

Miami-Dade County Public Schools

SCHOOL FOR ADVANCED STUDIES - SOUTH



2024-25 Schoolwide Improvement Plan

Table of Contents

- SIP Authority 1
- I. School Information 3
 - A. School Mission and Vision 3
 - B. School Leadership Team 3
 - C. Stakeholder Involvement and Monitoring 6
 - D. Demographic Data 7
 - E. Early Warning Systems 8
- II. Needs Assessment/Data Review 10
 - A. ESSA School, District, State Comparison 11
 - B. ESSA School-Level Data Review 12
 - C. ESSA Subgroup Data Review 13
 - D. Accountability Components by Subgroup 15
 - E. Grade Level Data Review 18
- III. Planning for Improvement 19
- IV. Positive Culture and Environment 28
- V. Title I Requirements (optional) 32
- VI. ATSI, TSI and CSI Resource Review 34
- VII. Budget to Support Areas of Focus 35

School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

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)
<p>A school can be identified as CSI in any of the following four ways:</p> <ol style="list-style-type: none"> 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 parents), 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://cims2.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)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: 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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

School for Advanced Studies and Academy for Advanced Academics are 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.

B. School Leadership Team

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Dr. Omar Monteagudo

Position Title

Principal

Job Duties and Responsibilities

Dr. Monteagudo serves as the instructional leader at School for Advanced Studies and Academy for Advanced Academics. 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 schools; and ensuring the appropriate use of high quality formative and interim assessments aligned with the adopted standards and curricula.

Leadership Team Member #2

Employee's Name

Mechi Anaut-Paget

Position Title

Assistant Principal

Job Duties and Responsibilities

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. Ms. Anaut-Paget is the chairperson to the Threat Assessment Team for School for Advanced Studies and Academy for Advanced Academics.

Leadership Team Member #3

Employee's Name

Martha Cabrera

Position Title

Teacher K-12

Job Duties and Responsibilities

Ms. Cabrera is an AP English Language and Literature teacher at School for Advanced Studies-Wolfson Campus. She serves on the School Transformation Team and is a member of our EESAC.

Leadership Team Member #4

Employee's Name

Melanie Tercilla-Allen

Position Title

Teacher K-12

Job Duties and Responsibilities

Ms. Tercilla-Allen is an AP English Language and Literature teacher at School for Advanced Studies-Kendall/South Campus. She is a PLST Positive Culture & Environment Leader and serves on the Synergy Leadership Team and in the School Transformation Team.

Leadership Team Member #5

Employee's Name

Adrienne Pedroso

Position Title

Language Arts Department Chairperson, Teacher K-12

Job Duties and Responsibilities

Ms. Pedroso is an AP English Language and Literature Teacher at School for Advanced Studies-Homestead Campus. She is our Language Arts Department Chairperson and serves on the Synergy Leadership team.

Leadership Team Member #6

Employee's Name

Eduardo Morales

Position Title

Student Service Department Chairperson, Counselor K-12

Job Duties and Responsibilities

Mr. Morales is the Guidance Counselor at School for Advanced Studies - Homestead Campus and the Student Service Chairperson. He is a core member of the PLST team and serves on the Synergy Leadership and School Transformation Team.

Leadership Team Member #7

Employee's Name

Kora Morales

Position Title

Teacher K-12

Job Duties and Responsibilities

Ms. Morales is an AP Calculus and AP Physics teacher at School for Advanced Studies - Kendall/South Campus. She is a core member of the PLST team.

C. Stakeholder Involvement and Monitoring

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. (ESEA 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 school 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 an integral 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 for feedback.

