



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

School For Advanced Studies South

11011 SW 104TH ST # T-706

Miami, FL 33176

305-237-0510

<http://sas.dadeschools.net>

School Demographics

School Type High School	Title I No	Free and Reduced Lunch Rate 42%
Alternative/ESE Center No	Charter School No	Minority Rate 82%

School Grades History

2013-14 NOT GRADED	2012-13	2011-12	2010-11
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SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

School For Advanced Studies South

Principal

Dr. Omar Monteagudo

School Advisory Council chair

James Coats

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Dr. Omar Monteagudo	Principal
Mechi Anaut-Paget	Assistant Principal
Teresa Sarduy	Gifted Coordinator
Dr. Barbara Schpilberg	Mathematics Department Chair
Maria Ruiz Legg	Language Arts Department Chair
John Burkowski	Social Studies Department Chair
Donna Bray	Student Services Department Chair
James Coats	Activities Director
Dennis Lindsay	Enrollment Coordinator

District-Level Information

District

Dade

Superintendent

Mr. Alberto M Carvalho

Date of school board approval of SIP

12/11/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.

Involvement of the SAC in the development of the SIP

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.

Activities of the SAC for the upcoming school year

EESAC funds are to be used for academic and behavioral incentives, student rewards, student prizes, food and other student-related expenses that otherwise have no funding source.

Projected use of school improvement funds, including the amount allocated to each project

Drop Out Prevention Honor Roll Luncheon 1200.00
 Attendance Campus Wide Attendance Contests Awards 1500.00
 Dropout Prevention Ice Cream Social 299.00

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Dr. Omar Monteagudo

Principal	Years as Administrator: 12	Years at Current School: 9
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Credentials

B.A. Political Science, Florida International University; M.A. Latin American Studies/Political Science; University of Florida; J.D. Law, Florida International University

Performance Record

Mechi Anaut-Paget

Asst Principal

Years as Administrator: 16

Years at Current School: 4

CredentialsB.A. Psychology/Special Education, University of Miami;
M.S. Educational Leadership, NOVA Southeastern University**Performance Record****Classroom Teachers****# of classroom teachers**

29

receiving effective rating or higher

29, 100%

Highly Qualified Teachers

100%

certified in-field

29, 100%

ESOL endorsed

6, 21%

reading endorsed

1, 3%

with advanced degrees

24, 83%

National Board Certified

4, 14%

first-year teachers

0, 0%

with 1-5 years of experience

0, 0%

with 6-14 years of experience

11, 38%

with 15 or more years of experience

18, 62%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

3

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

- 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.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

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

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

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 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 state common core 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. AP Potential is 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.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

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.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The MTSS Team meets with the Educational Excellence School Advisory Council (EESAC) and principal to help develop the SIP. The team looks for discrepancies in the correlation of AP scores, PSAT scores, academic grades, and projected success on the AP examination via AP Potential. Students who did not meet the expected performance on AP scores are identified and their performance gaps as well. The Team makes recommendations based on this data. Recommendations target instruction through feedback to faculty, identifying skills that must be reinforced, opportunities for remediation via tutoring and testing. The Team recommends Professional Development modules designed to improve best practices.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

*Baseline Data: Preliminary Scholastic Achievement Test (PSAT), Post-Secondary Education Readiness Test (PERT)

*Progress Monitoring : Chapter and Unit Examinations, AP rubric-centered writing assignments

*Midyear: Advanced Placement Comprehensive Examination

*End of Year: AP Subject Area Examination score correlation with end of year academic grade

*Examination of AP Subject Area Examination score correlation with initial PSAT predictions

*Frequency of Data Chats: twice a month for data analysis

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

The department chairs meet with the Educational Excellence School Advisory Council (EESAC) and principal to help develop the SIP. The team looks for discrepancies in the correlation of AP scores, PSAT scores, academic grades and projected success on the AP examination via AP Potential. Staff participate during departmental meetings and early release to review and analyze student data and to identify areas to reteach.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Summer Program**Minutes added to school year:**

Students are provided accelerated instruction through the joint collaboration between SAS and MDC. During the summer, students are afforded the opportunity to enroll in up to four (4) dual enrollment courses in which they are able to take college-level courses related to their intended major.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

Student grade report is generated by MDC and all final grades are analyzed by school personnel to ascertain student performance in the summer dual enrollment program.

