School For Advanced Studies South

2022-23 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: 7/14/2022

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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	50%
2021-22 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	2021-22: A (100%) 2018-19: A (100%) 2017-18: 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	N/A
* 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 Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 11-12	No	50%

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	2021-22	2020-21	2019-20	2018-19
Grade	A		A	A

School Board Approval

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SIP Authority

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.

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
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

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.
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.
Morales, Eduardo	School Counselor	Mr. Morales is the Guidance Counselor at School for Advanced Studies - Homestead Campus and the Student Services Department Chair. He is a core member of the PLST team 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 - South Campus. She is a PLST Positive Culture & Environment Leader and serves on the Synergy Leadership and School Transformation team.
Verde , Danai	Teacher, K-12	Ms. Verde is an AP U.S. History, AP U.S. Government and Politics, and AP Macroeconomics teacher at School for Advanced Studies - South Campus. She is a PLST Digital Innovator and serves on the Synergy Leadership and School Transformation team.
Morales, Kora	Teacher, K-12	Ms. Morales is an AP Calculus AB, AP Physics, and Pre-Calculus teacher at School for Advanced Studies - South Campus. She is a core member of the PLST team.

Demographic Information

Principal start date

Thursday 7/14/2022, Omar Monteagudo

Number of teachers with a 2022 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.*

32

Number of teachers with a 2022 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.*

4

Total number of teacher positions allocated to the school

36

Total number of students enrolled at the school

812

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

2

Identify the number of instructional staff who joined the school during the 2022-23 school year.

5

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	443	370	813
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	32	0	32
One or more suspensions	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	1	0	1
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	5	2	7
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	1	0	1
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	1	0	1
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	1	2	3

Using the table above, complete the table below with the number of students by current grade level who have 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	41	4		45

Using current year data, complete the table below with the number of students identified as being "retained.":

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

Thursday 8/11/2022

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	
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	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	
Level 1 on 2019 statewide FSA ELA assessment	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	
Number of students with a substantial reading deficiency	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	

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	149	0	149
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	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	
Level 1 on 2019 statewide FSA ELA assessment	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	
Number of students with a substantial reading deficiency	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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement		54%	51%					59%	56%
ELA Learning Gains								54%	51%
ELA Lowest 25th Percentile								48%	42%
Math Achievement		42%	38%					54%	51%
Math Learning Gains								52%	48%
Math Lowest 25th Percentile								51%	45%
Science Achievement		41%	40%					68%	68%
Social Studies Achievement		56%	48%				100%	76%	73%

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
2022					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	71%	29%	70%	30%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
HSP										100	100
WHT										100	100
FRL										100	100
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

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
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%	0

English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

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%	0

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0

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%	0

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%	0

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%	0

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%	0

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%	0

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%	0

Part III: Planning for Improvement

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?

The following breakdown evaluates SAS performance (i.e., the percent of students who earn at least a 3 on one or more exams) per campus using pre-pandemic information from 2018 as compared to current scores gathered in 2022 on the Advanced Placement Exam.

SAS Homestead: The percent of students that earned a 3, 4, or 5 increased from 94.59 in 2018 to 97.71 in 2022

SAS Kendall: The percent of students that earned a 3, 4, or 5 increased from 88.44 in 2018 to 97.67 in 2022

SAS North: The percent of students that earned a 3, 4, or 5 increased from 81.2 in 2018 to 94.12 in 2022

SAS West: The percent of students that earned a 3, 4, or 5 increased from 88.99 in 2018 to 98.10 in 2022

SAS Wolfson: The percent of students that earned a 3, 4, or 5 increased from 91.07 in 2018 to 95.20 in 2022

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

In four out of 26 class sections, we identified a 14.5 percentage point drop on the number of students scoring a 3 or higher on the AP U.S. Government and Politics exam when comparing 2018 to 2022.

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

Data from the AP U.S. Government and Politics exam reflected that the students in four class sections underperformed in the Free Response Question section of the exam. This performance outcome may be attributed to a lack of consistent exposure to FRQs, rubric scoring, and sufficient and detailed student feedback.

Departmental mentoring will be assigned; peer observation; attending professional development courses addressing best practices on classroom management; student assessment development; and instructional planning and delivery.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

The AP English Literature and Composition pre-pandemic data from 2018 shows that 437/652 students earned a 3, 4, or 5 with a composite average of 67.02% across all five SAS campuses. In 2022, the results show that 690/727 scored a 3, 4, or 5, with a passing score of 94.91%.

