



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Archimedean Academy

12425 SW 72ND ST

Miami, FL 33183

305-279-6572

<http://archimedean.org>

School Demographics

School Type
Elementary School

Title I
Yes

Free and Reduced Lunch Rate
47%

Alternative/ESE Center
No

Charter School
Yes

Minority Rate
88%

School Grades History

2013-14
A

2012-13
A

2011-12
A

2010-11
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.floridacims.org>. 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
Not in DA	N/A	N/A

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

Current School Status

School Information

School-Level Information

School

Archimedean Academy

Principal

Dr. George Kafkoulis, Governing Board President & Susan Simpson, Principal

School Advisory Council chair

Sandra Leonard

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

Name	Title
Susan Simpson	Principal
Christina Briz	Assistant Principal
Arelys Palacios	Special Education
Christina Berdebes	Guidance Counselor
Terri Rocca	School Psychologist
Lourdes Galban	Instructional

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

George Kafkoulis, EESAC Chairperson Board director
 Susan Simpson, Principal Administration
 Christina Briz, Assistant Principal Alternate to Administration
 Dorraine Blanco, Teacher
 Mehrnoosh Kordy, Teacher
 Sandra Leonard EESAC Chairperson, Teacher
 Lourdes Galban, Teacher
 Priscilla Bustos, Teacher
 Jason Schimer, Alternate Teacher
 Cynthia Paraskos, Educational Support
 Claudia Orellanos, Educational Support Alternate

Lucila Calderin, Parent
Margie Taraboulos, Parent
Lima Gomes, Parent
Moriz Obayi, Parent
Mac Turturro, Parent
Seth Segura, Alternate Parent
Matthew Burner, Student
Kylie Kishinevsky, Alternate Student
Vasilis Mavrides, Community Representative

Involvement of the SAC in the development of the SIP

Members of EESAC met informally at the end of the 2012-13 school year and discussed all available data. At that time, brainstorm sessions were held to develop possible strategies that addressed increased achievement. Those ideas were used in the writing of the SIP.

Activities of the SAC for the upcoming school year

As always, the EESAC will devote itself to the continual monitoring of the School Improvement Plan (SIP). They will also make sure that funds allocated for distribution to the goals of the SIP are distributed and used with fidelity. The committee will also attend the celebratory events that are outlined in the SIP.

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

50% of EESAC funds will be allocated toward enrichment. The Academy has committed to entering more district and state competitions many of which require entrance fees. The remaining 50% will be allocated toward motivational programs for attendance, discipline, and academic achievement.

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

NA

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:

Dr. George Kafkoulis, Governing Board President & Susan Simpson, Principal

Principal

Years as Administrator: 11

Years at Current School: 8

Credentials

B.S. in Elementary
Education Louisiana State
University
Masters - Educational Leadership – Houston Baptist
University
Principal Certification State of
Florida and Texas

Performance Record

2013 – School Grade
Rdg. Proficiency, __%
Math Proficiency, __%
Rdg. Lrg. Gains, __ points
Math Lrg. Gains, __ points
Rdg. Imp. of Lowest 25% -
__ points
Math Imp. of Lowest 25% -
__ points
Rdg. AMO – __
Math AMO – __
2012 – School Grade A
Rdg. Proficiency, 95%
Math Proficiency, 89%
Rdg. Lrg. Gains, 88% points
Math Lrg. Gains, 83% points
Rdg. Imp. of Lowest 25% -
83% points
Math Imp. of Lowest 25% - 83% points
Rdg. AMO – __
Math AMO – __
2011 – School Grade A
Rdg. Proficiency, 96%
Math Proficiency, 95%
Rdg. Lrg. Gains, 79% points
Math Lrg. Gains, 66% points
Rdg. Imp. of Lowest 25% -
81% points
Math Imp. of Lowest 25% -
66% points
Rdg. AMO – __
Math AMO – __
2010 – School Grade
Rdg. Proficiency, 97%
Math Proficiency, 97%
Rdg. Lrg. Gains, 80% points
Math Lrg. Gains, 80% points
Rdg. Imp. of Lowest 25% -
89% points
Math Imp. of Lowest 25% -