Who is responsible for monitoring implementation of this strategy?

Administration/Counselors/Registrars

Literacy Leadership Team (LLT)**Names and position titles of the members of the school-based LLT**

Name	Title
Dr. Omar Monteagudo	Principal
Mechi Anaut-Paget	Assistant Principal
Barbara Schpilberg	Mathematics Department Chairperson
Maria Ruiz-Legg	Language Arts Department Chairperson
John Burkowski	Social Studies Department Chairperson
Teresa Sarduy	Gifted Coordinator
James Coats	Activities Director

How the school-based LLT functions

The principal selects team members for the Literacy Leadership Team (LLT) based on a cross section of the faculty and administrative team that represents highly qualified professionals who are interested in serving to improve literacy instruction across the curriculum. The team will meet monthly through the school year but may choose to meet more often. During these meetings the assistant principal will advise the principal regarding professional development planned based on follow up visits from classroom observations and needs assessment from teachers. The principal will also update the assistant principal about district and state reading requirements that could impact reading instruction at the school. Additionally, the principal and assistant principal will collaborate with Region and District reading support staff to deliver targeted professional development needed at the school.

Major initiatives of the LLT

The LLT's major initiative will be to promote the implementation of the Common Core 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 data, 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 walkthroughs. 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 grade level meetings and curriculum council meetings for the purpose of refining and targeting instruction.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

All teachers will incorporate reading strategies established by the curriculum council. In mathematics, this will involve assigning and reviewing word problems that are aligned to the Advanced Placement curriculum. These word problems will then be incorporated into all assessments scheduled throughout the year in mathematics. In Language Arts and Social Studies, all students are assigned supplementary materials in which the teachers will assess student comprehension through periodic chapter and unit exams.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

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.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

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 90% of the students in the Class of 2013 who completed an Associates in Arts degree and high school diploma simultaneously.

Strategies for improving student readiness for the public postsecondary level

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 2012-2013 school year, 100% of graduating seniors indicated they will attend a post-secondary institution, 90% earned an Associate in Arts degree and 95.4% of them qualified for the Bright Future Scholarship. 2013 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.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 8: Early Warning Systems

High School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	1	1%	1%
Students in ninth grade with one or more absences within the first 20 days	0	0%	0%
Students in ninth grade who fail two or more courses in any subject	0	0%	0%
Students with grade point average less than 2.0	0	0%	0%
Students who fail to progress on-time to tenth grade	0	0%	0%
Students who receive two or more behavior referrals	1	1%	1%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	1	1%	1%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	0	0%	0%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	86	99%	99%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	0	0%	0%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	98	99%	99%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Twenty percent (120) of parents will attend one or more 2013-2014 school activity.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Parental attendance	100	1%	2%

Goals Summary

- G1.** The results of the 2012 AP English Literature Exam indicate that 65.84 percent scored a 3 or higher. Our goal for 2014 is to increase to a 68.84 percent passing with 3 or higher.
- G2.** Our goal for the 2013-2014 school year is to increase students' performance from 1.8 to 2.2 for both Modeling Rate and Particle motion questions of the Free Response section of the 2014 AP Calculus AB exam.
- G3.** Twenty percent of parents will attend one or more 2013-2014 school activity.
- G4.** In 2013-2014, 32 students exited School for Advanced Studies and returned to their home schools. Our goal for 2013-2014 is to decrease the number of students returning to the home schools by 1%.
- G5.** The results of the 2012 AP US Government Exam indicate that students correctly answered 17.85 questions out of 29 on the Constitutional Underpinnings. Our goal for the 2013-2014 is to increase from 17.85 to 19 questions, an increase of five percent.

