FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: SCHOOL FOR ADVANCED STUDIES-WOLFSON

District Name: Dade

Principal: Dr. Omar Monteagudo

SAC Chair: Mr. James Coats

Superintendent: Mr. Alberto Carvalho

Date of School Board Approval: Pending

Last Modified on: 10/12/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

Note: The following links will open in a separate browser window.

School Grades Trend Data
Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data
High School Feedback Report
K-12 Comprehensive Research Based Reading Plan

ADMINISTRATORS

List your school's administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and Ambitious but achievable annual measurable objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Dr. Omar Monteagudo	B.A. Political Science, Florida International University; M.A. Latin American Studies/Political Science, University of Florida; J.D. Law, Florida International University	8	11	'11 '10 '09 '08 '07 2011-2012: N/A 2010-2011: FCAT* Science Mastery Homestead Campus 81%, Kendall Campus 90%, North Campus 90%, Wolfson Campus 90% 2009-2010: FCAT* Science Mastery Homestead Campus 81%, Kendall Campus 89%, North Campus 93%, Wolfson Campus 84% 2008-2009: FCAT*: Science Mastery Homestead Campus 85%, Kendall Campus 83%, North Campus 83% and Wolfson Campus 77%.

					2007-2008: FCAT: Science Mastery Homestead Campus 86%, Kendall Campus 82%, North Campus 87% and Wolfson Campus 88%. *SAS is an 11-12th grade program. Consequently, only FCAT Science is administered.
Assis Principal	Mechi Anaut-Paget	B.A. Psychology/Special Education University of Miami; M.S. Educational Leadership, NOVA Southeastern University Areas of Certification: Emotionally Handicapped, Mentally Handicapped, Specific Learning Disabilities, Educational Leadership Certification - State of Florida	3	15	1 1 '10 '9 '8 '7 2011-2012: N/A 2010-2011: FCAT* Science Mastery Homestead Campus 81%, Kendall Campus 90%, North Campus 90%, Wolfson Campus 90% 2009-2010 Reagan/Doral Senior: Assistant Principal for Curriculum Grade Pending: Reading Mastery:63; Mathematics Mastery: 87%; Science Mastery: 52% AYP: Reading and Mathematics met for all sub groups. 2008 - 2009 Reagan/Doral Senior: Assistant Principal for Curriculum Grade A: Reading Mastery: 55%; Mathematics Mastery: 85%; Science Mastery: 56%. AYP: Reading not met in any sub group, Mathematics was met for all sub groups. 2007 – 2008 Reagan/Doral Senior: Assistant Principal for Curriculum Grade A: Reading Mastery: 61%; Mathematics Mastery: 86%; Science Mastery: 51%. AYP: Reading not met in Economically Disadvantaged and ELL, Mathematics was met for all sub groups. *SAS is an 11-12th grade program. Consequently, only FCAT Science is administered.

INSTRUCTIONAL COACHES

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (Percentage data for achievement levels, learning gains, Lowest 25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
N/A					

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

Describe the school-based strategies that will be used to recruit and retain high quality, effective teachers to the school.

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Regular meetings of new teachers with Principal	Principal	Ongoing	
2	2. Partnering new teachers with veteran staff	Principal	Ongoing	
3	3. Soliciting referrals from current employees.	Principal	Ongoing	

| 4 | 4. Participation in workshops sponsored through district and national organizations. | Principal | Ongoing | |

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).
*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
None	

Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

When using percentages, include the number of teachers the percentage represents (e.g., 70% (35)).