89% points
Rdg. AMO – ___
Math AMO – ___
2009 – School Grade
Rdg. Proficiency, 95%
Math Proficiency, 95%
Rdg. Lrg. Gains, 85 points
Math Lrg. Gains, 73points
Rdg. Imp. of Lowest 25% -
88 points
Math Imp. of Lowest 25% -
71 points
Rdg. AMO – ___
Math AMO – ___

Christina Briz

Asst Principal

Years as Administrator: 10

Years at Current School: 9

Credentials

Elementary Education, Bachelor's of Science , Florida International University, 1996
 Educational Leadership, Nova Southeastern University 2006

2013 – School Grade
 Rdg. Proficiency, __%
 Math Proficiency, __%
 Rdg. Lrg. Gains, __ points
 Math Lrg. Gains, __points
 Rdg. Imp. of Lowest 25% -
 __ points
 Math Imp. of Lowest 25% -
 __ points

Rdg. AMO – __

Math AMO – __

2012 – School Grade A

Rdg. Proficiency, 95%

Math Proficiency, 89%

Rdg. Lrg. Gains, 88% points

Math Lrg. Gains, 83% points

Rdg. Imp. of Lowest 25% -
83% points

Math Imp. of Lowest 25% - 83% points

Rdg. AMO – __

Math AMO – __

Performance Record

2011 – School Grade A

Rdg. Proficiency, 96%

Math Proficiency, 95%

Rdg. Lrg. Gains, 79% points

Math Lrg. Gains, 66% points

Rdg. Imp. of Lowest 25% -
81% pointsMath Imp. of Lowest 25% -
66% points

Rdg. AMO – __

Math AMO – __

2010 – School Grade

Rdg. Proficiency, 97%

Math Proficiency, 97%

Rdg. Lrg. Gains, 80% points

Math Lrg. Gains, 80%points

Rdg. Imp. of Lowest 25% -
89% pointsMath Imp. of Lowest 25% -
89% points

Rdg. AMO – __

Math AMO – __

2009 – School Grade

Rdg. Proficiency, 95%
 Math Proficiency, 95%
 Rdg. Lrg. Gains, 85 points
 Math Lrg. Gains, 73points
 Rdg. Imp. of Lowest 25% -
 88 points
 Math Imp. of Lowest 25% -
 71 points
 Rdg. AMO – __
 Math AMO – __

Classroom Teachers

of classroom teachers

32

receiving effective rating or higher

32, 100%

Highly Qualified Teachers

88%

certified in-field

28, 88%

ESOL endorsed

16, 50%

reading endorsed

1, 3%

with advanced degrees

, 0%

National Board Certified

0, 0%

first-year teachers

0, 0%

with 1-5 years of experience

12, 38%

with 6-14 years of experience

20, 63%

with 15 or more years of experience

0, 0%

Education Paraprofessionals

of paraprofessionals

3

Highly Qualified

1, 33%

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

While many factors contribute to the successful education of children, there is a strong consensus among experts that the effectiveness of their teachers is the single most important educational determinant. Thus recruitment of exceptional personnel at Archimedean is achieved via online teacher search firms. The school also has developed relationships with the University of Miami and Florida International University. This affords Archimedean the ability to select from a pool of potentially superior educators.

Teacher retention is achieved through varied performance incentives some monetary and others preferential grade and teaching assignments. Excellence is rewarded at all levels. Archimedean teachers also have the security of a personal mentor and a subject area mentor. The mentor arrangement helps new teachers acclimate to the school, its culture, student body, rules, opportunities and challenges.

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

The Archimedean Academy pairs mentors and mentees based on subject area and grade. The main objective of the mentor is to assist new teachers as they acclimate to the school, its culture, student body, rules, opportunities and challenges.

