

2013-2014 SCHOOL IMPROVEMENT PLAN

Archcreek Elementary School
 702 NE 137TH ST
 North Miami, FL 33161
 305-892-4000
<http://archcreek.dadeschools.net>

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	Yes	98%
Alternative/ESE Center	Charter School	Minority Rate
No	No	99%

School Grades History

2012-13	2011-12	2010-11	2009-10
C	B	A	A

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.flisiponline.com>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Prevent	5	Jim Browder

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School Archcreek Elementary School

Principal Marie Bazile A

School Advisory Council chair Chantal Bertin-Evans

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Violette V. Wright	Assistant Principal
Chantal Bertin-Evans	Reading Coach
Frederique Vabre	Math Coach
Paul Fabre	Science Coach

District-Level Information

District Dade

Superintendent Mr. Alberto M Carvalho

Date of school board approval of SIP 12/11/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

SAC Chairperson: Chantal Bertin-Evans-Responsibilities: Organize and schedule meetings, communicate with administration and Educational Excellence School Advisory Committee, (EESAC) members concerning issues at the school.

Vice Chairperson: Frederique Vabre-Responsibilities: Assist the Chair to organize and schedule meetings, communicate with administration and EESAC members concerning issues at the school.

Involvement of the SAC in the development of the SIP

The SAC has been instrumental in providing input in the development of this school improvement plan. A draft was submitted for their review and recommendations.

Activities of the SAC for the upcoming school year

The SAC will hold monthly meetings and work collaboratively with the Leadership Team in order to assure that the School Improvement Plan is being implemented according to the input of all stakeholders.

Projected use of school improvement funds, including the amount allocated to each project

Funds will be used for resources, tutoring students, and for student incentives.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

N/A

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators 2

receiving effective rating or higher (not entered because basis is < 10)

Administrator Information:

Marie Bazile A

Principal	Years as Administrator: 18	Years at Current School: 6
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Credentials

French,
Ed. D. Educational Leadership

Performance Record

	'13	'12	'11	'10	'09
School Grade	C	B	A	A	A
AYP	N	N	N	N	N
High Standards Rdg.	50	48	72	76	66
High Standards Math	50	48	67	68	71
Lrng Gains-Rdg.	60	75	66	72	74
Lrng Gains-Math	55	68	74	69	74
Gains-Rdg-25%	78	83	67	65	71
Gains-Math-25%	53	69	81	72	80

Violette V. Wright

Asst Principal	Years as Administrator: 9	Years at Current School: 2
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Credentials

Ed. S. Early
 Childhood &
 Special
 Education, M.S.
 in Elementary Education
 Educational Leadership
 ESOL Endorsement,
 B.S. in Business
 Administration

Performance Record

'13 '12 '11 '10 '09
 School Grade C B A A A
 AYP
 High Standards Reading 50 44 62 76 71
 High Standards Math 50 47 69 78 77
 Learning Gains-Reading 60 77 61 72 77
 Learning Gains-Math 55 80 65 64 74
 Gains Reading-25% 78 74 66 70 77
 Gains-Math-25% 53 78 74 66 73

Instructional Coaches

of instructional coaches 3

receiving effective rating or higher (not entered because basis is < 10)

Instructional Coach Information:

Chantal Bertin-Evans

Full-time / School-based	Years as Coach: 1	Years at Current School: 6
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Areas Reading/Literacy

Credentials Liberal Arts
 ESOL Endorsement
 Certification Elementary Education K-6

Performance Record

'13 '12 '11 '10 '09
 School Grade C B A A A
 AYP N N N N N
 High Standards Rdg. 50 48 72 76 66
 High Standards Math 50 48 67 68 71
 Lrng Gains-Rdg. 60 75 66 72 74
 Lrng Gains-Math 55 68 74 69 74
 Gains-Rdg-25% 78 83 67 65 71
 Gains-Math-25% 53 69 81 72 80

