



2013-2014 SCHOOL IMPROVEMENT PLAN

Archimedean Upper Conservatory

12425 SW 72ND ST
Miami, FL 33183
305-279-6572

School Demographics

School Type

High School

Title I

No

Free and Reduced Lunch Rate

46%

Alternative/ESE Center

No

Charter School

Yes

Minority Rate

86%

School Grades History

2013-14
NOT GRADED

2012-13
A

2011-12
A

2010-11
A

2009-10
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 Upper Conservatory

Principal

(George Kafkoulis, Chair of the Board) Demetrios Demopoulos

School Advisory Council chair

Lisa Ibarra-Rivera

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

Name	Title
Demetrios Demopoulos	Principal
Olga Bardoutsos	Assistant Principal
Lisa Ibarra-Rivera	College Counselor, Faculty of Sciences
Nicolas Roussi	IT Manager/ Faculty of Sciences
Afif Nasreddine	Faculty of English
Kristen Merino	Faculty of Social Studies
Magdalini Dasteridou	Faculty of Greek/Classic Languages
Arelys Palacios	ESE Specialist
Christina Berdebes	Trust Counselor

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

Members of SAC include:

Principal (Demetrios Demopoulos)

Faculty (Ella Elias-Carr, Lisa Ibarra-Rivera, Afif Nasreddine)

Educational Support Employee (Anitha Shetty)

Parents (Joseph Gennaro, Karen Lowe, Octavio Perez, Monica Veliz)

Students (Pamela Hoyos)

Business/Community Representative (Vassilis Mavridis)

Miss Ibarra-Rivera is the Chair of SAC. Alternate members have been elected in case any of the regular members cannot attend meeting/needs replacement. Five of the SAC members are employees of the school, while six SAC members are not. There are five male and six female regular members. Six of the regular SAC members are of Hispanic background, representative of the school's Hispanic majority of students. Three of the SAC regular members represent the ESE population.

Involvement of the SAC in the development of the SIP

All SAC members provided initial feedback when reviewing last year's SIP while preparing for this year's plan. Some SAC members actively participated in creating the initial draft of this year's SIP. All SAC members provided feedback, reviewed, edited, and finally unanimously approved this year's SIP.

Activities of the SAC for the upcoming school year

Besides reviewing, approving, monitoring, and evaluating the SIP, SAC will meet with objective to find ways to establish new collaborations between the school and the academic and business community of South Florida, as well as identify resources that could be used to further improve the quality of education the students of the school receive (Academic Advancement Project).

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

All SAC funds (estimated 225x\$5=\$1,125) will be used as needed for the Academic Advancement Project.

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

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

receiving effective rating or higher

Administrator Information:

(George Kafkoulis, Chair of the Board) Demetrios Demopoulos

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

B.Sc. Computer Engineering
 M.Sc. Computer Engineering
 M.Sc. Computer Science

Performance Record

2013
 School Grade - Pending
 Reading Proficiency - 96%
 Mathematics Proficiency - 99%
 Reading Learning Gains - 91%
 Mathematics Learning Gains - N/A
 Reading Improvement of Lowest 25% - 91%
 Mathematics Improvement of Lowest 25% - N/A

2012
 School Grade - A
 Reading Proficiency - 83%
 Mathematics Proficiency - 97%
 Reading Learning Gains - 70%
 Mathematics Learning Gains - N/A
 Reading Improvement of Lowest 25% - 70%
 Mathematics Improvement of Lowest 25% - N/A

2011
 School Grade - A
 Reading Proficiency - 89%
 Mathematics Proficiency - 99%
 Reading Learning Gains - 79%
 Mathematics Learning Gains - 79%
 Reading Improvement of Lowest 25% - 77%
 Mathematics Improvement of Lowest 25% - 97%

Olga Bardoutsos

Asst Principal Years as Administrator: 4 Years at Current School: 4

Credentials

B.A. French,
 B.A. Business Administration
 M.Sc. TESOL
 Ed. Specialist Education Leadership

Performance Record

2013
 School Grade - Pending
 Reading Proficiency - 96%
 Mathematics Proficiency - 99%
 Reading Learning Gains - 91%
 Mathematics Learning Gains - N/A
 Reading Improvement of Lowest 25% - 91%
 Mathematics Improvement of Lowest 25% - N/A
 2012
 School Grade - A
 Reading Proficiency - 83%
 Mathematics Proficiency - 97%
 Reading Learning Gains - 70%
 Mathematics Learning Gains - N/A
 Reading Improvement of Lowest 25% - 70%
 Mathematics Improvement of Lowest 25% - N/A
 2011
 School Grade - A
 Reading Proficiency - 89%
 Mathematics Proficiency - 99%
 Reading Learning Gains - 79%
 Mathematics Learning Gains - 79%
 Reading Improvement of Lowest 25% - 77%
 Mathematics Improvement of Lowest 25% - 97%