Mentor Mentee Rationale for Pairing

Adrienne Lazo Al-Marie Campana Same Grade Level and Subject Area

Mentoring Activities

* Lesson Planning and collaboration * Observe each other's classes and provide feedback

Mentor Mentee Rationale for Pairing

Lourdes Galban Marlene Lori Same Grade Level and common planning times

Mentoring Activities

* Lesson Planning and collaboration * Observe each other's classes and provide feedback

Mentor Mentee Rationale for Pairing

Lourdes Galban Efstathia Latifi Same Grade Level and common planning times

Metnoring Activities

* Lesson Planning and collaboration * Observe each other's classes and provide feedback

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

The MTSS Leadership Team use the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:

1. Holding regular team meetings where problem solving is the sole focus.

2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. Determining how we will know if students have made expected levels of progress towards proficiency? (What progress will show a positive response?)
4. Respond when grades, subject areas, classes, or individual students have not shown a positive response? (MTSS problem solving process and monitoring progress of instruction)
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

Tier 2

The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur regularly (monthly is suggested) to:

1. Review OPM data for intervention groups to evaluate group and individual student response.
2. Support interventions where there is not an overall positive group response
3. Select students (see SST guidelines) for SST Tier 3 intervention

The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1 worksheets completed three times per year. The MTSS Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress on a schedule based on student need across Tiers.

Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.

Finally, MTSS End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts.

While the SIP plan does not focus on the primary (untested) grades, the MTSS leadership team extends the intent of the SIP to kindergarten, first, and second grades as they contribute extensively to later grades performance and student engagement.

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

Tier 1(Leadership Team)

- Administrator(s) (Susan Simpson and Christina Briz) will schedule and facilitate regular Rtl meetings, ensure attendance of team members, ensure follow up of action steps, allocate resources;
- In addition to the school administrator(s) the school's Leadership Team will include the following members who will carry out SIP planning and MTSS problem solving
- School reading, math, science, and behavior specialists (Arelys Palacios)
 - Special education personnel (Lourdes Galban)

Tier 2

Selected (S. Simpson, C. Briz, S. Leonard, L. Galban, and A Palacios) members of the MTSS Leadership Team will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization.

In addition to those selected other teachers will be involved when needed to provide information or

revise efforts.

Tier 3 SST

Selected (S. Simpson, C. Briz, S. Leonard, L. Galban, and A Palacios) members of the Leadership Team, Tier 2 Team, and parent/guardian make up the Tier 3 SST Problem Solving Team.

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

The Tier 1 and Tier 2 worksheets document aimlines and supports for any academic or behavioral goal listed on the SIP plan. They also document the specific plan to monitor fidelity of MTSS implementation. These documents are the centerpiece of any discussion related to these areas in any school meeting that plans, reviews, or revises efforts at increasing academic or behavioral proficiency. The 4 step problem solving process then becomes a structure for these meetings, and fidelity data is reviewed each time a group meets. Data gathered through the MTSS process informs the discussion at MTSS leadership, grade level, attendance review, Tier 2, and Tier 3 SST meetings.

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

1. 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

2. Managed data will include:

Academic

- FAIR assessment
- Interim assessments
- State/Local Math and Science assessments
- FCAT
- Student grades
- School site specific assessments - teacher made and basal chapter assessments

Behavior

- Student Case Management System
- Detentions
- Suspensions/expulsions
- Referrals by student behavior, staff behavior, and administrative context
- Office referrals per day per month
- Attendance

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

Based upon the information from http://www.florida-rti.org/educatorResources/MTSS_Book_ImplComp_012612.pdf, but not limited to the following:

- Effective, actively involved, and resolute leadership that frequently provides visible connections between a MTSS framework with district & school mission statements and organizational improvement efforts.
- Alignment of policies and procedures across classroom, grade, building, district, and state levels
- Ongoing efficient facilitation and accurate use of a problem-solving process to support planning, implementing, and evaluating effectiveness of services.
- Strong, positive, and ongoing collaborative partnerships with all stakeholders who provide education services or who otherwise would benefit from increases in student outcomes.