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
28	0.0%(0)	10.7%(3)	28.6%(8)	60.7%(17)	78.6%(22)	100.0%(28)	3.6%(1)	17.9%(5)	7.1%(2)

Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
N/A			

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

Title I, Part A

N/A

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

N/A

Title III

N/A

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

Anti-Bullying Initiative

Nutrition Programs

N/A

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

N/A

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Principal, Assistant Principal, Student Services Dept. Chair, Mathematics Dept. Chair, Language Arts Dept. Chair, Social Studies Dept. Chair, Activities Director; Gifted Coordinator

Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

The team meets monthly the first Tuesday of each month to engage in the following activities:
Review PSAT data and link to instructional decisions; review progress monitoring data at the classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting the Advanced Placement benchmarks established by the College Board. Use AP data regarding demonstrated minimal levels of mastery in prior year's course to revise and/or concentrate curriculum delivery. Based on the above information, the team will identify professional development and resources to enhance instructional design. The team will also regularly collaborate, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and supporting implementation of effective instructional approaches.

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?

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

MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

- Baseline data: Preliminary Scholastic Achievement test (PSAT), Post-Secondary Education Readiness Test (PERT) Florida Comprehensive Assessment Test (FCAT)
- Progress Monitoring: Chapter and Unit Examinations, AP rubric-centered writing assignments.
- Midyear: Advanced Placement Comprehensive Examination
- End of year: AP Subject Area Examination
- Examination of AP Subject Area Examination score correlation with end of year academic grade
- Examination of AP Subject Area Examination score correlation with initial PSAT predictions
Frequency of Data Chats: twice a month for data analysis

Describe the plan to train staff on MTSS.

Describe the plan to train staff on RtI.

Professional development will be provided during teachers' common planning time and early release days.

Describe the plan to support MTSS.

School administration will schedule periodic meetings with the leadership team to ascertain instructional needs, recommend instructional modifications, and review data to ensure compliance with district and school established goals.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT).

Principal, Assistant Principal, Student Services Dept. Chair, Mathematics Dept. Chair, Language Arts Dept. Chair, Social Studies Dept. Chair, Activities Director, Gifted Coordinator

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).

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

What will be the major initiatives of the LLT this year?

The LLT's major initiative will be to promote a culture of reading by encouraging the use of data to improve teaching and student achievement and by offering professional growth opportunities for team members and faculty. The principal and the Assistant Principal will consider student assessment data, classroom observational data, and the professional development

listed on the teachers' IPEGS Goal Setting form, and School Improvement Plan, when planning professional development for the school. Additionally, the principal and the Assistant Principal will collaborate with Region and District reading support staff to deliver targeted professional development needed at the school.

The principal will monitor collection and utilization of assessment data, including progress monitoring data, observational data, and in-program assessment data. Progress monitoring and interim data will be collected a minimum of two times per year. Observational data is collected via principal classroom walkthroughs. In-program assessments will be administered as the program dictates (weekly or monthly).

The principal will conference with all teachers individually to analyze their students' data and determine strengths and weaknesses. If the data demonstrates a weakness in reading, the principal will encourage the teacher to incorporate reading into their SMART goal which is part of the IPEGS Goal Setting Process. During the IPEGS mid-year process, a conversation will take place relative to progress on meeting the goal. In addition to the regular data chats after each assessment period, data will be discussed at grade level meetings and department chair meetings for the purpose of refining and targeting instruction.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

N/A

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

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

*High Schools Only

Note: Required for High School - Sec. 1003.413(g)(j) F.S.

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

Language Arts and Social Studies teachers at School for Advanced Studies develop summer reading assignments for students and assess student comprehension based on carefully crafted benchmarks. In addition, students are assigned weekly readings in social studies for which they must submit notes utilizing various note taking strategies, including Cornell Note Taking. These notes reflect the students' comprehension of the texts, skill in recognizing main ideas, and ability to synthesize text, diagram, chart, and pictorial primary sources of relevant information. Throughout the year, social studies teachers incorporate Advanced Placement readings and data based question responses in their classroom activities; responses are assessed to note level of comprehension.
Language Arts teachers work collaboratively to generate reading lists and share reading strategies which specifically address the sophistication and complexity of text encountered in Advanced Placement English Literature and Comprehension. Mathematics teachers incorporate consistent development of vocabulary relevant to calculus and pre-calculus study. Skill in determining the methods to apply for particular problem solving is enhanced by focus on inference from and analysis of text. Teachers meet in departmental meetings to discuss and develop reading strategies. Workshops are developed through early release and professional development days to ensure consistency in the implementation of reading strategies across all disciplines

