School For Advanced Studies South School

2023-24

Schoolwide Improvement Plan (SIP)

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School For Advanced Studies South

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

http://sas.dadeschools.net

School Board Approval

This plan was approved by the Dade County School Board on 10/11/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team
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 as it relates to SIP implementation 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.
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	Teacher, K-12	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.
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.

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The SIP is intended to be the primary artifact used by our 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 our work throughout the year. The SIP Development begins during the summer at Synergy workshops. Our School Leadership Team meets and identifies areas of focus within our three content areas (Language Arts, Social Studies and Mathematics). Our School Leadership Team presents identified goals departmentally to our faculty during the opening of school meeting. Parents and students are an iatrical part of this process. They are members of our Educational Excellence School Advisory Council (EESAC) which assist in the development and approves our SIP. We continuously conduct Climate Surveys to the parents and students.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

We strive to continuously monitor student performance using data to drive instruction and teacher/ student feedback. Our tutoring program during teacher's office hours is crucial for the remediation of our students with the greatest achievement gap. We will increase accountability of ensuring that students are targeted for mandatory tutoring with teachers and peer tutoring/editing.

Demographic Data Only ESSA identification and school grade history updated 3/11/2024	
2023-24 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
2022-23 Title I School Status	No
2022-23 Minority Rate	93%
2022-23 Economically Disadvantaged (FRL) Rate	50%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: A 2018-19: A 2017-18: A
School Improvement Rating History	

DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

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

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	32
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	1
Course failure in Math	0	0	0	0	0	0	0	0	0	7
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	1
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	1
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	3

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	45

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

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

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*		55	50		54	51			
ELA Learning Gains									
ELA Lowest 25th Percentile									
Math Achievement*		43	38		42	38			
Math Learning Gains									
Math Lowest 25th Percentile									
Science Achievement*		62	64		41	40			
Social Studies Achievement*	99	69	66		56	48			
Middle School Acceleration					56	44			
Graduation Rate	100	89	89	100	56	61	100		
College and Career Acceleration	100	70	65	100	67	67	100		
ELP Progress		49	45						

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings.

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	100
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	299
Total Components for the Federal Index	3
Percent Tested	100
Graduation Rate	100

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	100
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	200
Total Components for the Federal Index	2
Percent Tested	
Graduation Rate	100

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD				
ELL				
AMI				
ASN	100			
BLK				
HSP	100			
MUL				
PAC				
WHT	95			

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
FRL	100			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD				
ELL				
AMI				
ASN				
BLK				
HSP	100			
MUL				
PAC				
WHT	100			
FRL	100			

Accountability Components by Subgroup
Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students								99		100	100	
SWD												
ELL												
AMI												
ASN								100			1	
BLK												
HSP								99		100	3	
MUL												

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT								95			1	
FRL								100		100	3	

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students										100	100	
SWD												
ELL												
AMI												
ASN												
BLK												
HSP										100	100	
MUL												
PAC												
WHT										100	100	
FRL										100	100	

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students										100	100	
SWD												
ELL										100	100	
AMI												
ASN										100	100	
BLK												
HSP										100	100	
MUL												
PAC												
WHT										100	100	
FRL										100	100	

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	99%	66%	33%	63%	36%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The student results on the 2023 AP Calculus AB exam frequent response questions (FRQs) at three of the five SAS campuses, indicate that students performed below the global mean in the following content cluster areas: QUESTION 3: MODELING WITH DIFFERENTIAL EQUATION - AB & BC; QUESTION 4: GRAPHICAL ANALYSIS WITH L HOSPITAL - AB & BC; QUESTION 5: ANALYSIS OF FUNCTIONS; and QUESTION 6: IMPLICIT DIFFERENTIATION WITH RELATED RATES.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

According to the 2023 AP Calculus AB data, student-performance outcome on the Free-Response questions (FRQ) section of the exam was below the global mean. Based on post-review assessment, student debriefing, assessment data and identified contributing factors, students are not sufficiently exposed to a variety of FRQ's.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

According to the 2022-2023 School Climate Survey question "I like the choice of classes I have at this school", students indicated they strongly disagree or disagree with this question prompt. This may be attributed to the contributing factors of mandatory curriculum at School for Advanced Studies that requires students to take AP Calculus AB and limitations at MDC.