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 academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. (ESEA 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. Every other months the SIP will be monitored and discussed at our EESAC meeting. The agenda and minutes will reflect the SIP discussion, updates and revisions.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	SENIOR HIGH 11-12
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	NO
2023-24 MINORITY RATE	91.6%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	51.9%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	ENGLISH LANGUAGE LEARNERS (ELL) HISPANIC STUDENTS (HSP) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: A 2022-23: A* 2021-22: A 2020-21: 2019-20: A

E. Early Warning Systems

1. Grades K-8

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

2. Grades 9-12 (optional)

Current Year (2024-25)

Using 2023-24 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
	9	10	11	12	
Absent 10% or more school days					0
One or more suspensions			0	0	0
Course failure in English Language Arts (ELA)					0
Course failure in Math					0
Level 1 on statewide ELA assessment			0	0	0
Level 1 on statewide Algebra assessment			0	0	0

Current Year (2024-25)

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
	9	10	11	12	
Students with two or more indicators					0

Current Year (2024-25)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year			0	0	0
Students retained two or more times			0	0	0

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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.

Data for 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *		60	55		55	50		54	51
ELA Grade 3 Achievement **									
ELA Learning Gains		58	57						
ELA Learning Gains Lowest 25%		55	55						
Math Achievement *		51	45		43	38		42	38
Math Learning Gains		50	47						
Math Learning Gains Lowest 25%		56	49						
Science Achievement *		68	68		62	64		41	40
Social Studies Achievement *		73	71		69	66		56	48
Graduation Rate	100	92	90	100	89	89	100	56	61
Middle School Acceleration								56	44
College and Career Readiness	100	74	67	100	70	65	100	67	67
ELP Progress		57	49		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 (FPP) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	100%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	200
Total Components for the FPPI	2
Percent Tested	
Graduation Rate	100%

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
100%	100%	100%	100%		100%	100%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 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%

English Language Learners	100%	No		
Hispanic Students	100%	No		
White Students	100%	No		
Economically Disadvantaged Students	100%	No		

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%

Asian Students	100%	No		
Hispanic Students	100%	No		
White Students	95%	No		
Economically Disadvantaged Students	100%	No		

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%
Students With Disabilities				
English Language Learners				
Native American Students				
Asian Students				
Black/African American Students				
Hispanic Students	100%	No		
Multiracial Students				
Pacific Islander Students				
White Students	100%	No		
Economically Disadvantaged Students	100%	No		

D. 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)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students											100%	100%	
English Language Learners											100%	100%	
Hispanic Students											100%	100%	
White Students											100%	100%	
Economically Disadvantaged Students											100%	100%	

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 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%	
Asian Students									100%				
Hispanic Students									99%		100%	100%	
White Students									95%				
Economically Disadvantaged Students									100%		100%	100%	

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 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%	
Students With Disabilities													
English Language Learners													
Native American Students													
Asian Students													
Black/African American Students													
Hispanic Students											100%	100%	
Multiracial Students													
Pacific Islander Students													
White Students											100%	100%	
Economically Disadvantaged Students											100%	100%	

E. 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.

There is no assessment data available for this school.

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

Most Improvement

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

2024 Advanced Placement American Government results reflects that the number of students at School for Advanced Studies and Academy for Advanced Academics earning a minimum score of 3 increased by 13 percentage points, surpassing state and national average, when compared to 2022 results. The school instituted monthly FRQ's and targeted intervention reviews after school and on weekends.

Lowest Performance

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

2024 Advanced Placement Calculus AB results reflects that the number of students at School for Advanced Studies North earning a minimum score of 3 increased decreased by two percentage points, and 10 percentage points below state and national average, when compared to 2023 results. This decline is part of a downward trend of two points per year starting with the 2022 results.

Greatest Decline

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

2024 Advanced Placement Calculus AB results reflects that the number of students at School for Advanced Studies North earning a minimum score of 3 increased decreased by two percentage points, and 10 percentage points below state and national average, when compared to 2023 results. Given the student readiness and needs for further intervention led to this decline.

Greatest Gap

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.

Despite multiple gains across 5 out of 6 campus in AP Calculus AB, the overall percentage of students earning a 3 or higher on the AP exam lagged behind the other subject areas.

EWS Areas of Concern

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

No Answer Entered

Highest Priorities

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

1. Increase student proficiency on the AP Calculus AB exam as evidenced by all six SAS/AAA campus matching and/or exceeding the global mean average of students earning a 3 or higher on the exam.