Goals Detail

G1. The results of the 2012 AP English Literature Exam indicate that 65.84 percent scored a 3 or higher. Our goal for 2014 is to increase to a 68.84 percent passing with 3 or higher.

Targets Supported

- Writing

Resources Available to Support the Goal

- 5 Steps to a 5 for AP Literature and Composition
- How to Read Literature Like a Professor
- Advancing Vocabulary Workbook
- Perrine's Structure, Sound and Sense Textbook

Targeted Barriers to Achieving the Goal

- The ability to assert, demonstrate evidence and provide insightful commentary necessary for AP English Literature poetry, prose and free response writing is insufficient in many students.

Plan to Monitor Progress Toward the Goal

Reviewing student writings with peer English Teachers

Person or Persons Responsible

Principal, Assistant Principal and Language Arts Department Chairperson

Target Dates or Schedule:

August 2013- May 2014

Evidence of Completion:

Scored student writings

G2. Our goal for the 2013-2014 school year is to increase students' performance from 1.8 to 2.2 for both Modeling Rate and Particle motion questions of the Free Response section of the 2014 AP Calculus AB exam.

Targets Supported

- Math ()

Resources Available to Support the Goal

- Morning tutoring sessions will be available ongoing. AP Calculus Barron's and AP Calculus Princeton's Test Preparations book will be distributed and reviewed with student. Dry runs to assess student's progress will be conducted throughout the school year. After school sessions will be offered.

Targeted Barriers to Achieving the Goal

- A portion of the student body lacks the required foundations for success.

Plan to Monitor Progress Toward the Goal

Dry runs for AP Calculus AB will be administered during the second semester.

Person or Persons Responsible

All Mathematics teachers will administer dry runs exams.

Target Dates or Schedule:

Second semester

Evidence of Completion:

Item analysis will be performed to identify which standards/concepts should be retaught.

G3. Twenty percent of parents will attend one or more 2013-2014 school activity.

Targets Supported

- Parental Involvement

Resources Available to Support the Goal

- Creation of email distribution list at all four campuses.
- Update and maintenance of SAS Website
- Utilization of the ConnetEd phone messages

Targeted Barriers to Achieving the Goal

- Campuses located through the district from North to South making the planning of school-wide meetings a hardship.

Plan to Monitor Progress Toward the Goal

Ensure that parents will attend EESAC meetings

Person or Persons Responsible

EESAC Chairperson, James Coats

Target Dates or Schedule:

After each meeting

Evidence of Completion:

Minutes and attendance (sign in sheets)

G4. In 2013-2014, 32 students exited School for Advanced Studies and returned to their home schools. Our goal for 2013-2014 is to decrease the number of students returning to the home schools by 1%.

Targets Supported

- EWS
- EWS - High School
- EWS - Graduation

Resources Available to Support the Goal

- Student/Teacher/ Parent/Administrator Conferences
- Monitor individual student progress on an ongoing basis
- Mandatory tutoring and intervention

Targeted Barriers to Achieving the Goal

- A small segment of the student population lacks certain foundation skills instrumental to student success.

Plan to Monitor Progress Toward the Goal

Successful completion of Course

Person or Persons Responsible

Counselors and Teachers

Target Dates or Schedule:

Ongoing basis

Evidence of Completion:

Tutoring Logs, Gradebook, Credit History

G5. The results of the 2012 AP US Government Exam indicate that students correctly answered 17.85 questions out of 29 on the Constitutional Underpinnings. Our goal for the 2013-2014 is to increase from 17.85 to 19 questions, an increase of five percent.

Targets Supported

- Reading ()

Resources Available to Support the Goal

- 5 Steps to a 5 AP US Government
- The American Democracy

Targeted Barriers to Achieving the Goal

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

Plan to Monitor Progress Toward the Goal

Item analyzes of assessments

Person or Persons Responsible

Principal, Assistant Principal and Social Studies Department Chair

Target Dates or Schedule:

Monthly Department Meetings

Evidence of Completion:

Analyzing scored FRQs and multiple choice assessment

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. The results of the 2012 AP English Literature Exam indicate that 65.84 percent scored a 3 or higher. Our goal for 2014 is to increase to a 68. 84 percent passing with 3 or higher.