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

As part of the schools strategic goals, students select courses that are directly aligned to their career goals. To this end, the school collaborates with the advisement office at Miami Dade College and students are enrolled in courses that satisfy both high school and college graduation requirement. The fruits of our collaborative efforts is evidenced by 80% of the students in the Class of 2012 who completed an Associates in Arts degree and high school diploma simultaneously

Postsecondary Transition

Note: Required for High School - Sec. 1008.37(4), F.S.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report

All students enrolled at School for Advanced Studies passed the Post-Secondary Education Readiness Test (PERT). In addition, all students enrolled at School for Advanced Studies take Advanced Placement and Dual Enrollment courses. During the 2011-2012 school year, 100% of graduating seniors indicated they will attend a post-secondary institution, 80% earned an Associate in Arts degree and 95.4% of them qualified for the Bright Future Scholarship. 2012 SAT and ACT District Reports indicate that SAS students performed above district and state average on the reading and mathematics section of both the SAT/ACT exam.

PART II: EXPECTED IMPROVEMENTS

Reading Goals

When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	The results of the 2011 Advanced Placement U.S. History Exam indicate that students correctly answered 15.925 questions out of 29 on the multiple-choice section of the exam covering the historical period from 1914 to present. Our goal for the 2012-2013 school year is to increase student performance from 15.925 questions to 16.115 questions out of 29 answered correctly *Please note that this course was last taught in 2011. Therefore, the point of reference for the 2013 results will be based on the 2011 exam results.
2012 Current Level of Performance:	2013 Expected Level of Performance:
54.9% (15.925 questions out of 29 answered correctly)	55.56% (16.115 questions out of 29 answered correctly)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	1.1 The documented student success rate on the 2011 Advanced Placement U.S. History exam reveals a need to increase student ability to analyze and interpret basic data relevant to the historical period from 1914 to present. This course was last taught in 2011 and this year's student performance will be compared to the 2011 results).	1.1 Develop and implement timelines which include the identification of benchmarks and related activities to ensure student mastery of AP concepts. 1.2 Provide students with an in-class and home learning practice writing prompt each week and monitor student progress to ensure consistency with the College Board's AP format. 1.3 Use visual aids (i.e. videos, maps, charts, graphs, political cartoons) to need to increase student ability to analyze and interpret basic data relevant to typical patterns of political processes and behavior and their consequences. 1.4 Identify low performing students in AP social studies classes and provide tutoring.	1.1 Principal, Assistant Principal and Dept. Chair 1.2 Principal, Assistant Principal and Dept. Chair 1.3 Principal, Assistant Principal and Dept. Chair	1.1 When visiting social studies classrooms, administrators will focus their attention to frequency of explicitly teaching to the reading benchmarks in social studies as well as a review of lesson plans and student data charts. 1.2 Lesson Plans Review 1.3Review Tutoring Logs	1.1 Classroom Observations 1.2 Lesson Plans 1.3. Tutoring Logs

(The table structure note: Anticipated Barrier header spans the column after the first blank column)

		Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1		1.5 Provide students receiving a grade below a "C" in social studies with one-on-one and small group tutoring, as well as mentoring using supplementary instructional and remediation materials.	1.4 Principal, Assistant Principal and Dept. Chair	1.4 Review Tutoring Logs	1.4. Tutoring Logs
		1.6 Schedule monthly department meetings to share best practices	1.5 Principal, Assistant Principal and Dept. Chair	1.5 Social Studies Department during departmental meeting will align instruction and analyze data.	1.5. Social Studies Department minutes.
		1.7 Conduct two Advanced Placement dry-runs during the 2012-2013 school year. 1.8 Provide opportunities for classroom visitation and peer review. 1.9 Use AP-style rubrics in assessments in order to familiarize students with performance expectations and College Board AP scoring.	1.6 Principal, Assistant Principal and Dept. Chair 1.7 Principal, Assistant Principal and Dept. Chair 1.8 Principal, Assistant Principal and Dept. Chair 1.9 Principal, Assistant Principal and Dept. Chair	1.7 The administration of dry-run AP Exams 1.8 Department Chair will visit all campuses and peer observes and provides feedback to teachers. 1.9 Social Studies and Language Arts Department Chairs will coordinate student workshop using AP-style rubrics.	1.7. Dry-Run Exam Results. 1.8 Peer Classroom visitation schedule. 1.9 Student portfolios/sign in sheets

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

Reading Goal #

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading.

Reading Goal #5D:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
FDOE 2012 Common Core Summer Institutes	11,12	FDOE	Literacy Leadership Team	June 25- 28, 2012	Participants will develop classroom strategies applying common core standards and present to departments for implementation.	Dr. Omar Monteagudo Ms. Mechi Anaut-Paget
Analyzing Data to Target Instruction	11,12	Omar Monteagudo	Instructional Staff	August 2012	Develop strategies to address needs indicated in the Instructional Planning Report	Dr. Omar Monteagudo

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
5 Steps to a 5: AP US History	Study Guides	General Ed Funds	$7,475.00
			Subtotal: $7,475.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $7,475.00

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

* When using percentages, include the number of students the percentage represents next to the percentage (e.g., 70% (35)).

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	N/A
2012 Current Percent of Students Proficient in listening/speaking:	
N/A	

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A			

Students read in English at grade level text in a manner similar to non-ELL students.
2. Students scoring proficient in reading. CELLA Goal #2:

2012 Current Percent of Students Proficient in reading:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Students write in English at grade level in a manner similar to non-ELL students.

3. Students scoring proficient in writing. CELLA Goal #3:	

2012 Current Percent of Students Proficient in writing:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of CELLA Goals

Florida Alternate Assessment High School Mathematics Goals

* When using percentages, include the number of students the percentage represents next to the percentage (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1:	N/A
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
N/A	N/A

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics. Mathematics Goal #2:	
2012 Current Level of Performance:	**2013 Expected Level of Performance:**

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3. Florida Alternate Assessment: Percent of students making learning gains in mathematics. Mathematics Goal #3:	
2012 Current Level of Performance:	**2013 Expected Level of Performance:**

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Algebra End-of-Course (EOC) Goals

When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Algebra Goal # 3A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. Algebra Goal #3B:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3C. English Language Learners (ELL) not making satisfactory progress in Algebra. Algebra Goal #3C:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra. Algebra Goal #3D:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3E. Economically Disadvantaged students not making satisfactory progress in Algebra. Algebra Goal #3E:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

End of Algebra EOC Goals

Geometry End-of-Course (EOC) Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:

N/A	N/A

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target					
3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Geometry Goal # 3A :				
Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry. Geometry Goal #3B:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3C. English Language Learners (ELL) not making satisfactory progress in Geometry. Geometry Goal #3C:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry. Geometry Goal #3D:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
3E. Economically Disadvantaged students not	

making satisfactory progress in Geometry.