B. Area(s) of Focus (Instructional Practices)

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

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

In order to ensure equity and consistency in student performance across all SAS/AAA campuses and continue a legacy of excellence, all campuses will reach or surpass the AP Calculus AB global mean passage rate.

The global mean is dependent and established by the College Board following the administration of the AP Calculus AB exam results from May 2025.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Teachers will strive to increase AP Calculus AB passage rates (students earning a 3, 4, or 5) from 76.63% to 77.89%, an increase of 1.25% when comparing May 2024 and May 2025 AP Calculus AB College Board Score Reports.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

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 by 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

Mathematics Department Chairperson and Assistant Principal

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

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 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 assessments as evidence for Student Learning Objectives.

Rationale:

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 continue to undergo thorough preparation to effectively teach and excel in teaching and scoring long responses.

Tier of Evidence-based Intervention:

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 to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Summer Math Department Workshop

Person Monitoring:

Department Chairperson

By When/Frequency:

July 17 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Job-Embedded Professional Development (JEPD) refers to teacher learning that is grounded in day-to-day teaching practice and is designed to enhance teachers' content-specific instructional practices with the intent of improving student learning. The math department will gather in the Summer to design their content specific objectives.

Action Step #2

Identify monthly FRQs that align with paired curriculum

Person Monitoring:

Mathematics Department Chairperson

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

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.

Action Step #3

Post-FRQ data chats as a collaborative department

Person Monitoring:

Mathematics Department Chairperson

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

FRQ data will be analyzed and discussed during Mathematics departmental meetings.

Action Step #4

Reteaching and targeted intervention

Person Monitoring:

Mathematics Department Chairperson

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Collaboration Evaluation of Student Work refers to the calibration process which makes scoring student work more consistent among a group of educators. Math teachers will collect FRQs from students and will focus on their reflective practices to improve assessments as evidence for Student Learning Objectives.

Action Step #5

Online/zoom reviews by teachers

Person Monitoring:

Department Chairpersons

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

These zoom reviews are Extended Learning Opportunities designed to provide learning opportunities for students beyond the school day as well as enrichment opportunities for students.

Action Step #6

Instructional Coaching, mentor/mentee program

Person Monitoring:

Assistant Principal/ Counselors

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Instructional Coaching, mentor/mentee program

Action Step #7**Person Monitoring:****By When/Frequency:**

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Action Step #8

Person Monitoring:

By When/Frequency:

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Action Step #9

Person Monitoring:

By When/Frequency:

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Benchmark-aligned instruction

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

In order to ensure equity and consistency in student performance across all SAS/AAA campuses and continue a legacy of excellence, all campuses will increase the percentage of student demonstrating proficiency on the 2025 AP U.S. History Exam.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

The percent of students at School for Advanced Studies/Academy for Advanced Academics earning a score of 3 or higher on the 2025 Advanced Placement U.S. History exam will increase by 1.20 percentage points (73.6% to 74.8%).

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Monitoring will be conducted by both the Assistant Principal and Social Studies Department Chairperson who will be responsible for ensuring that pacing guide is being adhered to, FRQ's administered on a monthly basis as scheduled, will conduct data chats, and plan for interventional plans, including re-teaching, differentiation of instruction, and supplemental reviews.

Person responsible for monitoring outcome

Social Studies Department Chairperson and Assistant Principal

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Targeted after-school and office hour interventions that includes small group and one-on-one review and support.

Rationale:

Students earning below a 2.0 in AP United States History will be required to attend remediation and intervention to supplement mastery of historical reasoning skills and historical content acquisition. Students will be provided targeted guidance and resources on addressing chronological reasoning and writing skills given the primary emphasis on assessments.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Social Studies Department members will meet for a full week of professional development focused on enhancing historical content and skills in the classroom for AP United States History.

Rationale:

Social Studies Department will review effective strategies on historical skills. In addition, members will collaborate on updated and new best practices based on the recent recalibration of the AP exam and modified rubrics.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #3:

Social Studies Department will regularly collaborate through inter-campus platforms (e.g. share drives) and cross-campus networking (e.g. Zoom) on sharing best practices but more focus on feedback on formative and summative assessments as part of progress monitoring of skill and content mastery.