- Comprehensive, efficient, and user-friendly data-systems for supporting decision-making at all levels from the individual student level up to the aggregate district level.
- Sufficient availability of coaching supports to assist school team and staff problem-solving efforts.
- Ongoing data-driven professional development activities that align to core student goals and staff needs.
- Communicating outcomes with stakeholders and celebrating success frequently

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: Extended Day for All Students**Minutes added to school year: 122**

16 hours of Saturday School - approximately 4 hour sessions for 4 consecutive Saturdays
 20 hours of Reading/Math Interventions on Teacher Planning Days - approximately 4 hour sessions for 5 Teacher Planning Days
 10 hours of SECME and Science Olympiad Preparation - After School approximately 1 hour per week for 10 weeks
 32 hours of SECME and Science Olympiad Competition - 8 hour competition for 4 days
 8 hours of 4th Grade Writing intervention approximately 4 hours for 2 consecutive Saturdays
 3 hours for Western Night
 8 hours for Greek Night
 4 hours for 3rd Grade Poetry Cafe
 3 hours for Winter Wonderland
 8 hours for Graduations & Award Ceremonies
 20 hours over the summer of Professional Development - Book Club with Principal

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education
- Teacher collaboration, planning and professional development

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

All major decisions regarding grouping of students, teacher placement, interventions, and/or curriculum are decided after a comprehensive appraisal of all data derived from assessments administered throughout the school year. Data is collected via Standardized State mandated assessments (FCAT & SAT).

Once the school year begins, teachers use their data to determine school year academic goals for their individual classes. This requires an intensive study of student data and a needs assessments as the goals and the ability to meet them are an integral part of the school's teacher evaluation system. As the year progresses, each department and grade level meets with the department chairs and leadership team bimonthly. The primary purpose of these meetings is to analyze data and respond appropriately. This could necessitate adjustments to the curriculum, additional resources, or interventions.

Assessment results are also utilized as a roadmap for staff professional development. This has proven especially beneficial when addressing state assessment benchmarks. Once an area of deficiency has been identified, professional development opportunities are sought out to address the concern. The school makes every effort to take a proactive approach, and department chairs are required to review this data continually.

Who is responsible for monitoring implementation of this strategy?

Susan Simpson, Principal

Literacy Leadership Team (LLT)**Names and position titles of the members of the school-based LLT**

Name	Title
Susan Simpson	Principal
Sandra Leonard	Reading Lead Teacher 3rd Grade
Janette Mauri	Reading Lead Teacher 4th Grade
Monica Rodriguez	Reading Lead Teacher Primary
Christina Briz	Assistant Principal
Arelys Palacios	SPED Chairperson

How the school-based LLT functions

- * Cultivate the vision for increased school-wide literacy across all content areas
- * Provide instructional resources
- * Gather and analyze data to determine professional development for faculty as indicated by student intervention and achievement needs.
- * Hold regular team meetings, twice monthly
- * Guarantee fidelity of implementation of the K-12 CRRP
- * Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.
- * Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.
- * Establish model classrooms

Major initiatives of the LLT

Supplemental Intervention Reading Programs (SIRP): Intended for flexible use as part of differentiated instruction or in more intensive interventions to meet student learning needs in specific areas (phonological awareness, phonics, fluency, vocabulary, and comprehension) will be the major initiative for the 2013-14 school year. This will be part of a prescriptive reading plan for each student.

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

All students entering Archimedean kindergarten are given a basic reading and mathematics assessments and are observed for basic school readiness (separation from parent, ability to follow rules, maturity, etc.). The assessment is not an admission tool, but rather an indicator of school preparedness. After the data is examined, teachers begin the task of grouping students in classes that afford them the opportunity for maximum growth. This task is also completed by classroom teachers of all grade levels. Because the school is departmentalized, teachers must be particularly sensitive to class makeup. The data provides baseline levels, thus teachers are able to balance out classrooms according to ability in reading and mathematics and plan instruction accordingly. This assessment provides students the opportunity to familiarize themselves not only with the campus, but also their teachers since it is their teachers who conduct the assessment.