G1.B4 The ability to assert, demonstrate evidence and provide insightful commentary necessary for AP English Literature poetry, prose and free response writing is insufficient in many students.

G1.B4.S1 Use AP style writing rubrics on multiple writing assignments in order to familiarize students with performance expectations and AP English Literature and Composition writing scoring methods.

Action Step 1

Using released College Board anchor papers and rubrics to familiarize students with the rhetorical elements of competent analytical writing in order to improve student writing. Eleventh and twelve graders will pass the AP English Literature Exam with a 3 or higher.

Person or Persons Responsible

Language Arts Teachers

Target Dates or Schedule

August 2013 - May 2014 on a bi-weekly basis

Evidence of Completion

Graded student writing based on poetry, prose and free response prompts using College Board AP English Literature writing rubrics

Plan to Monitor Fidelity of Implementation of G1.B4.S1

Administering, analyzing, revising and assessing student writing

Person or Persons Responsible

Language Arts Teachers

Target Dates or Schedule

August 2013 - May 2014 biweekly basis

Evidence of Completion

Student writing portfolios

Plan to Monitor Effectiveness of G1.B4.S1

Improvement in student writing based on AP English Literature rubric

Person or Persons Responsible

Language Arts Teachers

Target Dates or Schedule

August 2013 - May 2014 biweekly basis

Evidence of Completion

Scored student writing

G2. Our goal for the 2013-2014 school year is to increase students' performance from 1.8 to 2.2 for both Modeling Rate and Particle motion questions of the Free Response section of the 2014 AP Calculus AB exam.

G2.B2 A portion of the student body lacks the required foundations for success.

G2.B2.S3 Dry runs will be scheduled throughout the year to assess student's progress.

Action Step 1

Past College Board AP Calculus AB Exams will be administered.

Person or Persons Responsible

All Mathematics teachers

Target Dates or Schedule

At the end of March/beginning April 2014 (before the AP Calculus Exam)

Evidence of Completion

Graded Dry Run Exams

Plan to Monitor Fidelity of Implementation of G2.B2.S3

Administration of Dry Runs for AP Calculus AB

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule

After Dry Runs are given

Evidence of Completion

Results will be reviewed by the curriculum council

Plan to Monitor Effectiveness of G2.B2.S3

AP Calculus AB dry runs results

Person or Persons Responsible

Mathematics teachers will forward the data to the Mathematics department chairperson

Target Dates or Schedule

After the administration of the AP Calculus AB dry run

Evidence of Completion

Results of AP Calculus AB dry runs

G3. Twenty percent of parents will attend one or more 2013-2014 school activity.

G3.B2 Campuses located through the district from North to South making the planning of school-wide meetings a hardship.

G3.B2.S1 Meetings will be planned and announced with sufficient time and a central location to encourage maximum parental participation.

Action Step 1

Advanced planning and notification of meeting

Person or Persons Responsible

EESAC Chairperson

Target Dates or Schedule

Minimum two weeks prior to meeting

Evidence of Completion

Emails, School Activities Calendar, and ConnetEd

Plan to Monitor Fidelity of Implementation of G3.B2.S1

Planning and organization of the meetings

Person or Persons Responsible

James Coats, EESAC Chairperson

Target Dates or Schedule

Every second Tuesday of the Month

Evidence of Completion

Agenda and Sign In sheets

Plan to Monitor Effectiveness of G3.B2.S1

Participation of Parental attendance at EESAC Meetings

Person or Persons Responsible

All Stakeholders

Target Dates or Schedule

Monthly meetings

Evidence of Completion

Sign In Sheets, Agendas and Minutes

G4. In 2013-2014, 32 students exited School for Advanced Studies and returned to their home schools. Our goal for 2013-2014 is to decrease the number of students returning to the home schools by 1%.

G4.B1 A small segment of the student population lacks certain foundation skills instrumental to student success.

G4.B1.S1 Students will be identified and required to attend mandatory tutoring with teachers.