Rationale:

Social Studies Department members will provide and showcase differentiated instructional techniques and approaches to demonstrate how to further enhance classroom engagement on historical content and reasoning skills given diverse populations across the six campus.

Tier of Evidence-based Intervention:

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 to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Social Studies Department members will develop a pacing guide to schedule content acquisition and skill mastery, with considerations for district calendar dates, school activity events and exam review. In addition, members will share writing assessments and activities (e.g. Free Response Questions), including feedback on student performance and mastery.

Person Monitoring:

Social Studies Department Chairperson

By When/Frequency:

August 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Members will meet for monthly department meetings to monitor pacing at each campus.

Action Step #2

Identification of Monthly Instructionally-Aligned Frequent Response Questions

Person Monitoring:

Social Studies Department Chairperson

By When/Frequency:

Monthly (August 2024 - April 2025)

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Members will share writing assessments and activities (e.g. Free Response Questions), including feedback on student performance and mastery.

Action Step #3

Zoom Guest Lecture Presentations

Person Monitoring:

Social Studies Department Chairperson

By When/Frequency:

Monthly (August 2024 - April 2025)

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Presenters will cover historical content and reasoning skills according to their strength providing opportunities to students through all six campuses.

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Benchmark-aligned instruction

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

School for Advanced Studies/Academy for Advanced Academics offers Advanced Placement English Language and Composition on alternating years. During the 2024-2025 school year, the Language Arts Department will focus on increasing the overall number of students who qualify on the AP English Language & Composition exam with a level 3 or higher. In 2022-2023, 75.8% of students qualified at a level 3 or higher on the AP English Language & Composition exam.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

In 2022-2023, 75.8% of students qualified at a level 3 or higher on the Advanced Placement English Language and Composition exam, impressively exceeding the state and global averages. Our 2024-2025 goal is to increase by 1.20 points so that we achieve 77% of students qualifying on AP English Language & Composition with a level 3 or higher. This overall qualifying rate combines all 11th and 12th grade students.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

The Language Arts Department will keep records of student achievement on the diagnostic, mid-year, and mock exams throughout the year. Language Arts teachers will conduct semesterly data chats to review student progress and address and implement remediation strategies. Additionally, the Language Arts Department will meet on a monthly basis to discuss enrichment opportunities, best practices, curriculum alignment, and differentiated instruction strategies to improve student engagement and performance.

Person responsible for monitoring outcome

Adrienne Pedroso, Language Arts Department Chairperson

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Differentiated Instruction is a teaching approach that tailors Language Arts instruction to all students' learning needs. All the students have the same learning goal, however the instruction varies based on students' interests, preferences, strengths, and struggles. Through this process, high expectations will be maintained for all 11th and 12th grade students.

Rationale:

The evidence-based strategy of differentiated instruction was chosen because it addresses students' individual needs and at the same time holds teachers accountable for maintaining high expectations for all students. Teachers will be able to tailor lessons to match students' readiness levels.

Tier of Evidence-based Intervention:

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 to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Diagnostic Exam

Person Monitoring:

Adrienne Pedroso

By When/Frequency:

August 31, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Language Arts teachers will administer an AP Language exam from AP Classroom to assess student baseline knowledge. Language Arts teachers will analyze student performance on this diagnostic test and implement differentiated instruction to improve student progress.

Action Step #2

Summer Instructional Strategic Planning Workshop

Person Monitoring:

Adrienne Pedroso

By When/Frequency:

August 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Language Arts teachers will attend professional learning on effectively implementing differentiated instruction and setting high expectations for all students. Focus will be placed on the grouping of students for instruction based on relevant student data. As a result, teachers will be able to identify appropriate resources for student success.

Action Step #3

Department Meetings

Person Monitoring:

Omar Monteagudo

By When/Frequency:

August 2024- May 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Language Arts teachers will attend monthly collaborative planning meetings to share best practices, brainstorm challenges and solutions, disseminate technology-based strategies, and discuss upcoming assessment changes from the College Board.