Frederique Vabre		
Full-time / School-based	Years as Coach: 1	Years at Current School: 6
Areas	Mathematics	
Credentials	B.A. French Education K-12 A.A. Elementary Education A.S. Childhood Education	
Performance Record	'13 '12 '11 '10 '09 School Grade C B A A A AYP N N N N N High Standards Rdg. 50 48 72 76 66 High Standards Math 50 48 67 68 71 Lrng Gains-Rdg. 60 75 66 72 74 Lrng Gains-Math 55 68 74 69 74 Gains-Rdg-25% 78 83 67 65 71 Gains-Math-25% 53 69 81 72 80	

Paul Fabre		
Full-time / School-based	Years as Coach: 1	Years at Current School: 6
Areas	Science	
Credentials	Bilingual Education Elementary Education ESOL Endorsement	
Performance Record	'13 '12 '11 '10 '09 School Grade C B A A A AYP N N N N N High Standards Rdg. 50 48 72 76 66 High Standards Math 50 48 67 68 71 Lrng Gains-Rdg. 60 75 66 72 74 Lrng Gains-Math 55 68 74 69 74 Gains-Rdg-25% 78 83 67 65 71 Gains-Math-25% 53 69 81 72 80	

Classroom Teachers

- # of classroom teachers 41
- # receiving effective rating or higher 38, 93%
- # Highly Qualified Teachers 90%
- # certified in-field 37, 90%
- # ESOL endorsed 18, 44%
- # reading endorsed 4, 10%
- # with advanced degrees 18, 44%

- # National Board Certified 0, 0%
- # first-year teachers 2, 5%
- # with 1-5 years of experience 20, 49%
- # with 6-14 years of experience 17, 41%
- # with 15 or more years of experience 2, 5%

Other Instructional Personnel

- # of instructional personnel not captured in the sections above 0
- # receiving effective rating or higher (not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

1. Regular meetings for new teachers with administration by grade level Principal 6/6/14
2. Partnering new teachers with experienced instructional staff Assistant Principal 6/6/14
3. Soliciting referrals from current employees Principal 6/6/14

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Teachers are paired with experienced teachers who are teaching the same core curriculum subject area. The school provides common planning to maintain daily conversation regarding lesson planning and instructional delivery. Onsite professional development to include gradebook, school site orientation, modeling of instruction, and observing other teachers.

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

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

MTSS is an extension of Arch Creek's Leadership Team, strategically integrated in order to support the administration through a process of problem solving of issues and concerns as they arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well-being, and prevention of student failure through early intervention.

At Arch Creek Elementary School, the MTSS team will be composed of the following members:

- Administrator(s)
- Teacher(s) and Coach(es)
- Grade group chairpersons
- Special education personnel
- ESOL Teachers
- School guidance counselor
- School psychologist

- School social worker
- Speech Language Pathologist

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

The following steps will be considered by the school's MTSS Leadership Team to address how the school can utilize the MTSS process:

- The team will meet twice a month to update the implementation of the school program(all stakeholders)
- Reading Coach will provide support and assistance to teachers about the curriculum.
- Grade Chairs will work collaboratively with teachers to discuss students in need of additional support
- Suggestions and plan of actions will be presented with possible solutions to any academic and/or behavior issues.
- School Psychologist will update the progress/challenge of students who are being identified for referral, MTSS, and Placement
- The team will monitor academic and behavior data evaluating progress by reviewing universal screening data and link to instructional decisions; review progress monitoring data at the classroom and individual level, to identify students who are meeting or exceeding benchmarks and moderate or high risk for not meeting benchmarks.
- Walk through monitoring and classroom visitations will be used to evaluate both daily instruction and specific interventions. Maintain communication with staff for input and feedback, as well as update on procedures and progress.

