

Miami-Dade County Public Schools

School For Advanced Studies South



2021-22 Schoolwide Improvement Plan

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School For Advanced Studies South

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

<http://sas.dadeschools.net>

Demographics

Principal: Omar Monteagudo

Start Date for this Principal: 7/20/2009

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 11-12
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	50%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Asian Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (100%) 2017-18: A (100%) 2016-17: A (100%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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. 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.

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School For Advanced Studies South

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<http://sas.dadeschools.net>

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 11-12	No	52%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	93%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	A

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<https://www.floridacims.org>.

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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

School for Advanced Studies honors individual uniqueness and is committed to enabling its highly motivated students to achieve their academic and personal potential through an accelerated collegiate high school program.

Provide the school's vision statement.

School for Advanced Studies is committed to a comprehensive academic and collegial program which propels its community to become ethical, engaged members of a diverse society in ways that foster global consciousness.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Monteagudo, Omar	Principal	Dr. Monteagudo serves as the instructional leader at School for Advanced Studies. In this capacity, he works collaboratively with faculty to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments. Among his many responsibilities includes engaging in data analysis for instructional planning and improvement; communicating the relationships among academic standards, effective instruction, and student performance; implementing the district's adopted curricula and state's adopted academic standards in a manner that is rigorous and culturally relevant to the students and school; and ensuring the appropriate use of high quality formative and interim assessments aligned with the adopted standards and curricula.
Anaut-Paget, Mechi	Assistant Principal	Ms. Anaut-Paget supports the Principal in his role as the instructional leader of the school. She is a member of the school PLST AP; serves as an alternate to the Principal on EESAC; is a member of the Synergy Leadership team; the School Transformation Team and Curriculum Council.
REGALADO, ROBERT	Teacher, K-12	Mr. Regalado is an AP Calculus AB/BC and AP Art History teacher at School for Advanced Studies -Homestead Campus. He is a PLST Lead Mentor, and serves on the Synergy Leadership and School Transformation team.
Cabrera, Martha	Teacher, K-12	Ms. Cabrera is an AP English Language and Literature teacher at School for Advanced Studies - Wolfson Campus. She is a PLST Curriculum Content Expert and serves on the Synergy Leadership and School Transformation team.
Tercilla, Melanie	Teacher, K-12	Ms. Tercilla is an AP English Language and Literature teacher at School for Advanced Studies - West Campus. She is a PLST Digital Innovator Leader, and serves on the Synergy Leadership and School Transformation team.

Demographic Information

Principal start date

Monday 7/20/2009, Omar Monteagudo

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

26

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

6

Total number of teacher positions allocated to the school

32

Total number of students enrolled at the school

762

Identify the number of instructional staff who left the school during the 2020-21 school year.

3

Identify the number of instructional staff who joined the school during the 2021-22 school year.

1

Demographic Data**Early Warning Systems****2021-22****The number of students by grade level that exhibit each early warning indicator listed:**

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	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	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Monday 7/19/2021

2020-21 - As Reported

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

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		

The number of students with two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

2020-21 - Updated**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		
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	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	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement					59%	56%		59%	56%
ELA Learning Gains					54%	51%		56%	53%
ELA Lowest 25th Percentile					48%	42%		51%	44%
Math Achievement					54%	51%		51%	51%
Math Learning Gains					52%	48%		50%	48%
Math Lowest 25th Percentile					51%	45%		51%	45%
Science Achievement					68%	68%		65%	67%
Social Studies Achievement				100%	76%	73%		73%	71%

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	100%	71%	29%	70%	30%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

n/a

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 12				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
ELL										100	100
ASN										100	100
HSP										100	100
WHT										100	100
FRL										100	100

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
ELL								100			
ASN								100			
HSP								99		100	100
WHT								100		100	100
FRL								99		100	100
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
HSP										100	100
WHT										100	100
FRL										100	100

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	100
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	200
Total Components for the Federal Index	2
Percent Tested	
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	100
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	100
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	100
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	100
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	100
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Results from the diagnostic assessment administered to all incoming students in mathematics in 2021 show a measurable degree of academic regression in Algebra skills set as evidenced by a quarter of students scoring at or above 70% in either the Algebra or Pre Calculus diagnostic exam.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

A review of the Advanced Placement Calculus AB exam results from 2021 for 11th and 12th grade students across the five campuses of School for Advanced Studies shows a need to focus on MPAC 4 Connecting Multiple Representation, with four out of five campuses scoring at or below the global mean average of 5.9 out of 10 (SAS Homestead 5.5; SAS Wolfson 5.7; West 5.8; and North 5.9).