Instructional Coaches

of instructional coaches

receiving effective rating or higher

Instructional Coach Information:

Part-time / District-based Years as Coach: Years at Current School:

Areas [none selected]

Credentials

Performance Record

Classroom Teachers

of classroom teachers

20

receiving effective rating or higher

17, 85%

Highly Qualified Teachers

80%

certified in-field

19, 95%

ESOL endorsed

1, 5%

reading endorsed

1, 5%

with advanced degrees

11, 55%

National Board Certified

0, 0%

first-year teachers

3, 15%

with 1-5 years of experience

6, 30%

with 6-14 years of experience

11, 55%

with 15 or more years of experience

0, 0%

Education Paraprofessionals

of paraprofessionals

0

Highly Qualified

0

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. Recruit both locally and at the national level by directly asking colleges and universities for referrals or recent graduates and/or adjunct instructors (Principal)

2. Seeking opportunities to allow teachers to take ownership of syllabi, projects, and objectives (Administration)
3. Competitive salaries, bonuses, and incentives towards academic objectives and graduate degrees (School Board, Principal)

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

For all three mentee/mentor pairings listed below, common daily planning time has been secured, as well as a schedule for both individuals (mentee and mentor) to observe each other teaching and to discuss best instructional practices.

Pedro Espina (mentee), Lisa Ibarra-Rivera (mentor) - Shared objectives.

Hector Leon (mentee), Demetrios Demopoulos (mentor) - Shared teaching assignment and shared objectives.

Liset Torres (mentee), Agostina Morgante & Dr. Kiriake Xerohehema (mentors) - Similar academic background, and similar teaching assignment. Dr. Xerohehema (additional mentor in this case) is a volunteer consultant for the school's Philosophy department.

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

In preparation for the academic year, the Principal meets with faculty members of the school-based leadership team in order to review data gathered from standard, baseline and progress monitoring assessments, FCAT, EOC, PSAT/SAT and Advanced Placement exams. At the start of the year students are assigned to classes based on academic performance on prerequisite classes and on the assessment data mentioned above. Students who will require special instruction to achieve their academic goals are identified for participation in set intervention programs. Based on the above information, the team will identify professional development and resources. The team meets regularly (monthly) to collaborate, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills.

During the academic year, the faculty from the school-based leadership team works in collaboration with the rest of the faculty and the Principal to monitor student progress. Data is collected on students not making expected progress. The team studies and tries to determine the root of the problem. The team coordinates meetings with parents of students not making adequate progress on a regular basis. These meetings focus on individual strategies and plans aimed at meeting individual student needs. When necessary, the SPED Specialist, the school's Counselor, and the school's Psychologist participate in the meetings. Follow up meetings are scheduled to determine that those needs have been met and that progress has been shown over time. Parents receive a detailed plan of action (in writing). The plan details the actions to be taken by the school and recommendations for the parent to follow.

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

Principal: Provides a common vision for the use of data-based decision making, ensures that the school-based team is implementing MTSS/RtI and conducts assessment of RtI skills of school staff, ensures

implementation of intervention support and documentation, ensures adequate professional development to support MTSS/RtI implementation, and communicates with parents regarding school-based MTSS/RtI plans and activities.

SPED Specialist: Participates in student data collection, collaborates with teachers to integrate core instructional activities/materials, Assists with implementation of interventions.

Faculty members of the school-based leadership team (from the departments of English, Mathematics, Science, Social Studies, and Languages): Develop, lead, and evaluate school core content standards/ programs pacing, sequencing and instructional strategies; identifies and analyzes intervention approaches; Identifies systematic patterns of student need while working with school administration to identify appropriate, evidence-based intervention strategies; assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation of monitoring.

College/Guidance Counselor: Serves as part of the Student Support Team; monitors student progress; assists in implementation of interventions; participates in data analysis and collection; provides support for intervention fidelity and documentation.

Trust Counselor/Psychologist: Serves as part of the Student Support Team; monitors student progress; participates in data analysis and collection; provides support for intervention fidelity and documentation.

Technology Specialist: Develops or brokers technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and display.

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

Members of the MTSS Leadership Team meet with members of the Educational Excellence School Advisory Council (EESAC) and Principal to help develop the SIP over the summer. The team provides data on academic and social areas that need to be addressed; help set clear expectations for instruction, strategies for targeting specific groups of students, and pacing for the curriculum. They facilitate the development of a systemic approach to teaching and uniform, effective teaching practices that have proven to work at our school over time.

During the school year the MTSS Leadership Team is collecting and analyzing data according to the programs/strategies set in the SIP. Findings are presented to the EESAC during regular meetings (typically two or three meetings over the school year), to assist in evaluating and adjusting (when necessary) the SIP.