Which data component showed the most improvement? What new actions did your school take in this area?

Student that tested digitally on the AP Language and Composition exam scored 12% higher compared to those students who opted to take the paper and pencil exam.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

N/A

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

Offering Honors Pre-Calculus in lieu of AP Pre Calculus
Expanding subject offerings to all students through the MDC network and FIU
Readiness for digital AP English Literature Exams

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to Coaching

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2023 AP Calculus AB data, student-performance outcome on the Free-Response Questions (FRQ) section of the exam was 1.83 below the global mean of 20.4. Based on post-review assessment, student debriefing, assessment data, and the identified contributing factors, students are not sufficiently exposed to a variety of FRQ's (both in quantity and complexity) that will allow them to demonstrate a level of proficiency on the AP Calculus exam that is equal to or greater than the global mean. To address this targeted element, we will focus on coaching teachers on peer rubric scoring of FRQ's.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

With the implementation of an instructional focus calendar that focuses on teacher coaching, peer-rubric scoring and an increase in the number of FRQ's students are exposed to on a monthly basis, results from 2024 AP Calculus AB exam will show that the school mean will be equal to or greater than the global mean score on the Free-Response Questions (FRQ) section of the 2024 AP Calculus AB exam.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

An instructional focus calendar will be created whereby a minimum of one monthly FRQ will be scheduled and each FRQ will be administered and subsequently peer-reviewed using an approved college board rubric scoring guide. Data will be collected and analyzed; and instructional modifications, differentiation of instruction, and research-based interventions will be enacted.

Person responsible for monitoring outcome:

Omar Monteagudo (pr7091@dadeschools.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Our mathematics instructors will utilize the evidence-based intervention of Collaborative Evaluation of Student Work using rubrics established by the department or employ rubrics from previous AP exams to align with the class standards in coaching teachers. Teachers will learn the calibration process which makes scoring student work more consistent among a group of educators and more aligned to the standards upon which rubrics and scoring criteria are based. The success of such process is dependent on a culture in which educators are collaborative and focused on reflective practice to improve student learning. This process is particularly relevant for content-alike teams of teachers using common assessments as evidence for Student Learning Objectives.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Collaborative Evaluation of Student Work intervention denotes the calibration process that enhances the consistency of scoring student assignments across a team of educators. Our mathematics instructors will implement a monthly common assessment that will not only assist in monitoring the process but also serve as evidence of progress towards student learning objectives. Since our objective for the upcoming

school year is to enhance our Free Response Question (FRQ) scores, we deem it essential for our team to undergo thorough preparation to effectively teach and excel in teaching and scoring long responses.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

All math teachers will participate in a professional development workshop on peer-review rubric scoring.

Person Responsible: Kora Morales (kmorales1@dadeschools.net)

By When: August 30, 2023

Math teachers will use an instructional focus calendar to schedule monthly peer-reviewed and rubric-scored FRQ's to familiarize students with the varying complexity of questions and enhance student proficiency on the written responses on the AP exam.