Based on the above information the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The team will meet and data will be disaggregated and analyzed. Students who are not progressing will be identified and placed according to their academic achievement levels; students who meet or exceed the proficiency level will be also identified and tested for acceptance for gifted; students who are part of the lowest 25th percentile in reading, will benefit from the a more structured differentiated instruction. The MTSS team will provide suggestions to the SIP writing team, in order to address the school's needs based on the FCAT 2.0 2013 scores.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Data will be used to guide instructional decisions and system procedures for all students to:

- adjust the delivery of curriculum and instruction to meet the specific needs of students
- adjust the delivery of behavior management system
- adjust the allocation of school-based resources
- drive decisions regarding targeted professional development

Managed data will include:

Academic

- FAIR assessment
- Interim assessments
- State/Local Reading, Writing, Math and Science assessments FCAT 2.0
- Student grades
- School specific assessments

Behavioral data points

- Student Case Management System

- Suspensions
- Referrals by student behavior, staff observations, and administrative context
- Office referrals per month
- Climate surveys
- Attendance

Referrals to special education programs

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

The district professional development and support will include:

- training for all administrators in the MTSS problem solving, data analysis process
- providing support for school staff to understand basic MTSS principles and procedures and
- providing a network or ongoing support for MTSS organized through feeder patterns
- providing workshops via site-based and online trainings.

Administrators, teacher and support personnel will meet regularly in order for a smooth transition to take place from RtI to MTSS. Meeting will be held on a regular basis in a tier step process beginning with teacher to teacher, teacher to MTSS Coordinator, MTSS Coordinator to MTSS Team. Interventions will be available at each grade level using small group intervention and technology based programs. Update will be discussed together as a team twice a month.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Weekend Program

Minutes added to school year: 2,400

We will provide Saturday school for Level 1 readers in 3rd, 4th, and 5th grades. SAI funds will be used to expand the Saturday program to all Level 2 students.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

Based on the results of bi-weekly assessments and data chats, data will be disaggregated by benchmark and necessary adjustments will be made.

Who is responsible for monitoring implementation of this strategy?

The administrators are responsible for monitoring and implementing this strategy.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Marie A. Bazile	Principal
Violette V. Wright	Assistant Principal
Chantal Bertin-Evans	Reading Coach
Frederique Vabre	Math Coach
Paul Fabre	Science Coach
Jacque Pierre	UTD Steward
Kendra Dupree	Guidance Counselor
Margaret Crawford	Media Specialist

How the school-based LLT functions

Monitor academic and behavior data evaluating progress by reviewing universal screening data and link to instructional decisions; review progress monitoring data at the classroom level and individual level; identify students who are meeting or exceeding benchmarks and moderate or high risk for not meeting benchmarks.

Based on the above information the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills.

Ongoing instruction is being provided to all students. Additional support is given to students who have not mastered the skills through differentiated instruction.

Meet at regularly scheduled team meetings.

Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.

Walk through monitoring and classroom visitations will be used to evaluate both daily instruction and specific interventions.

Assist with monitoring and responding to the needs of subgroups within the expectations for adequate yearly progress

Major initiatives of the LLT

Assure the school is on track to meet AMO targets. Focus on math and science in all grade levels.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

The Florida Kindergarten Readiness Screener (FKLRS) is administered at the beginning of kindergarten to evaluate the transition process. The low performing students are targeted early for further assessment. This program follows the district curriculum preparing children for transition to kindergarten. In addition, in the spring of each school year, a "Transition to Kindergarten Workshop" is offered whereby parents receive information and handouts on ways to ensure a smooth transition from preschool to kindergarten.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	57%	50%	No	61%
American Indian				
Asian				
Black/African American	55%	49%	No	60%
Hispanic	68%	61%	No	71%
White				
English language learners	51%	46%	No	56%
Students with disabilities	25%	33%	Yes	33%
Economically disadvantaged	56%	50%	No	60%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	83	27%	35%
Students scoring at or above Achievement Level 4	64	21%	25%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		0%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	<i>[data excluded for privacy reasons]</i>		60%
Students in lowest 25% making learning gains (FCAT 2.0)	<i>[data excluded for privacy reasons]</i>		58%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	116	45%	51%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	55	22%	30%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	53	20%	28%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	45	46%	51%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		0%