Geometry Goal #3E:

2012 Current Level of Performance:	2013 Expected Level of Performance:

<table>
<tr><td colspan="5" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td colspan="5" align="center">No Data Submitted</td></tr>
</table>

End of Geometry EOC Goals

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
N/A						

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Mathematics Goals

Florida Alternate Assessment High School Science Goals

* When using percentages, include the number of students the percentage represents next to the percentage (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
Problem-Solving Process to Increase Student Achievement					
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
No Data Submitted					

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
2. Florida Alternate Assessment: Students scoring at or above Level 7 in science. Science Goal #2:					
2012 Current Level of Performance:		2013 Expected Level of Performance:			
Problem-Solving Process to Increase Student Achievement					
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
No Data Submitted					

Biology End-of-Course (EOC) Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

			Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Biology. Biology Goal #1:		The results of the 2011 FCAT exam shows that students at all School for Advanced Studies campuses demonstrated high proficiency on the exam as evidenced by 90% of students at the North, Wolfson and South campus scoring at or above level 3 and 81 percent of students at the Homestead Campus scoring at or above level III on the FCAT Science. The goal will be to increase student proficiency by one percentage point on the 2012 FCAT.			

2012 Current Level of Performance:	2013 Expected Level of Performance:
Ninety percent of students at School for Advanced Studies – North, Wolfson and South scored at or above level 3 on the 2011 FCAT Science. Eighty one percent of students at School for Advanced Studies – Homestead Campus scored at or above level 3 on the 2011 FCAT Science.	All students at School for Advanced Studies take their science course through dual enrollment at Miami Dade College

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. All students at School for Advanced Studies take their science course through dual enrollment at Miami Dade College. 1.2. Our students take Biology in their home school in the 9th and 10th grades. Therefore, SAS does not administer EOC exams in Biology.				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Biology. Biology Goal #2:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
N/A						

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Science Goals

Writing Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	Given instruction using Common Core Standards and strategies recommended by Educational Testing Services and the College Board, SAS students will increase proficiency in their ability to analyze texts in support of assertions offered in analytic essays, as evidenced by an increase from 4.525 to 4.715 out of nine maximum points on the free response analysis section of the AP English Language and Composition exam. The school average based on the number of students mastering the analysis section of the AP English Language and Composition exam will increase from 4.525 to 4.715.
2012 Current Level of Performance:	2013 Expected Level of Performance:

4.525 out of 9 points

4.715 out of 9 points

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1. All students enrolled at School for Advanced Studies are automatically placed in Advanced Placement English courses, regardless of their AP potential. In addition, we have a significant number of students who either have not taken Advanced Placement or honors level courses previously and are not familiar with the rigor, style and expectations of taking AP courses or are non-native speakers (over 40% of SAS students were exited from an ESOL program prior to entry into SAS). Consequently, we are required to assess student writing skills, provide necessary remediation and provide AP instruction in a confined period of time in order ensure student success on the AP exam.	1. Use AP style writing rubrics on multiple writing assignments in order to familiarize students with performance expectations and Advanced Placement Language and Composition writing scoring methods. 2 Provide students with analysis-based writing activities for both in-class and home-learning assignments; Monitor student progress to ensure competency in interpretation and expression. 3. Remediate students lacking language arts skills through one-on-one tutoring and mentoring through supplementary instruction. 4. Offer a three-week summer school program in writing to prepare incoming students for AP style writing. A diagnostic exam will be used to identify the population for this program.	1.Principal, Assistant Principal and Dept. Chair 2.Principal, Assistant Principal and Dept. Chair 3. Principal, Assistant Principal and Dept. Chair	1.Scored writing samples will be used to determine progress between the pre-test prompt and mid-year prompt and then the final essay exam 2. Student writing samples will be reviewed to determine progress between the pre-test, mid-year, and end-of-year 3. Teachers will develop a tutoring Log and will develop activities geared towards low performing students. (i.e., exercise in commercial test prep books, on-line College Board practice tests, etc.)	1.Instructional Focus Calendar and Remediation Plan 2. Classroom walk through and Student Progress Chart. 3. Remediation Log 4.Released AP Exam 5.Department Meeting Agenda and Minutes
	Anticipated Barrier 1. All students enrolled at School for Advanced Studies are automatically placed in Advanced Placement English courses, regardless of their AP potential. In addition, we have a significant number of students who either have not taken Advanced Placement or honors level courses previously and are not familiar with the rigor, style and expectations of taking AP courses or are non-native speakers (over 40% of SAS students were exited from an ESOL program prior to entry into SAS). Consequently, we are required to assess				

student writing skills, provide necessary remediation and provide AP instruction in a confined period of time in order ensure student success on the AP exam.						

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

DBQ Writing and Rubric Scoring	11-12 Language Arts/Social Studies	Ellen Singer	All Language Arts and Social Studies Teachers	Twice every 9 weeks	Rubric Scoring of Student Essays	Dr. Omar Monteagudo

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
5 Steps to a 5: AP English Language	Supplementary Instructional Workbook	General Funds	$7,475.00
Summer Writing Institute	Personnel Cost	General Funds	$9,000.00
			Subtotal: $16,475.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
AP Review Sessions	Hourly	General Funds	$8,250.00
			Subtotal: $8,250.00
			Grand Total: $24,725.00

End of Writing Goals

U.S. History End-of-Cource (EOC) Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Students scoring at Achievement Level 3 in U.S. History. U.S. History Goal #1:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History. U.S. History Goal #2:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

U.S. History Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00

Attendance Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	Given the dual enrollment nature of our program and the emphasis on Advanced Academics, the attendance rate in 2012-2013 for School for Advanced Studies will exceed the district rate of 95.11 in 2011-2012 by one percent, maintaining an attendance rate of at least 96.11 percent.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
97.49% North 97.69% South 96.47% Wolfson 96.86% Homestead	97.50% North 97.70% South 96.97% Wolfson 97.36% Homestead
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
6 North 8 South 12 Wolfson 6 Homestead	6 North 8 South 6 Wolfson 6 Homestead
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
47 North 117 South 47 Wolfson 48 Homestead	45 North 111 South 45 Wolfson 46 Homestead

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Illness – excused absences have increased by 1% from previous year.	1.1. Maintain a clean environment through the school. Teach and emulate healthy choices and prevention strategies.	1.1 Administrative Team; Faculty and Staff	1.1. Administrators will monitor school's environment and ascertain health education and health prevention strategies are implemented throughout the school frequency.	1.1. PINNACLE Attendance Manager Attendance Report
2	1.2. Tardiness – tardies have increased at the Wolfson Campus from last years.	1.2. Administration, teachers and the attendance clerk, will continue to issue	1.2. Administration	1.2. Administrators will monitor student arrival time and ensure that parents are contacted	1.2. Attendance Manager Attendance Report

Students take the metro-rail train as a means of transportation to the school.	detentions and conference with students to encourage Early arrival to school.		by teachers.	

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Opening of School Attendance Training	11,12	Monteagudo/Anaut	Non-Instructional Personnel	August 18, 2012	Periodic Meeting and Attendance Audit	Administrative Team

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Campus Wide Attendance Contest	Awards	EESAC Funds	$1,500.00
			Subtotal: $1,500.00
			Grand Total: $1,500.00

End of Attendance Goal(s)

Suspension Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	Given school wide emphasis on maintaining a safe learning environment, School for Advanced Studies will maintain the same suspension rate during the 2012-2013 as it reported in 2011-2012.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions

SAS – North (0)			SAS – North (0)		
SAS- Homestead (0)			SAS- Homestead (0)		
SAS- South (3)			SAS- South (0)		
SAS- Wolfson (0)			SAS- Wolfson (0)		