Action Step 1

Identification of students for intervention

Person or Persons Responsible

Teachers and Counselors

Target Dates or Schedule

Ongoing basis- minimum quarterly

Evidence of Completion

Progress reports, tutoring logs, gradebook

Plan to Monitor Fidelity of Implementation of G4.B1.S1

Attendance of students participating in tutoring program.

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule

Ongoing basis and particularly at the end of each quarter

Evidence of Completion

Report Cards, GPA, Tutoring Logs

Plan to Monitor Effectiveness of G4.B1.S1

Remediation Tutoring

Person or Persons Responsible

Counselors and administration

Target Dates or Schedule

Ongoing basis

Evidence of Completion

Report Cards, GPA, Gradebook

G5. The results of the 2012 AP US Government Exam indicate that students correctly answered 17.85 questions out of 29 on the Constitutional Underpinnings. Our goal for the 2013-2014 is to increase from 17.85 to 19 questions, an increase of five percent.

G5.B2 Students lack effective analytical skills on primary and secondary resources.

G5.B2.S2 Use visual aids to increase student's ability to analyze and interpret basic data relevant to typical patterns of political processes and behavior and their consequences

Action Step 1

Administering maps, political cartoons and chart to assess connections to government and political concepts

Person or Persons Responsible

Social Studies Teachers

Target Dates or Schedule

August 2013 - May 2014 weekly

Evidence of Completion

Scored multiple choice Unit Test and Free Response Questions (FRQs)

Facilitator:

College Board Workshop (October 25, 2013) MDCPS College Board AP US Exam Workshop (November 8, 2013)

Participants:

All Social Studies Teachers

Plan to Monitor Fidelity of Implementation of G5.B2.S2

Social Studies Department Meetings

Person or Persons Responsible

Principal, Assistant Principal and Social Studies Department Chairperson

Target Dates or Schedule

Monthly

Evidence of Completion

Grades assessments

Plan to Monitor Effectiveness of G5.B2.S2

Student Assessment results - 11th and 12th graders will pass the AP US Government Exam with a score of a 3 or higher

Person or Persons Responsible

Social Studies Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Graded Student Assessments

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Violence Prevention Programs:

Youth Empowerment Summit will be held on December 2013

Title X Homeless: Counselor liaison

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G5. The results of the 2012 AP US Government Exam indicate that students correctly answered 17.85 questions out of 29 on the Constitutional Underpinnings. Our goal for the 2013-2014 is to increase from 17.85 to 19 questions, an increase of five percent.

G5.B2 Students lack effective analytical skills on primary and secondary resources.

G5.B2.S2 Use visual aids to increase student's ability to analyze and interpret basic data relevant to typical patterns of political processes and behavior and their consequences

PD Opportunity 1

Administering maps, political cartoons and chart to assess connections to government and political concepts

Facilitator

College Board Workshop (October 25, 2013) MDCPS College Board AP US Exam Workshop (November 8, 2013)

Participants

All Social Studies Teachers

Target Dates or Schedule

August 2013 - May 2014 weekly

Evidence of Completion

Scored multiple choice Unit Test and Free Response Questions (FRQs)

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G4.	In 2013-2014, 32 students exited School for Advanced Studies and returned to their home schools. Our goal for 2013-2014 is to decrease the number of students returning to the home schools by 1%.	\$2,400
	Total	\$2,400

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
02 Principal's Discretionary Account	\$2,400	\$2,400
Total	\$2,400	\$2,400

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G4. In 2013-2014, 32 students exited School for Advanced Studies and returned to their home schools. Our goal for 2013-2014 is to decrease the number of students returning to the home schools by 1%.

G4.B1 A small segment of the student population lacks certain foundation skills instrumental to student success.

G4.B1.S1 Students will be identified and required to attend mandatory tutoring with teachers.

Action Step 1

Identification of students for intervention

Resource Type

Evidence-Based Program

Resource

After school mandatory tutoring for identified students

Funding Source

02 Principal's Discretionary Account

Amount Needed

\$2,400