Area 3: Mathematics**Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	56%	50%	No	60%
American Indian				
Asian				
Black/African American	54%	48%	No	59%
Hispanic	71%	72%	Yes	74%
White				
English language learners	51%	48%	No	56%
Students with disabilities	38%	38%	Yes	44%
Economically disadvantaged	55%	49%	No	60%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	83	27%	35%
Students scoring at or above Achievement Level 4	64	21%	25%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	[data excluded for privacy reasons]		60%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	[data excluded for privacy reasons]		58%

Area 4: Science**Elementary School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	19	18%	23%
Students scoring at or above Achievement Level 4	18	17%	19%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		0%
Students scoring at or above Level 7	[data excluded for privacy reasons]		0%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	4		6
Participation in STEM-related experiences provided for students	4	40%	45%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	22	4%	3%
Students retained, pursuant to s. 1008.25, F.S.	16	3%	2%
Students who are not proficient in reading by third grade	45	45%	41%
Students who receive two or more behavior referrals	29	5%	4%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	9	1%	1%

Goals Summary

- G1.** On the 2013 FCAT 2.0 50% of our students scored level 3 or higher. Our goal is to have 61% of our students score level 3 or higher on the 2014 FCAT 2.0.
- G2.** On the 2013 FCAT 2.0 50% of our students scored level 3 or higher. Our goal is to have 59% of our students score level 3 or higher on the 2014 FCAT 2.0.
- G3.** On the 2013 FCAT 2.0 Writing 47% of our students scored 3.5 and higher. Our goal is to have 50% of our students score 3.5 or higher on the 2014 FCAT 2.0 Writing.
- G4.** On the 2013 FCAT 2.0 Science 38% of our students scored level 3 or higher. Our goal is to have 48% or our students score level 3 or higher on the 2014 FCAT 2.0 in Science.

Goals Detail

G1. On the 2013 FCAT 2.0 50% of our students scored level 3 or higher. Our goal is to have 61% of our students score level 3 or higher on the 2014 FCAT 2.0.

Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains, CELLA)

Resources Available to Support the Goal

- Teachers
- MacGraw-Hill program
- Edusoft reports
- Reading Coaches
- Tutoring

Targeted Barriers to Achieving the Goal

- After analyzing the 2013 administration of the FCAT 2.0 Reading, the lowest category for students was Reading Application which scored 59%. We have limited parental involvement at the school because of financial constraints. Many of our students do not take advantage of the tutoring programs offered on Saturday.
- On the 2013 FCAT 2.0 49% of our Black subgroup scored level 3 or higher. We have limited parental involvement at the school because of financial constraints. Many of our students do not take advantage of the tutoring programs offered on Saturday.
- On the 2013 FCAT 2.0 61% of our Hispanic subgroup scored level 3 or higher. We have limited parental involvement at the school because of financial constraints. Many of our students do not take advantage of the tutoring programs offered on Saturday.
- On the 2013 FCAT 2.0 50% of our Economically Disadvantaged subgroup scored level 3 or higher. We have limited parental involvement at the school because of financial constraints. Many of our students do not take advantage of the tutoring programs offered on Saturday.

Plan to Monitor Progress Toward the Goal

Provide professional development on lesson planning and delivery to include explicit instruction and the Gradual Release Model.

Person or Persons Responsible

Reading Coach, ETO CSS

Target Dates or Schedule:

10/18/2013

Evidence of Completion:

Professional Development roster

G2. On the 2013 FCAT 2.0 50% of our students scored level 3 or higher. Our goal is to have 59% of our students score level 3 or higher on the 2014 FCAT 2.0.

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)

Resources Available to Support the Goal

- Teachers
- Math Coach
- Edusoft Reports
- Tutoring
- Gizmos
- Think Central & Khan Academy
- Math Manipulatives
- Success Academy Lessons
- Math Journals

Targeted Barriers to Achieving the Goal

- Black, Hispanic and Economically Disadvantaged Subgroup: We have limited parental involvement at the school because many parents work two jobs and others go to school at night.
- FCAT 2.0 Level 3 Subgroup: Students do not take advantage of tutoring opportunities at the school, which makes them at risk.
- FCAT 2.0 Level 4 and 5 Subgroup: Students do not take advantage of Saturday school because they do not think they are academically at risk.
- Lowest 25% Subgroup: These students are not proficient in English and have a language barrier because they are new arrivals in the country.