2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
SAS – North (0) SAS- Homestead (0) SAS- South (3) SAS- Wolfson (0)	SAS – North (0) SAS- Homestead (0) SAS- South (0) SAS- Wolfson (0)
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
AS – North (0) SAS- Homestead (1) SAS- South (5) SAS- Wolfson (3)	SAS – North (0) SAS- Homestead (0) SAS- South (3) SAS- Wolfson (0)
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
SAS – North (0) SAS- Homestead (1) SAS- South (5) SAS- Wolfson (3)	SAS – North (0) SAS- Homestead (1) SAS- South (5) SAS- Wolfson (3)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. The total number of indoor suspension remained negligible during the 2011-2012 school year. There are not enough opportunities to recognize students for positive behavior.	1.1 Utilize the Student Code of Conduct by providing incentives for compliance through the use of the Elementary and Secondary SPOT Success Recognition program.	1.1. Administrative Team. 1.2. Student Services Chair 1.3. Guidance Counselor.	1.1. Monitor SPOT Success report by grade level and monitor PINNACLE ATTENDANCE MANAGER report on student indoor/outdoor suspension rate.	1.1. Participation Log for students who are recognized for complying with the Student Code of Conduct along with the monthly PINNACLE ATTENDANCE MANAGER suspension report
2	1.2. Given the rigor of our program, students may have difficulty in managing stress effectively and channeling their energy effectively	1.2. Students will be enrolled in a research class taught by the school counselor and intended as the equivalent of a freshman college orientation course. Students will be provided resources on time and stress management and will be	1.2. Student Services Chair	1.2. Suspension rate will be monitored on a biweekly basis. Students who are struggling academically or at-risk will be provided academic counseling and place in a remediation program.	1.2. Lesson plan will be reviewed and counseling/peer mediation logs will be maintained by the counselor and reviewed periodically by the administration.

		provided an opportunity to participate in peer mediation sessions.			
3	1.3. The total number of i outdoor suspension remained negligible during the 2011-2012 school year. There are not enough opportunities to recognize students for positive behavior	1.3 The school's Guidance Counselor will contact parents of students who have been placed on indoor suspension. Parents will be provided with training on building an understanding of the Student Code of Conduct.	1.3. Guidance Counselor	1.3. Monitor Parents Contact Log for evidence of communication with parents of students who have been placed on indoor suspension.	1.3. Parent Communication Log. Parent sign-in Log/Parental Involvement Monthly School Report.

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Financial Aid 101	11,12	Student Services Chair	Student Services Department	December 19, 2012	Parent Participation Log and Survey	Student Services Chair
CAP Overview	11,12	Student Services Chair	Student Services Department	During Open House (s) September 6, 12, 20 And October 4th, 2012	Parent Participation Log and Survey	Student Services Chair
College 101	11,12	Student Services Chair	Student Services Department	August 29, 2012	Parent Participation Log and Survey	Student Services Chair

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

Dropout Prevention Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Dropout Prevention Dropout Prevention Goal #1: **Please refer to the percentage of students who dropped out during the 2011-2012 school year.*	We will maintain and ensure a 0 % drop out rate.
2012 Current Dropout Rate:	2013 Expected Dropout Rate:
0.00%	0.00%
2012 Current Graduation Rate:	2013 Expected Graduation Rate:
100.00%	100.00%

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Our Graduation Rate for 2011-2012 was 100%. All our students graduated with a high school diploma and 80% of our students graduate with an Associates in Arts (A.A) degree from Miami Dade College.	y 1.1 1. Monitor student academic progress in high school and college courses. 2. Conduct periodic credit history. 3. Monitor student attendance.	1.1. Principal, Assistant Principal, Counselors and Teachers	1.1. Referrals and conference logs	1.1. Graduation 1.3 Report cards and transcripts
2	1.2. Socioeconomically challenged students face housing and other needs that interfere with their daily performance.	1.2. Socioeconomically challenged students face housing and other needs that interfere with their daily performance.	1.2. Administrators	1.2 Grade book and student files.	1.2. Report cards and transcripts.