Person Responsible: Kora Morales (kmorales1@dadeschools.net)

By When: August 19 - September 29, 2023

Teachers will participate in instructional coaching workshops on writing high quality FRQ's responses

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

By When: September 29, 2023

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to 2022-2023 AP Language and Composition data across all School for Advanced Studies campuses, 53 out of 782 (6.7%) students tested digitally on the AP Language and Composition exam. At the particular SAS campus in which the digital exam was piloted, the exam passage rate for digital test takers was 83% while the exam passage rate for paper-based test takers was 71%, showing a 12% difference between the two exam modalities. Some contributing factors that have led to this data are the following: paper-test preferences and uniformity adopted by AP English Language teachers, a lack of confidence among staff and students in College Board's initial digital exam implementation, and limited digital AP resources for test practice. ELA teachers will implement AP Classroom resources for exam practice and allow for student choice in test-taking preferences (digital or paper). By providing students autonomy to choose their testing modality, our belief is that it will boost student buy-in toward the exam.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

With the implementation of digital AP classroom practices and resources, the number of School for Advanced Studies students taking the AP Literature and Composition digital exam will increase by at least 13.3 percentage points (160 students). (Note: Due to the alternating English curriculum at School for Advanced Studies, AP Language & Composition will not be offered in the 2023-2024 school year- AP Literature & Composition will be the ELA course that all School for Advanced Studies students take during the 2023-2024 school year.)

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

ELA teachers will implement a variety of digital practices and assessments on AP Classroom to determine student comfortability and success with the digital modality. ELA teachers will track student scores based on the AP Classroom rubrics aligned with AP Literature curriculum that measures multiple choice and free-response proficiency on the digital platform. The testing chair at School for Advanced Studies will report the number of students who signed up for each test modality to ELA teachers and the leadership team.

Person responsible for monitoring outcome:
Adrienne Pedroso (apedroso@dadeschools.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Within the targeted element of the implementation of digital testing and practice, ELA teachers will execute lessons, assessments, and practice exams on CollegeBoard's digital testing platform AP Classroom and measure student proficiency. Students will show evidence of mastering digital resources through their free response and multiple choice assessment scores.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

The implementation of the evidence-based strategies will allow students to determine their comfort level with digital AP resources. By exposing students to AP classroom digital resources and providing students autonomy in their test modality, teachers will allay student fears of technology glitches and other issues that may arise during computer-based assessments, leading to an increase in digital test-takers.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

On the district-wide professional development day, August 15, 2023, School for Advanced Studies ELA teachers will host a professional development seminar centered around sharing best practices with AP Classroom and other digital resources.

Person Responsible: Adrienne Pedroso (apedroso@dadeschools.net)

By When: September 29, 2023

By September 1, 2023, all ELA teachers will have given students a diagnostic exam using AP Classroom Practice Test #1 for AP Literature and Composition.

Person Responsible: Adrienne Pedroso (apedroso@dadeschools.net)

By When: September 29, 2023

By September 29, 2023, ELA teachers will analyze and compare AP Classroom assessment scores at a monthly department meeting.

Person Responsible: Adrienne Pedroso (apedroso@dadeschools.net)

By When: September 29, 2023

#3. Positive Culture and Environment specifically relating to Other

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2022-2023 School Climate Survey question "I like the choice of classes I have at this school", 15% of students who completed the survey at School for Advanced Studies indicated they strongly disagree or disagree with this question prompt. This may be attributed to the contributing factors of: mandatory curriculum at School for Advanced Studies that requires students to take AP Calculus AB and limitations in the Miami-Dade College courses that students can take in their respective campuses. To address this issue, we will implement relevant course expansions at the secondary and post-secondary level.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

With the expansion of collegiate course offerings through Miami Dade College and Florida International University as well as AP Calculus BC throughout all SAS campuses, the percentage of students strongly disagreeing or disagreeing to the school climate survey question "I like the choice of classes I have at this school" will reflect a decrease of 5 percentage points on the 2024 MDCPS School Climate Survey.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

The leadership team will conduct bi-annual school student surveys and meet with the school Transformation Committee to analyze results and plan for improvement. The end-of-year MDCPS student climate survey will be administered to all students. The Student Services Team will organize student information sessions to assess student perceptions over new course offerings.

Person responsible for monitoring outcome:

Omar Monteagudo (pr7091@dadeschools.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Offering Electives/Academies that are aligned with students' interest can help increase students' valuing of school and also increase student engagement.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Listening to the students' feedback, and increasing the students' offerings were important to supporting student-centered decision making.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Student Services will organize and facilitate student information sessions during Research periods in conjunction with advising teams from the college/university by October.