Plan to Monitor Progress Toward the Goal

Monitor student weekly journal entries, effective use and implementation of primary and secondary benchmarks.

Person or Persons Responsible

Math Coach

Target Dates or Schedule:

Daily walkthroughs, modeling instruction, weekly grade-level meetings.

Evidence of Completion:

Journal entries and data from various assessments.

G3. On the 2013 FCAT 2.0 Writing 47% of our students scored 3.5 and higher. Our goal is to have 50% of our students score 3.5 or higher on the 2014 FCAT 2.0 Writing.

Targets Supported

- Writing

Resources Available to Support the Goal

- Teachers
- Tutoring
- Writing Journals and Prompts
- Mini Lessons

Targeted Barriers to Achieving the Goal

- Sentence structure remains a challenge for second-language learners. Fluidity of the language and difficulty transferring their own experience to their writing prompt. Writing process skills also remain a challenge.

Plan to Monitor Progress Toward the Goal

Strategies will include: graphic organizers, spelling strategies, illustrating and labeling, daily journals and rubrics. Plan for and deliver writing lessons that follow an instructional routine.

Person or Persons Responsible

Teachers and Reading Coach

Target Dates or Schedule:

Daily

Evidence of Completion:

Monitor regularly by conducting classroom walk-throughs. Meet with teachers during planning to discuss progress and deficiencies.

G4. On the 2013 FCAT 2.0 Science 38% of our students scored level 3 or higher. Our goal is to have 48% or our students score level 3 or higher on the 2014 FCAT 2.0 in Science.

Targets Supported

- Science
- Science - Elementary School

Resources Available to Support the Goal

- Teachers
- GIZMOS Lab
- Science Journals
- Essential Labs
- AIMS
- Discovery Education
- Science Probes

Targeted Barriers to Achieving the Goal

- The area of deficiency after analyzing the 2013 administration of the FCAT 2.0 in the category of Physical Science at 56%. All other categories were 60% and above. Many of our parents do not assist their children due to lack of parental involvement because of financial constraints. In addition many students do not take advantage of the extended learning opportunities on Saturdays.

Plan to Monitor Progress Toward the Goal

Utilize data to set goals and drive instruction; provide students with necessary interventions and enrichment as reflected by assessment data.

Person or Persons Responsible

Teachers and Science Coach

Target Dates or Schedule:

Biweekly

Evidence of Completion:

Lab reports; Interim Assessments; Edusoft reports

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. On the 2013 FCAT 2.0 50% of our students scored level 3 or higher. Our goal is to have 61% of our students score level 3 or higher on the 2014 FCAT 2.0.

G1.B1 After analyzing the 2013 administration of the FCAT 2.0 Reading, the lowest category for students was Reading Application which scored 59%. We have limited parental involvement at the school because of financial constraints. Many of our students do not take advantage of the tutoring programs offered on Saturday.

G1.B1.S1 Implement and monitor the effective use of data-driven instruction.

Action Step 1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G1.B1.S2 Plan for and deliver lessons that follow an instructional routine.

Action Step 1

Implement and monitor Instructional Routines that include: a. setting the purpose of instruction, b. following the model of explicit instruction demonstrating gradual release, c. incorporating small group instruction, d. incorporating closure of the lesson

Person or Persons Responsible

Assistant Principal, Reading Coach

Target Dates or Schedule

Ongoing to 6/5/2014

Evidence of Completion

Lesson planning, student work samples

Plan to Monitor Fidelity of Implementation of G1.B1.S2

Conduct classroom walkthroughs to monitor the implementation of lesson plans and instructional routines.