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Graduation Requirements	11,12	Guidance Counselors	School Wide	November 6, 2012	Monitor parent sign-in roster and contact parents who did not attend the training.	Student Services Chair

Dropout Prevention Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Honor Roll Luncheon	Luncheon	EESAC	$800.00
School Wide Picnic	Luncheon	Clubs	$1,000.00
			Subtotal: $1,800.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Ice Cream Social	Food	EESAC	$500.00
			Subtotal: $500.00
			Grand Total: $2,300.00

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	Given school wide emphasis on post-secondary matriculation, parental involvement will increase by 1 percentage point as evidence by the number of parents who attend workshops scheduled by School for Advanced Studies throughout the 2012-2013.school year.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
81.3	82.3
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	1.1. Given that the campuses are dispersed throughout the county but the workshops are held at a central location, it is sometimes cumbersome for parents to attend these workshops.	1.1. Parents who are not able to attend these workshops will be provided with a hard copy of the power point presentation and any other worksheets that are disseminated.	1.1 Administrative Team	1.1Parent attendance log and survey will allow school personnel to gauge program effectiveness.	1.1. Parent logs will be maintained and evaluated by the administration to ascertain progress of this objective.

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
EESAC Parent Breakfast	Food, Workbook, and Certificates	Special Purpose/Corporate Donation	$200.00
			Subtotal: $200.00
			Grand Total: $200.00

End of Parent Involvement Goal(s)

Science, Technology, Engineering, and Mathematics (STEM) Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	N/A

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>N/A</td><td></td><td></td><td></td><td></td></tr>
</table>

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
N/A						

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of school data, identify and define areas in need of improvement:					
1. CTE CTE Goal #1:		N/A			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

CTE Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00

Additional Goal(s)

Post-Secondary Goal Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. Post-Secondary Goal Goal Post-Secondary Goal Goal #1:	N/A
2012 Current level:	2013 Expected level:
N/A	N/A

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	N/A				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
N/A						

Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00

			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Post-Secondary Goal Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	5 Steps to a 5: AP US History	Study Guides	General Ed Funds	$7,475.00
Writing	5 Steps to a 5: AP English Language	Supplementary Instructional Workbook	General Funds	$7,475.00
Writing	Summer Writing Institute	Personnel Cost	General Funds	$9,000.00
Dropout Prevention	Honor Roll Luncheon	Luncheon	EESAC	$800.00
Dropout Prevention	School Wide Picnic	Luncheon	Clubs	$1,000.00
				Subtotal: $25,750.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Writing	AP Review Sessions	Hourly	General Funds	$8,250.00
Attendance	Campus Wide Attendance Contest	Awards	EESAC Funds	$1,500.00
Dropout Prevention	Ice Cream Social	Food	EESAC	$500.00
Parent Involvement	EESAC Parent Breakfast	Food, Workbook, and Certificates	Special Purpose/Corporate Donation	$200.00
				Subtotal: $10,450.00
				Grand Total: $36,200.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

jn Priority	jn Focus	jn Prevent	jn NA

Are you a reward school: jn Yes jn No

A reward school is any school that improves their letter grade or any school graded A.

No Attachment (Uploaded on 10/10/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting "Yes" or "No" below.

✓ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
EESAC funds are to be used for academic and behavioral incentives, student rewards, student prizes, food, and other student-related expenses that otherwise have no funding source.	$2,800.00

Describe the activities of the School Advisory Council for the upcoming year

The EESAC committee meets on a monthly basis in order to approve and monitor the SAS School Improvement Plan. The EESAC committee stays abreast of SIP activity by obtaining timely progress reports. Members provide insight and perspective into various facets of the Plan at all phases, from planning to fruition. The EESAC committee serves as the core source for parental feedback in all areas of school operation. Committee members are invaluable in recruitment efforts at all sites through community outreach. Members will provide valuable resources for faculty and student development. The principal keeps the EESAC committee informed of all funds at their disposal. The EESAC committee controls the quantity and distribution of these funds and ensures that both the letter and spirit of their intent are fulfilled for the enhancement of our students' educational experience. The EESAC committee provides specific parameters for spending according to the complexity of any given activity. Once these parameters are approved, the school site exercises a comfortable degree of autonomy in implementing the details

AYP DATA

SCHOOL GRADE DATA

No Data Found
No Data Found
No Data Found