The school holds a Kindergarten RoundUp for all new students and parents in June in preparation for the opening of the following school year. Then again, in August, the school holds an Open House. During the Open House, students and parents are welcomed to the campus and classrooms.

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	93%	87%	No	93%
American Indian				
Asian	100%	100%	Yes	100%
Black/African American				
Hispanic	93%	86%	No	93%
White	90%	86%	No	91%
English language learners	83%	81%	No	85%
Students with disabilities	86%		No	87%
Economically disadvantaged	88%	81%	No	89%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	71	28%	23%
Students scoring at or above Achievement Level 4	146	58%	60%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		67%	70%
Students in lowest 25% making learning gains (FCAT 2.0)		67%	70%

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)	84	59%	63%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	64	45%	51%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	74	52%	57%

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	54	68%	71%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

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	90%	88%	No	91%
American Indian				
Asian	94%	100%	Yes	95%
Black/African American				
Hispanic	89%	87%	No	90%
White	96%	86%	No	96%
English language learners	81%	86%	Yes	83%
Students with disabilities	86%		No	87%
Economically disadvantaged	84%	83%	No	86%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	65	26%	29%
Students scoring at or above Achievement Level 4	152	61%	62%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	112	66%	69%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	<i>[data excluded for privacy reasons]</i>		69%

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	25	30%	33%
Students scoring at or above Achievement Level 4	23	27%	28%

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 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students retained, pursuant to s. 1008.25, F.S.	0	0%	0%
Students who are not proficient in reading by third grade			
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.			

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

During the 2013 school year, parent participation in engagement opportunities was 83%. Our goal for the 2014, is to increase this percentage to 85%.

For students in lowest performing quartile or subgroups not meeting AMOs, 20 % participated in one or more parent engagement opportunities. These opportunities do not include meetings with parents for academic concerns.

School faculty and staff has developed standard days for emailing information to parents.

Email contact lists will be developed by all classroom teachers.

Master calendar with school events is posted on the school's website.

Weekly reminders will be sent by the Principal via email.

The school has worked together with the Specials Team and the PTO for exciting and unique opportunities for parents to be involved with the school. Some of these events include:

Open House

Kinder Round-Up

- Fashion Show
- Archimedean Gala
- Storybook Character Day
- Thanksgiving Celebration
- Winter Wonderland
- 3rd Grade Poetry Cafe
- 100 Days of School – Kindergarten
- FCAT Saturday School
- Art Extravaganza
- Field Day
- Awards Day
- End of Year Shows
- Kindergarten Promotion
- 5th Grade Graduation
- Greek Night
- Western Night

The school administrative team will review sign-in logs and ticket sales for counts on participation. Also, the teachers and the school administrative team will review parents' volunteer hours via the Archimedean Database

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
During the 2013 school year, parent participation in engagement opportunities was 83%. Our goal for the 2014, is to increase this percentage to 85%.	473	83%	85%

Goals Summary

- G1.** 2013 FCAT performance data indicates that all students did not meet the 2013 annual target in Reading. 87% of all students are meeting high standards. The 2013-14 Goal is for 93% of the students to meet high standards on the Reading FCAT.
- G2.** Students' performance data from the 2013 FCAT Writing 2.0 indicates that 68% of the students scored a 3.5 - 6. The 2013-14 goal is to increase this percentage to 71% by increasing the focus on written responses across the curriculum.
- G3.** 2013 Mathematics FCAT performance data indicates that all students, including Hispanic, White and ED subgroups did not meet the 2013 annual target. 88% of students met high standards. The 2013-14 Goal is for 91% of the students to meet high standards.
- G4.** On the 2013 Science FCAT 2.0, 57% of the students scored a level 3-5. The goal for 2014 is to increase this percentage to 61%.
- G5.** In monitoring the Early Warning Systems, our school will increase student attendance by decreasing the number of students who missed 10% or more of available instructional time to 5%.
- G6.** During the 2013 school year, parent participation in engagement opportunities was 83%. Our goal for 2014 is to increase this percentage to 85%.