Person or Persons Responsible

Principal, Assistant Principal

Target Dates or Schedule

Daily thru 6/5/2014

Evidence of Completion

Observation/walkthrough forms and/or checklists

Plan to Monitor Effectiveness of G1.B1.S2

Develop, execute and monitor the use of an instructional framework, focusing on appropriate pacing and based on student needs.

Person or Persons Responsible

Reading Coach, ETO CSS

Target Dates or Schedule

10/18/13

Evidence of Completion

Instructional framework

G2. On the 2013 FCAT 2.0 50% of our students scored level 3 or higher. Our goal is to have 59% of our students score level 3 or higher on the 2014 FCAT 2.0.

G2.B1 Black, Hispanic and Economically Disadvantaged Subgroup: We have limited parental involvement at the school because many parents work two jobs and others go to school at night.

G2.B1.S1 Provide diverse time for parents to be involved.

Action Step 1

Survey parents to determine best time for them to participate

Person or Persons Responsible

Assistant Principal and CIS

Target Dates or Schedule

Title I meeting

Evidence of Completion

Compilation of survey results

Plan to Monitor Fidelity of Implementation of G2.B1.S1

Schedule of parent contact log

Person or Persons Responsible

CIS

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly reports

Plan to Monitor Effectiveness of G2.B1.S1

Parent workshop

Person or Persons Responsible

CIS and Assistant Principal

Target Dates or Schedule

Monthly

Evidence of Completion

Attendance sign-in sheets

G2.B2 FCAT 2.0 Level 3 Subgroup: Students do not take advantage of tutoring opportunities at the school, which makes them at risk.

G2.B2.S1 Students are provided an additional hour of intervention daily to remediate deficient skills.

Action Step 1

Interventionists will provide additional support in the secondary benchmark daily

Person or Persons Responsible

Coaches, teachers, interventionists

Target Dates or Schedule

daily

Evidence of Completion

Mini-benchmark assessments, reteach activities

Plan to Monitor Fidelity of Implementation of G2.B2.S1

Review student work samples

Person or Persons Responsible

Coaches, teachers, interventionists

Target Dates or Schedule

Weekly

Evidence of Completion

Weekly assessments

Plan to Monitor Effectiveness of G2.B2.S1

Student work samples, topic and weekly assessments

Person or Persons Responsible

Coaches, teachers, interventionists

Target Dates or Schedule

Weekly

Evidence of Completion

Monthly reports

G3. On the 2013 FCAT 2.0 Writing 47% of our students scored 3.5 and higher. Our goal is to have 50% of our students score 3.5 or higher on the 2014 FCAT 2.0 Writing.

G3.B1 Sentence structure remains a challenge for second-language learners. Fluidity of the language and difficulty transferring their own experience to their writing prompt. Writing process skills also remain a challenge.

G3.B1.S1 All students at risk have been provided three hours per week of remediation.

Action Step 1

Students will be pulled-out for additional intervention utilizing rubric for corrective feedback.

Person or Persons Responsible

Coaches, teachers

Target Dates or Schedule

3 times per week

Evidence of Completion

Student writing journal and work samples

Plan to Monitor Fidelity of Implementation of G3.B1.S1

Students will receive monthly prompt and weekly mini-assessments

Person or Persons Responsible

Coaches, teachers

Target Dates or Schedule

weekly and monthly

Evidence of Completion

Student work samples, journals

Plan to Monitor Effectiveness of G3.B1.S1

Student work samples and journals

Person or Persons Responsible

Coaches, teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Mini-assessments and writing prompt samples

G4. On the 2013 FCAT 2.0 Science 38% of our students scored level 3 or higher. Our goal is to have 48% of our students score level 3 or higher on the 2014 FCAT 2.0 in Science.

G4.B1 The area of deficiency after analyzing the 2013 administration of the FCAT 2.0 in the category of Physical Science at 56%. All other categories were 60% and above. Many of our parents do not assist their children due to lack of parental involvement because of financial constraints. In addition many students do not take advantage of the extended learning opportunities on Saturdays.