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

Students responded positively to remediation approaches. Continued interventions and best practices were implemented both in the classroom, during students' independent time/teachers' office hours, after school tutoring and at the school-wide review led by all content-area teachers/ departments in January. The latter provided a two-fold learning opportunity: it facilitated teachers to observe and model their colleagues' best practices approaches in the classroom learned during presentations as well as introducing students to additional methods on how to improve performance on the AP English Literature and Composition exam.

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

To further accelerate student learning, reinforcement of cross-curricular skills across content areas will need to be implemented. Faculty mentor/mentee relationships within departments will support best practices in each of the content areas. In order to improve communication across campuses and with all stakeholders, School for Advanced Studies will move towards one platform for communication, resources, and collaboration.

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.

School for Advanced Studies will provide in-house professional development opportunities that enhance opportunities for inter and intra department collaboration to support student learning and school culture. Some areas of focus include organizational strategies for developing an effective IPEGS portfolio; digital innovation utilizing Schoology; and SaferWatch orientation. Additionally, district-led and College Board course offerings that focus on best practices for teaching and learning as well as mentor/mentee relationships that are cultivated and sustained throughout the school year.

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

Each department will offer tutoring to individual and small groups during the school day and after school tutoring for students demonstrating a need for improvement. The Mathematics department will offer hybrid services by an interventionist to the five campuses in order to remediate students that require additional assistance. Teachers will attend professional development courses offered by MDCPS, College Board, and in-house to acquire/share best practice strategies to share among colleagues and model in the classroom to enhance instruction and learning. The five campuses will utilize one communication platform to maintain and sustain cohesion.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	At School for Advanced Studies, AP English Language and Composition is offered on alternating years. During the 2022-2023 school year, the Language Arts Department will focus on improving the students' scores on section one of the AP English Language and Composition exam which is multiple choice. It requires students to read and analyze passages centered on argumentation and rhetoric.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	In 2021, 508 out of 662 students at SAS qualified at a level 3 or higher on the AP English Language and Composition exam, impressively exceeding the state and global averages. Data findings indicate that SAS students earned 77.9 % mean score on the exam. Our 2022-2023 goal is to increase objective mean scores by 3%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	We will monitor student performance using a pre and post test designed after the AP Language exam, and as we track student data, we will remediate and reteach any objective standards where students require additional assistance.
Person responsible for monitoring outcome:	Martha Cabrera (martha_cabrera@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being	The Language Arts Department will focus on Data-Driven instruction to cultivate and sustain proficiency in multiple choice skills through modeling close reading skills, administering consistent timed-reading assessments throughout the year, and providing timely feedback on performance.

implemented for this Area of Focus.	
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this 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 best practices for multiple choice through varying methods such as teacher led scoring and peer-to-peer 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, analysis, and close-reading 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

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

The Language Arts Department will engage in professional development which involves evaluating feedback from the AP readers and sharing best practices for multiple choice will be ongoing from August 12, 2022 (Opening of School meeting) through October 14th, 2022.

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 College Board's proficiency standards on the AP English Language and Composition multiple choice by October 14th, 2022.

Person Responsible	Adrienne Pedroso (apedroso@dadeschools.net)

The Language Arts Department will model best practices and close reading strategies in order for students to utilize these new skills on the assessments administered from August 22nd through October 14th.

Person Responsible	Martha Cabrera (martha_cabrera@dadeschools.net)

Departmental meetings (August 30th and September 27th) and mentorship will facilitate collaborative opportunities for not only materials and curriculum planning but also instructional approaches that have proved effective in the classroom.

Person Responsible	Adrienne Pedroso (apedroso@dadeschools.net)

The SAS/AAA Language Arts Department will engage in a "Best Practices" professional development workshop (on November 8th) that will focus on teaching full-length works of fiction and non-fiction in the Advanced Placement English Literature/ Language courses. The goal is to create a classroom culture that shows students and families that we value reading. We aim to design activities that provide motivation, accountability, and confidence that students need to establish consistent reading habits both in and out of the classroom.

Person Responsible   Martha Cabrera (martha_cabrera@dadeschools.net)

The SAS/AAA Language Arts Department will meet on December 1st to plan the Mid-Year AP Student Curriculum Review that will take place on January 28th. The goal of this meeting is to develop and share Best Practices that will be presented to students in order for them to apply multiple strategies for close reading, rhetorical analysis, argumentation, and synthesis writing. Teachers will be co-facilitators in each section using their knowledge of learners to design curriculum, remediate and reteach the skills necessary to be successful on the AP English Language and Composition exam in May.