IV. Positive Culture and Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

According to the 2023-2024 MDCPS Student Climate Survey, 16% of SAS/AAA students strongly disagreed, disagreed, or remained neutral to the question "My school cares about my social and emotional well-being." When students feel their well-being is prioritized, they are more engaged and academically successful. Improving this aspect fosters a positive, inclusive environment, strengthening relationships and boosting student achievement.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

In the 2024-2025 MDCPS Student Climate Survey, we aim for at least a 2% increase in positive responses (agree or strongly agree) to the question "My school cares about my social and emotional well-being" by SAS/AAA students. This goal reflects our commitment to creating a more supportive and nurturing environment for all students. By focusing on enhancing our programs, resources, and support systems, we seek to improve student engagement, satisfaction, and overall positive school culture.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Administrators and the SAS/AAA Transformation Committee will oversee the monitoring of this Area of Focus through a multi-faceted approach. First, student surveys will be administered regularly to track changes in perceptions of the school's care for social and emotional well-being, aiming for an increase in positive responses. Additionally, focus groups will provide deeper insights into student experiences, helping to identify specific areas for improvement. An increase in student-driven activities will empower students to take an active role in shaping their school environment, while the enhancement of mental health and counseling resources will ensure robust support systems are in place. Elevating the role of student government will give students a greater voice in school decisions, fostering a more inclusive and responsive school culture.

Person responsible for monitoring outcome

Dr. Monteagudo

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Student Voice shows students that their opinions and ideas are valued at our school. Utilizing student interviews, focus groups, feedback surveys, and other qualitative methods to elevate student voices and social-emotional well-being as an evidence-based intervention. This approach is grounded in the understanding that capturing and acting on students' perspectives can lead to a more inclusive and responsive school environment grounded in social-emotional healing and support.

Rationale:

By systematically gathering and analyzing qualitative data, schools can identify specific areas for improvement, address student concerns, and tailor interventions to better meet their needs. To monitor this intervention, ongoing data collection will be used to track changes in student perceptions and experiences, while regular reviews of the qualitative feedback by administrators, counselors, the SAS/AAA Transformation Committee and the student government will inform adjustments and enhancements to the school's culture and practices.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Mentor/Mentee Program

Person Monitoring:

Dr. Omar Monteagudo

By When/Frequency:

August 16, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

To support student success and foster positive relationships within the school, a mentor/mentee program will be implemented pairing groups of SAS/AAA juniors with seniors. In this program, seniors will guide juniors by offering tips for academic success, providing campus tours, and helping ease their transition into school life. To monitor performance on this diagnostic test and implement differentiated instruction to improve student progress.

Action Step #2

Professional Development for Language Arts Teachers

Person Monitoring:

Adrienne Pedroso

By When/Frequency:

August 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Language Arts teachers will attend professional learning on effectively implementing differentiated instruction and setting high expectations for all students. Focus will be placed on the grouping of students for instructional based on relevant student data. As a result, teachers will be able to identify appropriate resources for student success.

Action Step #3

Language Arts Departmental Meetings

Person Monitoring:

Dr. Omar Monteagudo/Ms. Anaut-Paget

By When/Frequency:

Monthly starting August 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Language Arts teachers will attend monthly collaborative planning meeting to share best practices, brainstorm challenges and solutions, disseminate technology-based strategies, and discuss upcoming assessment changes from the College Board.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESEA 1114(b)(4))

List the school's webpage where the SIP is made publicly available.

N/A

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

No Answer Entered

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP. (ESEA Section 1114(b)(7)ii))

No Answer Entered

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESEA Sections 1114(b)(5) and 1116(e)(4))

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESEA 1114(b)(7)(iii)(I))

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESEA 1114(b)(7)(iii)(II))

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. (20 U.S.C. 1400 et seq. and ESEA 1114(b)(7)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESEA section 11149b)(7)(iii)(V)).

No Answer Entered

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESEA 1114(b)(7)(iii)(V))

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00