G4.B1.S1 Utilize planning to develop lessons that incorporate the use of the Gradual Release Model of Responsibility

Action Step 1

Provide targeted teachers with job-embedded PD on the Gradual Release Model

Person or Persons Responsible

Science CSS

Target Dates or Schedule

monthly

Evidence of Completion

Attendance roster, agenda

Plan to Monitor Fidelity of Implementation of G4.B1.S1

Classroom walkthroughs, observations

Person or Persons Responsible

Administrators

Target Dates or Schedule

Daily

Evidence of Completion

Interactive journals, lesson plans, delivery of explicit lessons

Plan to Monitor Effectiveness of G4.B1.S1

Teachers plan and deliver lessons that address the cognitive complexity of the standard through "I Do" and "We Do" portion of the Gradual Release Model of Responsibility

Person or Persons Responsible

Administration and coaches

Target Dates or Schedule

Daily

Evidence of Completion

Interactive journals and evidence of student reflection

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title I, Part A

Arch Creek provides services to ensure students requiring additional remediation are assisted through Saturday Academy Programs. The District coordinates with Title II and Title III to ensure and provide staff development as needed. Curriculum Coach develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessments and intervention approaches. The Coach identifies systematic patterns of students' needs while working with District personnel to establish appropriate, evidence-based intervention strategies; assists with all the school screening programs that provide early intervention services for children considered "at risk"; supports in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development and provide support for assessment and implementation monitoring. Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, and encourage parental participation in the decision making processes at the school site. Other component that is integrated into the school-wide program includes the Supplemental Educational Services.

Title I, Part D

Arch Creek coordinates services with district Drop-out Prevention programs.

Title II

District receives supplemental funds for improving basic education programs through the purchase of small equipment. New technology in classrooms will increase the instructional strategies provided to students and new instructional software will enhance literacy and math skills of struggling students. Additionally, funds are used to train qualified mentors for the New Teacher (MINT) Program, for add-on endorsement programs, such as Reading, Gifted, ESOL, as well as training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation and Lesson Study Group implementation and protocols.

Title III

Services are provided through the district for education materials and ELL district support services to improve the education of Immigrants and English Language Learners. Funds at Arch Creek are used to purchase:

- imagine Learning licenses
- provide professional development for Imagine Learning
- Cultural supplementary instructional materials
- Parent Outreach activities.

Title X- Homeless

- The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students.
- The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
- Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
- Each school will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

SAI funds will be coordinated with Title I funds to provide Saturday school for Level 1 readers in 3rd, 4th, and 5th grades. SAI funds will be used to expand the Saturday program to all Level 2 students.

Violence Prevention Programs

The school offers a non-violence, anti-bullying and anti-drug program to students, that incorporates field trips, community service, and counseling.

Nutrition Programs

Arch Creek Elementary adheres to and implements the nutrition requirements stated in the District Wellness Policy. Nutrition education, as per state statute, is taught through physical education. The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy. The school houses a student vegetable garden for exploration and experiments.

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

•N/A

Other

Health Connect in Our School

•Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds.

•Arch Creek has been provided of a School Social Worker (shared between schools) and a Nurse (shared between schools).

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
	Total	\$0

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
		\$0
Total		\$0

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. On the 2013 FCAT 2.0 50% of our students scored level 3 or higher. Our goal is to have 61% of our students score level 3 or higher on the 2014 FCAT 2.0.

G1.B1 After analyzing the 2013 administration of the FCAT 2.0 Reading, the lowest category for students was Reading Application which scored 59%. We have limited parental involvement at the school because of financial constraints. Many of our students do not take advantage of the tutoring programs offered on Saturday.

G1.B1.S2 Plan for and deliver lessons that follow an instructional routine.

Action Step 1

Implement and monitor Instructional Routines that include: a. setting the purpose of instruction, b. following the model of explicit instruction demonstrating gradual release, c. incorporating small group instruction, d. incorporating closure of the lesson

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed