1</b>	<b>Saturday AP Curriculum Reviews for AP English Literature students.</b>				<b>\$800.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6500	510-Supplies	7091 - School For Advanced Studies South	General Fund		\$800.00
<b>3</b>	<b>G2.B1.S1.A1</b>	<b>Saturday AP Calculus AB Review Sessions</b>				<b>\$800.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
		510-Supplies	7091 - School For Advanced Studies South	General Fund		\$800.00
<b>4</b>	<b>G2.B1.S1.A2</b>	<b>Mathematics teachers will attend Regional College Board Workshop</b>				<b>\$4,200.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			7091 - School For Advanced Studies South	General Fund		\$4,200.00
<b>5</b>	<b>G3.B1.S1.A1</b>	<b>Students will attend Saturday AP Gov. Review Sessions</b>				<b>\$800.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
		120-Classroom Teachers	7091 - School For Advanced Studies South	General Fund		\$800.00
<b>Total:</b>						<b>\$16,800.00</b>