Goals Detail

G1. 2013 FCAT performance data indicates that all students did not meet the 2013 annual target in Reading. 87% of all students are meeting high standards. The 2013-14 Goal is for 93% of the students to meet high standards on the Reading FCAT.

Targets Supported

Resources Available to Support the Goal

- Reading Plus Reading Street Novels Reading Express by Perfect Learning

Targeted Barriers to Achieving the Goal

- Reading Application is the students' lowest performing area. Students often do not take the time to refer back to the passage to find answers explicitly stated in the text.

Plan to Monitor Progress Toward the Goal

Reading/Language Arts Meetings focused on Data Analysis

Person or Persons Responsible

Reading/Language Arts Teachers and School Administration

Target Dates or Schedule:

Monthly

Evidence of Completion:

Consistent improvement in the area of Reading Application as evidenced in the Interim Assessment and 2014 FCAT Results

G2. Students' performance data from the 2013 FCAT Writing 2.0 indicates that 68% of the students scored a 3.5 - 6. The 2013-14 goal is to increase this percentage to 71% by increasing the focus on written responses across the curriculum.

Targets Supported

- Writing

Resources Available to Support the Goal

- Monthly writing prompts
- District Interim Assessment
- Teacher Professional Development

Targeted Barriers to Achieving the Goal

- Lack of written responses in assessments across the curriculum

Plan to Monitor Progress Toward the Goal

Data analysis of monthly writing prompts, interim assessments and grade reports

Person or Persons Responsible

Classroom Teachers, Administration, LLT

Target Dates or Schedule:

Monthly department meetings Ongoing check on homework postings and student samples

Evidence of Completion:

Monthly writing prompts Performance on 2014 FCAT 2.0 Writing assessment Writing products all grade levels.

G3. 2013 Mathematics FCAT performance data indicates that all students, including Hispanic, White and ED subgroups did not meet the 2013 annual target. 88% of students met high standards. The 2013-14 Goal is for 91% of the students to meet high standards.

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

- Teacher
- Interim Assessment
- Geometry Portfolios
- Go Math Series
- Rolling iMac Laptop Laboratory

Targeted Barriers to Achieving the Goal

- Students experience difficulty measuring and applying properties of two dimensional shapes relative to real-life situations.

Plan to Monitor Progress Toward the Goal

Mathematics Department Meetings for Data Analysis

Person or Persons Responsible

Somi Dixit, Mathematics Lead Teacher Susan Simpson, Principal

Target Dates or Schedule:

Monthly

Evidence of Completion:

Interim Assessment FCAT 2.0 Mathematics Assessment

G4. On the 2013 Science FCAT 2.0, 57% of the students scored a level 3-5. The goal for 2014 is to increase this percentage to 61%.

Targets Supported

- Science
- Science - Elementary School

Resources Available to Support the Goal

- The teacher will incorporate instructional technology resources into the classroom (Gizmos, FCAT Explorer, Discovery, PBS, etc.)
- 5th grade students will participate in Science Fair, SECME, Fairchild Challenge and other Project Based Learning activities
- Videos
- FCAT Buckledown

Targeted Barriers to Achieving the Goal

- Lack of Student Motivation

Plan to Monitor Progress Toward the Goal

Science Department Meetings for Data Analysis

Person or Persons Responsible

Classroom Teacher Susan Simpson, Principal Christina Briz, Assistant Principal

Target Dates or Schedule:

Monthly

Evidence of Completion:

Interim Assessment Data Student Grades 2014 Science FCAT 2.0

G5. In monitoring the Early Warning Systems, our school will increase student attendance by decreasing the number of students who missed 10% or more of available instructional time to 5%.

Targets Supported

- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- Counselor, After School Care Tutorial Programs, Incentives, Attendance Committee, Do the Right Thing

Targeted Barriers to Achieving the Goal

- Lack of possible consequence for students who are consistently tardy when it's not the student's fault.

Plan to Monitor Progress Toward the Goal

Review of Attendance Data via Bulletin

Person or Persons Responsible

Susan Simpson

Target Dates or Schedule:

Quarterly

Evidence of Completion:

Attendance submission

G6. During the 2013 school year, parent participation in engagement opportunities was 83%. Our goal for 2014 is to increase this percentage to 85%.

Targets Supported

- Parental Involvement

Resources Available to Support the Goal

- School Website, School Database and mass email function, Master Calendar, PTO

Targeted Barriers to Achieving the Goal

- For students in the lowest performing quartile or subgroups not meeting AMOs, 20% participated in one or more parent engagement opportunities. These opportunities do not include meetings with parents for academic concerns.

Plan to Monitor Progress Toward the Goal

Review of Sign-In Sheets and/or ticket sales of Engagement Opportunities

Person or Persons Responsible

Susan Simpson, Principal

Target Dates or Schedule:

After each Engagement Opportunities

Evidence of Completion:

Sign - In Sheets and/or ticket sales

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. 2013 FCAT performance data indicates that all students did not meet the 2013 annual target in Reading. 87% of all students are meeting high standards. The 2013-14 Goal is for 93% of the students to meet high standards on the Reading FCAT.

G1.B1 Reading Application is the students' lowest performing area. Students often do not take the time to refer back to the passage to find answers explicitly stated in the text.

G1.B1.S1 All teachers, beginning in Kindergarten, will teach students to use highlighters and to refer back to the passage(s) for relevant information.

Action Step 1

Incorporating use of highlighters, underlining, etc. in order for students to identify relevant parts of text.

Person or Persons Responsible

Reading/Language Arts Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Interim Assessments and Fair Data will show students improving scores on those questions where the answers are explicitly found in the passage.

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

Classroom Observations Review of Lesson Plans Review of Homework Postings

Person or Persons Responsible

Susan Simpson, Principal Christina Briz, Assistant Principal

Target Dates or Schedule

Monthly Language Arts Meetings

Evidence of Completion

Student work samples to share and review in the meetings

Plan to Monitor Effectiveness of G1.B1.S1

Reading/Language Arts Meetings

Person or Persons Responsible

School Administration Reading/Language Arts

Target Dates or Schedule

Weekly

Evidence of Completion

student work samples teacher assessment

G3. 2013 Mathematics FCAT performance data indicates that all students, including Hispanic, White and ED subgroups did not meet the 2013 annual target. 88% of students met high standards. The 2013-14 Goal is for 91% of the students to meet high standards.

G3.B3 Students experience difficulty measuring and applying properties of two dimensional shapes relative to real-life situations.

G3.B3.S1 The teacher will provide students with multiple opportunities to solve real world problems based on geometric properties of figures or horizontal and vertical movements of locations of ordered pairs in the first quadrant of a coordinate plane.

Action Step 1

More project-based activities

Person or Persons Responsible

Mathematics Teachers all grade levels

Target Dates or Schedule

9/1/2013 - 6/4/2013

Evidence of Completion

Geometry Portfolios Student Notebooks Homework Postings Classwork Activites Lesson Plans

Facilitator:

Dr. George Kafkoulis

Participants:

Mathematics Teachers K-5

Plan to Monitor Fidelity of Implementation of G3.B3.S1

Classroom Observations Review of Lesson Plans Review of Homework Postings

Person or Persons Responsible

Somi Dixit, Mathematics Lead Teacher Susan Simpson, Principal

Target Dates or Schedule

Weekly

Evidence of Completion

Interim Assessment Item Analysis Homework Postings Teacher Lesson Plans Student Samples

Plan to Monitor Effectiveness of G3.B3.S1

Mathematics Department Meetings

Person or Persons Responsible

Somi Dixit, Mathematics Lead Teacher Susan Simpson, Principal

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans Student work samples

G4. On the 2013 Science FCAT 2.0, 57% of the students scored a level 3-5. The goal for 2014 is to increase this percentage to 61%.

G4.B2 Lack of Student Motivation

G4.B2.S3 Incorporation of hands on learning opportunities

Action Step 1

Science teacher will incorporate Labs and experiments into weekly lessons in order to keep students engaged

Person or Persons Responsible

Science Teacher, Marlene Lorie

Target Dates or Schedule

9/1/2013-6/4/2013

Evidence of Completion

Lesson Plans Student Work Products

Facilitator:

Fairchild Challenge, Miami-Dade County Public Schools Science instruction for Gifted Students

Participants:

Marlene Lorie

Plan to Monitor Fidelity of Implementation of G4.B2.S3

Classroom Observations Review of Lesson Plans

Person or Persons Responsible

Susan Simpson, Principal Christina Briz, Assistant Principal

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans Student Work Products

Plan to Monitor Effectiveness of G4.B2.S3

Science Meeting

Person or Persons Responsible

Science Teacher, Marlene Lorie School Administration

Target Dates or Schedule

bi-monthly

Evidence of Completion

Student Work Products Student Grades Teacher Assessments

G5. In monitoring the Early Warning Systems, our school will increase student attendance by decreasing the number of students who missed 10% or more of available instructional time to 5%.

G5.B1 Lack of possible consequence for students who are consistently tardy when it's not the student's fault.

G5.B1.S2 Sending pre-truancy letters when a pattern of tardiness is recognized.

Action Step 1

Sending out Attendance Letters

Person or Persons Responsible

Susan Simpson

Target Dates or Schedule

mid-quarter

Evidence of Completion

Signed letters

Plan to Monitor Fidelity of Implementation of G5.B1.S2

Review of Signed letters

Person or Persons Responsible

Susan Simpson, Principal

Target Dates or Schedule

Quarterly

Evidence of Completion

initialed letters by Principal

Plan to Monitor Effectiveness of G5.B1.S2

Review of Attendance data

Person or Persons Responsible

Susan Simpson

Target Dates or Schedule

Quarterly

Evidence of Completion

Attendance Bulletin

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.

G3. 2013 Mathematics FCAT performance data indicates that all students, including Hispanic, White and ED subgroups did not meet the 2013 annual target. 88% of students met high standards. The 2013-14 Goal is for 91% of the students to meet high standards.

G3.B3 Students experience difficulty measuring and applying properties of two dimensional shapes relative to real-life situations.

G3.B3.S1 The teacher will provide students with multiple opportunities to solve real world problems based on geometric properties of figures or horizontal and vertical movements of locations of ordered pairs in the first quadrant of a coordinate plane.

PD Opportunity 1

More project-based activities

Facilitator

Dr. George Kafkoulis

Participants

Mathematics Teachers K-5

Target Dates or Schedule

9/1/2013 - 6/4/2013

Evidence of Completion

Geometry Portfolios Student Notebooks Homework Postings Classwork Activites Lesson Plans

G4. On the 2013 Science FCAT 2.0, 57% of the students scored a level 3-5. The goal for 2014 is to increase this percentage to 61%.

G4.B2 Lack of Student Motivation

G4.B2.S3 Incorporation of hands on learning opportunities

PD Opportunity 1

Science teacher will incorporate Labs and experiments into weekly lessons in order to keep students engaged

Facilitator

Fairchild Challenge, Miami-Dade County Public Schools Science instruction for Gifted Students

Participants

Marlene Lorie

Target Dates or Schedule

9/1/2013-6/4/2013

Evidence of Completion

Lesson Plans Student Work Products

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G4.	On the 2013 Science FCAT 2.0, 57% of the students scored a level 3-5. The goal for 2014 is to increase this percentage to 61%.	\$500
Total		\$500

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
EESAC Funds		\$500
Total		\$500

Budget Details

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

G4. On the 2013 Science FCAT 2.0, 57% of the students scored a level 3-5. The goal for 2014 is to increase this percentage to 61%.

G4.B2 Lack of Student Motivation

G4.B2.S3 Incorporation of hands on learning opportunites

Action Step 1

Science teacher will incorporate Labs and experiments into weekly lessons in order to keep students engaged

Resource Type

Evidence-Based Program

Resource

esciencelabs.com

Funding Source

EESAC Funds

Amount Needed

\$500