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

A couple of factors contributed to these results, including the hiring of new personnel who were not as familiar with the AP Calculus AB curriculum, and the greater emphasis by the department as a whole on other standards that provided a greater return on student performance outcome on the exam. Since this administration, a change in staff with more experienced math teachers has been undertaken at two of our campuses. In 2021 assessment to ascertain whether the changes enacted has led to positive student outcome in this area. Nonetheless, given the regression we have measured with our incoming students based on the results of the diagnostic exam, additional assessments will be undertaken during the first half of the initial grading period to develop a tier-approach to classroom instruction, utilization of resources and supplemental instruction.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

The results on the 2021 U.S. History End-of-Year state assessment showed that School for Advanced Studies exceeded the district passing rate on the assessment by 39 percentage points.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Social Studies teachers met during the summer to jointly develop scope and sequence, assessment tools, PowerPoint presentations, and share best practices. The department met periodically to assess pacing, student performance on topic assessment and make corrections to their planning guide. After-school and Saturday reviews were provided to supplement classroom instruction and remediate those areas in which data indicated students were not mastering.

What strategies will need to be implemented in order to accelerate learning?

School for Advanced Studies has initiated a six-week summer program in mathematics for all incoming students. In addition, all students are enrolled in a PSAT course throughout the summer to improve proficiency in reading, writing, and mathematics. Faculty will initiate professional development activities including sharing best practices, creating assessment tools, analyzing data, and developing instructional focus calendar.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

The PLST and the Curriculum Council at School for Advanced Studies will conduct a needs assessment to ascertain professional development goals of teachers to increase vertical and horizontal collaboration. Results from the PD survey indicate a need to introduce a basic and advanced course in data analytics and MTSS. Teachers will be afforded the opportunity to attend workshops and seminars offered through the College Board. Administration will schedule a PD at the beginning of the school year that will delve into IPEGS standards, with an emphasis on Instructional Planning, Assessment, and Communication.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

School for Advanced Studies has enacted a summer math program for all incoming students aimed at building student proficiency primarily in algebraic thinking. The school will enact a multitier approach in servicing students in mathematics through small group, whole group, and individualized interventions that includes SAS math teachers, assigned math interventionists, tutoring services provided through Miami-Dade College, as well as peer-to-peer targeted remediation.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale:	School for Advanced Studies' results from the area/volume question on the free-response section from the 2021 Advanced Placement Calculus AB exam indicate that two campuses at School for Advanced Studies achieved a mean score below the global mean of 3.2 out of 9.
Measurable Outcome:	The Mathematics Department will administer the 2019 area/volume free-response question (from the first administration of the 2019 AP Calculus AB exam) in August 2021 to all 11th and 12th grade mathematics students at School for Advanced Studies in order to measure their baseline area and volume skills and then again in March 2022 to measure growth. Our goal is that 50% of students will achieve a score of 3 or better on the posttest. On August 27th, the overall pretest scores was 54% on the diagnostic exam.
Monitoring:	Teachers will engage in professional development opportunities including College Board workshops, AP Classroom tutorials, and teacher-lead workshops. The SAS mathematics department will also employ student peer-to-peer tutoring to further free-response skills. Our two mathematics interventionists (South and North regions) will address the acceleration in the development of the skills necessary to tackle area and volume type questions in the fall of 2021. QR codes will be used monitor attendance and duration of tutoring sessions at the end of the first nine weeks. In March 2022, the same assessment will be administered to assess growth. The results of the AP Calculus AB exam in 2022 will be analyzed to measure growth and proficiency of area and volume topics.
Person responsible for monitoring outcome:	Mechi Anaut-Paget (manaut@dadeschools.net)
Evidence-based Strategy:	The Mathematics Department will monitor student progress through platforms, such as Schoology and AP Classroom. Teachers will gauge students' readiness by using a variety of strategies and assessments including data chats, best practices, AP Classroom multiple-choice assessments, and College Board Topic Questions (formal and informal assessments). Teachers will use collaborative data chats and will allot time to discuss activities and strategies to remediate students on the assessed standards.
Rationale for Evidence-based Strategy:	Teachers will conduct collaborative data chats where time is allotted to discuss strategies for remediation and enrich students on the assessed area and volume skills by collaborating with the two mathematics interventionists. The mathematics teachers will ensure that students have a clear understanding of the area and volume skills being assessed and have a clear focus which will facilitate their ability to achieve desired goals. Ultimately, these steps will lead to the overall improvement of all students' mathematical fluency, specifically in calculus.

Action Steps to Implement

In August 19th and 20th, 2021, the Mathematics Department will engage in a professional development opportunity to discuss the skills assessed on the 2021 AP Calculus AB exam. Teachers will share their AP Reader experiences, student samples, and best practices.

Person Responsible ROBERT REGALADO (rregalado@dadeschools.net)

By September 7th, 2021, the Mathematics Department will administer the diagnostic exam for all AP Calculus AB students to measure their baseline on area and volume skills.

Person Responsible Mechi Anaut-Paget (manaut@dadeschools.net)

By October 1st, the Mathematics Department will begin distributing graphing calculators to all calculus students. The mathematics teachers will expose students to the calculator early on in the school year by scaffolding calculator activities inside and outside of class to tackle the calculator skills needed on some of the area and volume questions that will come up later in the course.

Person Responsible Mechi Anaut-Paget (manaut@dadeschools.net)

By October 10th, teachers will model the use of the TI-84 calculators in class since the area/volume free-response question has been both on the calculator and non-calculator section of the free-response portion of the calculus exam. Using the gradual release model, students will be able to perform the four required skills for calculators for the AP Calculus AB Exam:

- i. plot the graph of a function within an arbitrary viewing window
- ii. find the zeros of functions (solve equations numerically)
- iii. numerically calculate the derivative of a function
- iv. numerically calculate the value of a definite integral

Person Responsible Mechi Anaut-Paget (manaut@dadeschools.net)

Administration will lead data chats with all mathematics teachers to review curriculum, grading rigor, and methods of assessing students to ensure progress and identify areas that require remediation and/or reteaching.

Person Responsible Omar Monteagudo (pr7091@dadeschools.net)

On the November 24th ,2022 professional development day, mathematics teachers will focus on the best approaches to teaching the area and volume free-response question from the AP Calculus Exam in order to ensure student's proficiency. Strategies include utilizing several tools, such as: student-scored free-response questions, AP Classroom, DeltaMath, and Exam View. Given the students' understanding of the criteria stated in the College Board rubric, they will engage in evaluation practices that include self scoring and peer editing.

Person Responsible Mechi Anaut-Paget (manaut@dadeschools.net)

Teachers will continue to assess students' understanding of calculator and non-calculator skills needed for area and volume free-response questions by utilizing several platforms and resources (AP Classroom, DeltaMath, math interventionist, etc).

Person Responsible Mechi Anaut-Paget (manaut@dadeschools.net)

Students will extend their knowledge of the skills required to answer area/volume free-response questions by applying their developed knowledge of the graphing calculator to area between curves (integration topic). This will be accomplished through teacher collaboration in planning lessons. In addition to teacher collaboration, student exploration will be employed when learning about area between two curves and volume by cross sections, discs, and washers.

Person Responsible Mechi Anaut-Paget (manaut@dadeschools.net)

On April 9th, 2022, mathematics teachers from our school will review the four most recently released free-response questions on area and volume from prior AP Calculus exams. Calculator and non-calculator skills will be targeted during this school-wide review. Students will be given the opportunity to work collaboratively to score sample responses, while deepening their understanding of the area/volume free-response question.

Person Responsible Mechi Anaut-Paget (manaut@dadeschools.net)

On April 14th, 2022, the Mathematics Department will administer the area and volume free-response question posttest to measure student achievement and growth on area and volume skills.

Person Responsible Mechi Anaut-Paget (manaut@dadeschools.net)

#2. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale:	School for Advanced Studies' results from the 2020 English Literature and Composition exam, Question 1 Prose Analysis Essay, indicate that all five campuses scored above the global mean of 2.84 out of 6 maximum points. This demonstrates outstanding progress but also indicates room for improvement in which the Language Arts Department will continue to invest instructional focus. AP English and Composition assessment is administered on alternating years in our school.
Measurable Outcome:	Students at School for Advanced Studies will achieve a mean score of 3.5 on Question 2 Prose Analysis Essay portion of the free-response section of the 2022 AP English Literature and Composition exam. By August 27, the overall pretest scores were 59% on the prose analysis exam.
Monitoring:	The Language Arts Department will administer a baseline assessment modeled after the AP Literature and Composition exam in August 2020 to gauge students' abilities in prose analysis skills. A mid-year assessment will be administered in January 2022 to target areas that require additional remediation. The AP English Literature and Composition exam will be administered in May 2022 to measure student growth and improvement.
Person responsible for monitoring outcome:	Mechi Anaut-Paget (manaut@dadeschools.net)
Evidence-based Strategy:	The Language Arts department will monitor student progress through platforms such as Schoology and AP Classroom and provide timely feedback to students after assessments. Language Arts teachers will implement activities, assessments, and scoring rubrics that align with the language and structure of the AP English Literature and Composition exam. Teachers will record and monitor student performance and use collaborative data chats and use time allocated to discuss activities and strategies to use and remediate students on the assessed standards. Teachers will use Standard-Aligned Instruction using the College Board's Advanced Placement Curriculum.
Rationale for Evidence-based Strategy:	The Language Arts Department will establish the consistent application of College Board's learning expectations, objectives, and standards. The Language Arts Department will ensure consistency in the teaching of Question 2 Prose Analysis essay through varying methods such as teacher feedback, self-evaluation, and peer-to-peer rubric scoring. The Language Arts teachers will ensure that students have a thorough understanding of the learning goal to facilitate their ability and achieve desired goals. Ultimately, these steps will lead to the overall improvement of all students' critical-thinking, analyzing, and writing skills, which can contribute to cross-curricular application. Teachers will use Standard-Aligned Instruction using the College Board's Advanced Placement Curriculum

Action Steps to Implement

The Language Arts Department will engage in professional development which involves evaluating feedback from the AP Readers and sharing best practices for prose analysis and teaching on August 19-20, 2021.

Person Responsible Martha Cabrera (martha_cabrera@dadeschools.net)

The Language Arts Department will ensure that students set clear learning goals based on a thorough understanding of the College Board AP Prose Analysis rubric on September 7, 2021.

Person Responsible Melanie Tercilla (melanietercilla@dadeschools.net)

Teachers will model annotation and thesis writing strategies, using a gradual-release model to ensure that students are able to effectively craft an AP prose analysis essay on October 8, 2021.

Person Responsible Adrienne Pedroso (apedroso@dadeschools.net)

In order to assess student achievement on the AP Prose essay, the Language Arts department will engage in data-driven instruction, provide essay feedback, engage in data chats and purposeful peer-to-peer revisions by October 11, 2021.

Person Responsible Mechi Anaut-Paget (manaut@dadeschools.net)

Administration will lead data chats with all Language Arts teachers to review curriculum, grading rigor, and methods of assessing students to ensure progress and identify areas that require remediation and/or reteaching.

Person Responsible Omar Monteagudo (pr7091@dadeschools.net)

On the November 24th, 2021 professional development day, Language Arts teachers will focus on the best approaches to teaching the Question 2 Prose Analysis essay from the AP English Literature and Composition Exam in order to ensure student's proficiency. Strategies include close reading, planning, drafting, and revising. Given the students' understanding of the criteria stated in the College Board analytic rubric, they will engage in evaluation practices that include self-scoring and peer editing.

Person Responsible Adrienne Pedroso (apedroso@dadeschools.net)

Teachers reviewed results and identified students performing below expectations, requiring them to attend teacher-led, small group, peer-lead remediation sessions in order to improve on their performance in prose analysis. These sessions are provided before, during independent time, and after school in order to accommodate the students' schedules.

Person Responsible Adrienne Pedroso (apedroso@dadeschools.net)

Teachers will continue to engage in professional development and model best practices in the classroom in order to improve close reading, critical analysis, and allow for student revision and rewrites on composition tasks. Following these initiatives, student performance will result in improvements on future prose analysis assessments. Every fourth Wednesday of the month (beginning January 26th, 2022), through a Zoom faculty meeting, best practices will be shared.

Person Responsible Mechi Anaut-Paget (manaut@dadeschools.net)

The SAS English Department will lead an extensive AP Literature Student Curriculum Review on Saturday, January 29, 2022. They will provide instruction on the varying strategies that will ensure success on close reading and critical analysis on the exam. The department is conducting the APSCR in January to allow students time before the test to learn, adopt, and fine tune additional strategies given their varying learning styles before the exam on May 4, 2022.

Person Responsible Adrienne Pedroso (apedroso@dadeschools.net)

#3. Leadership specifically relating to Managing Accountability Systems

Area of Focus Description and Rationale:	Results from the 2021 Faculty Climate Survey indicate a need by faculty to focus on using interim assessment data to monitor student progress and target instruction; using state/national data to identify student strength and weaknesses; conducting data chat with students, parents, and peers. The Leadership team will visit each campus to review and evaluate students' data and target the learner that require additional remediation and enrichment by September 10, 2021.
Measurable Outcome:	The administration at School for Advanced Studies will increase teacher understanding of data collection and analysis to target student learning as evidenced by results of the 2022 school-administered PD survey in which at least 80% of teachers will strongly agree/agree with the statement "Teachers at School for Advanced Studies use interim assessment data to monitor student progress and target instruction"; and "Teachers at School for Advanced Studies use state/national data to identify student strengths and weaknesses" by September 30, 2021.
Monitoring:	Teachers will sign-up for school-site PD on the MyLearning Plan portal on data analysis and will complete the 2022 SAS school-created PD survey on August 19-20, 2021.
Person responsible for monitoring outcome:	Omar Monteagudo (pr7091@dadeschools.net)
Evidence-based Strategy:	Meet with stakeholders regularly to review data, having a pre-determined set of questions to assist in analyzing the data, discussing implications for the data, and implementing next steps. Teachers will create Instructional-Focus Calendars and use formal/summative assessment to initiate differentiated instruction and a multitier approach for remediation and re-teaching to identify students needing remediation by the end of the first nine weeks. The leadership team will engage the team Campus Specific faculty) in implementing data chats with students.
Rationale for Evidence-based Strategy:	Research indicates that highly effective teachers utilize student assessment data to obtain knowledge of learners, target instruction, engage in re-teaching, conduct instructional differentiation, and plan for remediation with the ultimate goal of improving student performance outcome. Leadership team will engage the team (campus specific faculty) in data chats.

Action Steps to Implement

Opening of School Presentation on Data Analytics by the principal on August 19-20, 2021.

Person Responsible Omar Monteagudo (pr7091@dadeschools.net)

Quarterly Data Chats will be conducted campus specific with faculty by Leadership team before October 1, 2021.

Person Responsible Omar Monteagudo (pr7091@dadeschools.net)

Administer diagnostic assessments during the first two weeks of school from August 23-September 3, 2021.

Person Responsible Mechi Anaut-Paget (manaut@dadeschools.net)

The leadership team will monitor tutoring logs in reviewing the success of the new usage of QR codes.

Person Responsible ROBERT REGALADO (rregalado@dadeschools.net)

The leadership team will conduct data chats at the completion with all instructional and student services personnel to evaluate student data and develop student intervention strategies.

Person Responsible Omar Monteagudo (pr7091@dadeschools.net)

The leadership team will meet with every student through the research class to receive feedback and review Quarterly School Culture Survey. Visits are scheduled from, January 14th, 2022 through February 4th, 2022- two days per campus.

Person Responsible Omar Monteagudo (pr7091@dadeschools.net)

The leadership team will conduct data chats starting the second semester on January 24th, 2022 with all instructional leaders and student services personnel to evaluate student data from the mid-year review and reflections.

Person Responsible Omar Monteagudo (pr7091@dadeschools.net)

#4. Culture & Environment specifically relating to Positive Behavior Intervention and Supports

Area of Focus Description and Rationale: Results of the 2021 School Climate Survey indicate that 37% of students who responded to the survey strongly disagreed, disagreed or were neutral on the question "My teachers make me want to learn".

Measurable Outcome: The percent of students who strongly disagree, disagree or are neutral on the question "My teachers make me want to learn" will decrease by 10 percentage points on the 2022 School Climate Survey when compared to the results from the 2021 School Climate Survey (27% vs 37%). A school based climate survey will be conducted through the research class during the end of the first quarter.

Monitoring: Periodic school-generated surveys will be administered at the end of the nine weeks to gauge perception and an end-of-year district-generated survey will determine if strategies enacted helped to change student perception on this targeted objective.

Person responsible for monitoring outcome: Mechi Anaut-Paget (manaut@dadeschools.net)

Evidence-based Strategy: SAS teachers will foster positive staff-student connections to help increase students' sense of belonging at school. This practice consists of providing opportunities for students to interact with adults outside of the context of academic learning and disciplinary actions. Staff-Student Connections will encompass feed-back protocol and instructional interest inventory. Teachers and administration will develop student leadership skills to be part of student leadership responsibilities.

Rationale for Evidence-based Strategy: Research indicates a correlation between positive teacher-student relationship, student academic empowerment and fluid communication on instructional objectives, and student academic performance. The administration will meet with student leadership (SGA) to develop leadership skills as leadership development.

Action Steps to Implement

Teachers will initiate feed-back protocol at the classroom level by September 17, 2021.

Person Responsible Mechi Anaut-Paget (manaut@dadeschools.net)

Teachers will conduct student perception survey by the end of the first nine-weeks.

Person Responsible Mechi Anaut-Paget (manaut@dadeschools.net)

Generate a student focus group comprised of 11th and 12th grade students who will work with the instructional team in assessing student perception data and develop corrective strategies through Student Government by October 8, 2021.

Person Responsible Mechi Anaut-Paget (manaut@dadeschools.net)

A Mental Health curriculum will be implemented through our research classes by the Mental Health coordinators starting October 4, 2021.

Person Responsible Eduardo Morales (edmorales@dadeschools.net)

Results of the 2021-2022 Qt 1 School Climate Survey will show the percent of students who strongly disagree, disagree or are neutral on the question "My teachers make me want to learn" will decrease by 5 percentage points on the 2022 School Climate Survey when compared to the results from the 2021 School Climate Survey (32% vs 37%).

Person Responsible Omar Monteagudo (pr7091@dadeschools.net)

Principal will visit every campus and meet with all 11th and 12 graders through their Research class on the week of January XX - to elaborate and inquire on the answers given to the School Climate Survey.

Person Responsible Omar Monteagudo (pr7091@dadeschools.net)

Action step needed

Person Responsible Omar Monteagudo (pr7091@dadeschools.net)

#5. -- Select below -- specifically relating to

Area of Focus Description and Rationale:

Measurable Outcome:

Monitoring:

Person responsible for monitoring outcome: [no one identified]

Evidence-based Strategy:

Rationale for Evidence-based Strategy:

Action Steps to Implement

No action steps were entered for this area of focus

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

N/A

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

School for Advanced Studies fosters a positive school culture and environment that is designed to optimize stakeholder engagement and collaboration through open communication. SAS faculty and staff sponsor clubs that promotes diversity and inclusivity, and celebrates students from a variety of backgrounds, thus providing students with an outlet to freely express themselves in a safe and nurturing environment. The school uses the 'Employee Spotlight' to highlight important milestones and special recognitions. The collaborative nature of the faculty and staff creates an environment for the students that is emotionally and intellectually supportive. Faculty and staff is empowered to make operational and curriculum-related recommendations given the administration's open door policy. The school fosters a collegial work environment that respects teacher autonomy, encourages collaboration across subject areas, and sharing best practices. Emotional Intelligence training is utilized as an opportunity to help the faculty and staff sustain relationships with each other and the students. Understanding the important role parents play in a child's education, the school encourages parental engagement through periodic outreach. The School Transformation Committee meets periodically to analyze stakeholder perception data, make corrective action, and monitor data throughout the school year to ascertain whether the targeted goals are met.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

PTSA: Connects parents, teachers, students and administration to build cohesiveness, supports student initiatives and enhances communication.

SAS/AAA Transformation Committee: Redefines the mission/vision of the school and prioritizes the school community's diversity and the needs of its stakeholders; creates social opportunities to bring the faculty and staff together but away from the classroom through cultural experiences such as books, films, food, community service.

Curriculum Council: Uses data to address student academic and emotional needs.

PLST: Supports the school's development and implementation of a high-quality professional development plan.

EESAC: Brings together all stakeholders and involves them in an authentic role in decisions which affect school improvement and the delivery of programs.

Student Government Association (SGA): Meets monthly with school administration to discuss student concerns and suggest programmatic and student activities-related recommendations.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	7000	120-Classroom Teachers	7091 - School For Advanced Studies South	General Fund		\$5,000.00
			Notes: Professional Development Registration; hourly for tutoring and AP Academy.			
2	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	7000	120-Classroom Teachers	7091 - School For Advanced Studies South	General Fund		\$5,000.00
			Notes: Professional Development Registration; hourly for tutoring and AP Academy.			
3	III.A.	Areas of Focus: Leadership: Managing Accountability Systems				\$0.00
4	III.A.	Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports				\$0.00
5	III.A.	Areas of Focus: -- Select below --:				\$0.00
					Total:	\$10,000.00