Person Responsible: Omar Monteagudo (pr7091@dadeschools.net)

By When: September 29, 2023

Administration will promote and share information on course diversity through social media platforms including the school website, Schoology, and Remind from August 17 through October.

Person Responsible: Omar Monteagudo (pr7091@dadeschools.net)

By When: September 29, 2023

Administration and Student Services will hold parent information sessions through in-person and/or Zoom seminars prior to Spring course selection.

Person Responsible: Omar Monteagudo (pr7091@dadeschools.net)

By When: September 29, 2023

Administration, Student Services, and Club Sponsors will encourage the Student Government Association (SGA) and other relevant student organizations to share information and insights about course preferences in organized formal sessions and informal discussions from August 17 through September 29, 2023.

Person Responsible: Omar Monteagudo (pr7091@dadeschools.net)

By When: September 29, 2023

Administration will regularly conduct formal and informal surveys of students between August and September to monitor and evaluate their positions on the flexibility offered through course diversity selection between the college/university institutions.

Person Responsible: Omar Monteagudo (pr7091@dadeschools.net)

By When: September 29, 2023

#4. Instructional Practice specifically relating to Benchmark-aligned Instruction

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2022 AP U.S. Government assessment data, students at School for Advanced who took the AP exam scored the lowest on the SCOTUS Application Free Response Question, earning an average of 50.8% of the total four points possible amongst all campuses. Based on the data and the identified contributing factors of: students not being able to describe and explain how Supreme Court decisions compare to relevant Supreme Court cases and relate to relevant political principles, institutions, processes, policies, and behaviors, we will implement the Targeted Element of Benchmark-aligned Instruction, Coaching, and Differentiation.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

With the implementation of Targeted Element of Benchmark-aligned Instruction, Coaching, and Differentiation, students who take the 2024 AP U.S. Government exam will show improvement on the SCOTUS Application Free Response Question as evidenced by students earning a mean school average of 2.2 or above out of 4 possible points, an increase of .168 in the mean score (2.2 compared to 2.02),

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

The Leadership Team and the Social Studies Department Chair will gauge student performance using a diagnostic and mid-year assessments that are standards-aligned and emphasize SCOTUS application; track student data and make recommendations on differentiation and remediation based on an analysis of formative and summative assessment tools.

Person responsible for monitoring outcome:

John Burkowski (jburkj@dadeschools.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The Social Studies Department will provide students with multiple opportunities to read and analyze required and relevant SCOTUS cases , focusing specifically on how these cases compare to other cases and reflect political concepts. Teachers will model the close reading and analysis of case briefs and SCOTUS case facts, reasonings, and decisions, provide time and support for students to practice identifying political concepts as applied in the cases individually, monitor student progress through AP standards-aligned multiple choice and free-response assessments that focus on this political category skill, and provide clear and explicit feedback to accelerate student progress. The evidenced based strategy Differentiated Instruction will be utilized by the Social Studies Department in its area of focus to include explicit feedback and avenues to student learning.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific 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. Acquiring content, processing and/or

making sense of ideas so that students within a classroom can learning effectively, regardless of differences in ability.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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 and free response questions focused on concept application from August 17, 2023 until October 27th, 2023.

Person Responsible: John Burkowski (jburkj@dadeschools.net)

By When: September 29, 2023

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 17, 2023 until October 27th, 2023.

Person Responsible: John Burkowski (jburkj@dadeschools.net)

By When: September 29, 2023

Departmental meetings on September 6, 2023 and October 4, 2023 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)

By When: September 29, 2023

The Social Studies Department will participate in professional development and/or collaborative meetings on how to use AP Classroom effectively from August 17, 2023 to October 27th, 2023.

Person Responsible: John Burkowski (jburkj@dadeschools.net)

By When: September 29, 2023

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).