Person Responsible   Adrienne Pedroso (apedroso@dadeschools.net)

#2. Transformational Leadership specifically relating to Leadership Development	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Results from the 2022 Student Climate Survey indicate a need for faculty to focus on using interim assessment data to monitor student progress and target instruction; using classroom performance data to identify student strength and weaknesses; conducting data chats with students, parents, and peers; and scheduling re-teaching where warranted based on student performance outcome on class assessments. The Leadership team will visit each campus to review and evaluate students' data.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective 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".
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Teachers will sign-up for school-site PD on the MyLearningPlan portal on data analysis and will complete the 2022 SAS school-created PD survey on August 14, 2022.
Person responsible for monitoring outcome:	Omar Monteagudo (pr7091@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented	The Leadership Team will meet with stakeholders regularly to review data with a pre-determined set of questions to assist in data analysis, discussing implications for the data, and implementing next steps. Furthermore, the Leadership Team will engage the teachers at each campus in data chats. Teachers will be responsible for creating Instructional Focus Calendars and utilizing formal/summative assessment to initiate differentiated instruction and a multi-tier approach for remediation/re-teaching to identify students needing remediation by the end of October 14th. The evidenced based strategy, Determining, Implementing & Tracking Initiatives and Progress, will be utilized by the Leadership Team in its area of focus to include sustainable results.

for this Area of Focus.	
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this 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.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

The principal will provide an opening of school presentation on data analytics from August 12th, 2022.

Person Responsible	Omar Monteagudo (pr7091@dadeschools.net)

The Leadership Team will conduct campus-specific quarterly data chats with faculty from August 22nd to October 14th, 2022.

Person Responsible	Omar Monteagudo (pr7091@dadeschools.net)

Teachers will administer diagnostic assessments to gauge student performance levels during the first two weeks of school from August 17-31, 2022.

Person Responsible	Omar Monteagudo (pr7091@dadeschools.net)

The Leadership Team will monitor tutoring logs in reviewing the success of new QR codes.

Person Responsible	Omar Monteagudo (pr7091@dadeschools.net)

The Leadership Team will conduct data chats with all instructional and student services personnel to evaluate student data and develop student intervention strategies from August 22nd to October 14, 2022.

Person Responsible	Omar Monteagudo (pr7091@dadeschools.net)

The Leadership Team will continue to conduct data chats with instructional staff and student services personnel to evaluate data and develop student intervention strategies from October 31- December 14, 2022.

Person Responsible	Omar Monteagudo (pr7091@dadeschools.net)

Student Government Association (SGA) will meet monthly (October 31 - December 14th, 2022) with school administration to discuss student concerns and suggest pragmatic and student activities and related recommendations.

Person Responsible	Omar Monteagudo (pr7091@dadeschools.net)

#3. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	During the 2022-2023 school year, the School for Advanced Studies Mathematics Department will utilize the data from the PSAT results administered in 10th grade. The primary focus will be on improving the performance of the Pre-Calculus students, spiraling necessary skills to support student performance and proficiency in Calculus AB the following year.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	In May 2022, SAS Pre-Calculus students took a Pre-Calculus CLEP exam. On this exam, the mathematics department recognized a correlation between PSAT scores and CLEP exam results. Data findings indicate that 2022 SAS 11th graders earned 75% mean score on the CLEP exam and our goal is to increase objective mean scores by 3%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The mathematics department will use a CLEP diagnostic exam and periodic progress monitoring throughout the course of the year, including a Pre-Test and a mid-year assessment, teachers will monitor student progress and gains.
Person responsible for monitoring outcome:	Mechi Anaut-Paget (manaut@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	The Mathematics Department will identify students that have a sub 500 score on the 10th grade PSAT Math for the purposes of remediation, intervention, and reteaching when needed. Using a CLEP diagnostic exam and periodic progress monitoring throughout the course of the year, including a mid-year assessment, teachers will monitor student progress and gains. The evidence-based strategy, Technology Integration, will be used by all the pre calculus teachers in its area of focus to review and reinforce math skills using the program Modern States to prepare for the CLEP exam.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy.	The Mathematics Department will conduct collaborative data chats where time is allotted to discuss strategies for remediation and enrich students on the assessed Pre-Calculus skills by collaborating with the mathematics interventionist and peer-to-peer tutoring in addition to teacher-led tutoring during office hours/after school. The mathematics teachers will ensure that students have a clear understanding of the skills required to achieve a passing score on the CLEP exam. Ultimately, these steps will lead to the overall improvement of all students' mathematical fluency, specifically in Pre-Calculus.

Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

In August 12th, 2022, the Mathematics Department will engage in a professional development opportunity to discuss the skills assessed on the 2022 AP Calculus AB exam. Teachers will share their AP Reader experiences, student samples, and best practices from August 22nd to October 14th, 2022.

Person Responsible   Kora Morales (kmorales1@dadeschools.net)

By September 6th, 2022, the Mathematics Department will administer the CLEP diagnostic exam for all Pre-Calculus students to measure their baseline on Pre-Cal skills.

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

The Mathematics Department will participate in a team building activity to cultivate collaboration and cohesion among the department ongoing from August 22nd to October 14th, 2022.

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

The Mathematics Department will ensure that students set clear learning goals based on a thorough understanding of the proficiency standards on the CLEP exam by October 14, 2022. The teachers will ensure that students are familiar with the TI84 graphing calculator by scaffolding calculator activities.

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

Teachers will conduct mini workshops via zoom to assist and remediate students currently enroll in Pre-Calculus that are weak in important topics of Algebra 2. These workshops will start 10/26/2022 and will be recurring every Wednesday until every topic is covered by 12/14/2022.

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

Teachers have registered to participate in the Miami-Dade County district wide Professional Development offered by Advanced Academics on November 8th, 2022:
Our Pre-calculus leader will be attending Precalculus, Calculus, and Mathematics for College Statistics - Taking a Deep Dive into Newly Adopted Instructional Materials
The remaining teachers will participate in AP Calculus Curriculum review offered also by Advanced Academics.

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

On November 2nd, 2022 several teachers will participate in the Advanced Placement Pre-Calculus professional development by the College Board to introduce and explain the new curriculum we are planning to implement next 2023-2024 school year.

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

#4. Instructional Practice specifically relating to Social Studies	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	At School for Advanced Studies, AP U.S. History is offered on alternating years. Out of the five assessed historical thinking skills on the 2021 AP U.S. History exam, students' ability to analyze text-based sources and identify claims and supporting evidence scored the lowest. During the 2022-2023 school year, the School for Advanced Studies Social Studies Department will focus on improving students' ability to analyze arguments in primary and secondary source documents on the multiple choice section of the 2021 AP U.S. History exam. This keystone historical thinking skill focus will also support students' in their analysis and use of evidence to support their thesis and overall argument on the free-response document-based question, as well as the analysis of claims and supporting evidence in two of the three short-answer questions on the AP U.S. History exam.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	In 2021, 69.7% of students at SAS qualified at a level 3 or higher on the AP U.S. History exam, exceeding the state and global averages. Our 2022-2023 goal is to increase qualifying scores of level 3 or higher by 5%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	We will monitor student performance using a diagnostic and mid-year assessment designed using AP U.S. History standards-aligned questions that emphasize source analysis of claims and evidence, and as we track student data, we will remediate where students require additional assistance.
Person responsible for monitoring outcome:	Mechi Anaut-Paget (manaut@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being	The Social Studies Department will provide students with multiple opportunities to read and analyze primary and secondary sources, focusing specifically on how these sources use evidence to support their claims. Teachers will model the close reading and analysis of sources, provide time and support for students to practice identifying claims and supporting evidence in collaborative groups and individually, monitor student progress through AP standards-aligned multiple choice and free-response assessments that focus on this historical thinking skill, and provide clear and explicit feedback to accelerate

implemented for this Area of Focus.	student progress. The evidenced based strategy, Collaborative Learning/Structures, will be utilized by the Social Studies Department in its area of focus to include explicit feedback.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	The Social Studies Department will establish the consistent application of College Board's learning expectations, objectives, and standards. Student improvement and progress identifying claims and supporting evidence hinges on well-documented evidence-based strategies of teachers' modeling close reading strategies and annotation of sources, being presented with opportunities to practice these strategies with their peers and individually with teacher support, and being provided opportunities to implement feedback from formative and summative assessments.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

The Social Studies Department will engage in professional development which involves evaluating feedback from the AP readers and sharing best practices for multiple choice from August 22, 2022 until October 14th, 2022.

Person Responsible	John Burkowski (jburkj@dadeschools.net)

The Social Studies Department will model best practices and close reading strategies in order for students to utilize these new skills on the assessments administered throughout the year from August 22, 2022 until October 14th, 2022.

Person Responsible	Danai Verde (dverde@dadeschools.net)

Departmental meetings on September 1, 2022 and October 13, 2022 and mentorship will facilitate collaborative opportunities for not only materials and curriculum planning but also instructional approaches that have proved effective in the classroom.

Person Responsible	John Burkowski (jburkj@dadeschools.net)

The Social Studies Department will participate in professional development in how to use Schoology effectively from August 22, 2022 to October 14th, 2022.

Person Responsible	Danai Verde (dverde@dadeschools.net)

As AP Teacher participants, members of the Social Studies Department will attend the MDCPS Fall AP Curriculum Review on Tuesday, November 8th, which will provide new and experienced AP Teachers with a rich staff development opportunity and prepare them to support AP instruction in our school.

Person Responsible	John Burkowski (jburkj@dadeschools.net)

The Social Studies Department will meet the week of December 5th to discuss and analyze data from assessed content and skills during the first half of the second quarter. Based on this analysis, teachers will

devise and coordinate remediation strategies as we approach the mid-year assessment and Spring semester.

Person Responsible   John Burkowski (jburkj@dadeschools.net)

#5. Positive Culture and Environment specifically relating to -Enhanced Communication	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	According to both 2021-2022 Student Climate Data results and internal school student survey results, less than 70% of students in all SAS campuses answered "Agree" or "Strongly Agree" to the following statements: "My teachers provide timely feedback on my school-work" and "My teachers give meaningful homework to help me learn".
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	In school surveys administered during the 2022-2023 school year, student responses to the statements "My teachers provide timely feedback on my school-work" and "My teachers give meaningful homework to help me learn" will increase from 68% in 2021-2022 to 70% in 2022-2023.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The School Transformation Committee comprised of administration, teachers, staff and students will meet on a monthly basis to evaluate and develop strategies for improvement based on quarterly student survey outcomes.
Person responsible for monitoring outcome:	Melanie Tercilla (melanietercilla@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being	Quarterly climate surveys will be administered to all SAS students through their weekly research classes. Survey questions will be developed by the School Transformation Committee based on MDCPS Climate Survey questions and areas of need. The evidence based strategy, Shared Leadership, will be implemented by the Transformational Team in its area of focus to listen and include students' opinions and ideas, and how their role is integral to the school. Through Student Government Association, they will be empowered to disseminate information and foster communication with teachers, administration, and the student body.

implemented for this Area of Focus.	
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	The correlation between timely instructional feedback and student performance outcome is well-documented. Students who are not apprised of their progress or are provided standard-based aligned and meaningful feedback are ill-equipped to take the corrective steps to understand areas that require increased focus or to perform proficiently. Student surveys help provide students with an avenue to objectively provide an additional data point for teachers to utilize to both internalize their practice and address the needs of their students. Thus, the school will use student quarterly surveys to ascertain whether necessary timely feedback is being provided and if home learning assignments are truly an extension of the learning that takes place in the classroom. Lastly, this empowers students to take ownership over their learning process and feel as their needs are being recognized and addressed.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

A student orientation will be scheduled during the first week of the 2022-2023 school year to provide students with information on how to engage teachers and solicit timely and meaningful feedback.

Person Responsible	Omar Monteagudo (pr7091@dadeschools.net)

School Transformation Committee, comprised of teachers, staff and students, will meet monthly (September 14th, 2022) to review student survey results, solicit student input from Student Government Officers, and develop best practices related to the area of focus.

Person Responsible	Melanie Tercilla (melanietercilla@dadeschools.net)

Administration of quarterly student surveys during the 2022-2023 school year.

Person Responsible	Omar Monteagudo (pr7091@dadeschools.net)

Scheduling of professional development to instructional staff on best practices on student feedback protocol and the development of standards-aligned, home learning assignments form August 22nd to October 14th, 2022.

Person Responsible	Omar Monteagudo (pr7091@dadeschools.net)

The leadership team will meet with every student through the research class to receive feedback and review the quarterly school culture survey. Visits are scheduled from August 22nd, to October 14th, 2022..

Person Responsible	Omar Monteagudo (pr7091@dadeschools.net)

During the weeks of November 7th and November 14th, the principal and members of the School Transformation Committee will meet with students from all SAS campuses in randomized focus groups in order to discuss the results of the Quarter 1 Student Climate Survey and plan for improvement for the second half of the 2022-2023 school year.

Person Responsible	Omar Monteagudo (pr7091@dadeschools.net)

On November 8, 2022, teachers will engage in an intercampus professional development workshop focused on the refinement and improvement of student feedback protocols, meaningful and relevant homework ideas, and timely communication across all subject areas.

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

In the second week of December, the Transformation Committee will meet and bring in a student representative from each campus in order to appropriately inform school-wide decisions and receive relevant feedback on the newest protocols that have been implemented during the 2022-2023 school year.

Person Responsible Omar Monteagudo (pr7091@dadeschools.net)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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 school culture and environment.

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, and 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.