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

Baseline data: Progress Monitoring and Reporting Network (PMRN), FCAT, EOC, Interim Assessments through Edusoft, Advanced Placement exams, PSAT/SAT, Explore/PLAN/ACT, Student Behavior Log, Student Case Management System, Attendance Records

Progress Monitoring & Midyear: PMRN, Interim Assessments,, Textbook Publisher's Test Banks, FCAT & EOC Simulation through Edusoft, Midterms, PSAT/NMSQT/SAT, ACT, Student Behavior Log, Student Case Management System, Attendance Records

End of Year: Progress Monitoring and Reporting Network (PMRN), FCAT, EOC, Advanced Placement exams, Greek Language Attainment Exams, Finals, SAT, Explore/PLAN/ACT, Student Behavior Log, Student Case Management System, Attendance Records

Data are processed usually by faculty and administration using software such as Numbers, Excel, and/or SPSS.

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

To better support all members of the MTSS and the implementation of RtI the school will i) hold regular meetings of the leadership team to strengthen the understanding of the model, evaluate process and interventions ii) evaluate resources used and make recommendations based on the needs for the RtI implementation iii) engage all members of the MTSS in professional development to better understand the model and iv) explain the structure/objectives/ and functions of the MTSS to parents through regular public meetings of EESAC and PTSO.

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: 27,000

The school has an extended day for all students aiming to maximize the instruction time of all subjects, including all core academic subjects. This strategy adds approximately 450 instructional hours per year to the minimum required of 720 hours per year.

Strategy Purpose(s)

- Instruction in core academic subjects

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

There are no data currently to determine the effectiveness of the extended day, given that all students of the school since the opening of the school in 2008 have been receiving this (extended) amount of instruction. Nevertheless, the overall very high performance of the students is an indicator that the current program is effective.

Who is responsible for monitoring implementation of this strategy?

N/A

Strategy: Before or After School Program**Minutes added to school year:** 900

The school offers free tutoring session in most core academic subjects during the week after the regular school day and/or on Saturdays. The average additional instruction time is about 1-2 hours per week per core academic subject.

Strategy Purpose(s)

- Instruction in core academic subjects

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

For the evaluation of the effectiveness of the additional tutoring sessions on students' learning and performance, data from standardized exams (FCAT, EOC, and AP) and attendance data from these tutoring sessions are used at the end of each school year for a correlation analysis. Findings indicate that there is a positive correlation between the frequency that a student attends these sessions and the performance of the student in the related exam at the end of the year.

Who is responsible for monitoring implementation of this strategy?

The school's administration is responsible for collecting data on the implementation and the effectiveness of this strategy.

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

Name	Title
Demetrios Demopoulos	Principal/Department of Mathematics
Olga Bardoutsos	Assistant Principal/Department of English
Yimali Gonzalez	Faculty, Department of English
Afif Nasreddine	Faculty, Department of English
Lisa Ibarra-Rivera	College Counselor, Faculty, Department of Sciences
Kristen Merino	Faculty, Department of Social Studies

How the school-based LLT functions

Principal (Demetrios Demopoulos): Ensures that school's objectives, practices, and assessment are in alignment with district's CRRP and state's Just Read, Florida!

Ensures faculty is taking advantage of all available professional development resources, and communicates all necessary information to parents and students.

Assistant Principal (Olga Bardoutsos): Works directly with English faculty on implementation of strategies, data analysis from assessments (FAIR, Interims etc) and ensures that ESE and ESOL population receives appropriate instruction and has available all necessary resources.

English Department (Yimali Gonzalez, Afif Nasreddine), Identify systematic patterns of students needs while working with school administration to identify appropriate, research-based intervention strategies; Perform progress monitoring, data collection, and data analysis; Participate in professional development; Identify opportunities for reading interventions/ teaching reading skills in other subject areas and provide support to faculty of other departments in teaching reading skills.

Department Faculty (Mathematics, Science, Social Studies – Demetrios Demopoulos, Lisa Ibarra-Rivera, Kristen Merino): Assist in identifying literacy needs and opportunities in the respective content areas and assist in implementation of reading strategies in these content area classes.

Ahead of the beginning of classes the LLT team meets to decide on resources to be used, to set objectives, to decide on benchmarks and assessments that will be used, and to identify opportunities for improving literacy at the school.

During the school year, the team meets monthly to discuss and evaluate students' progress and revise strategies, practices, and interventions. LLT members research on strategies, methods and resources and provide literacy workshops to all faculty during teacher planning days. LLT is responsible for organizing student study groups to work on reading before and/or after regular school hours. LLT is responsible also for the continuation of reading program during the summer break; students are assigned several titles to read and report on, not only in relation to their language/arts classes but as well as the rest of the core subjects (including mathematics, sciences and social studies.)

Major initiatives of the LLT

One of our plans is to apply a “guided-reading” intervention across the curriculum to assist the students in improving their reading skills (comprehension and speed) and their critical and analytical thinking. The plan will be implemented in all course levels, (Regular, Honors, AP), and according to the needs of the students at each level.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

According to the “guided-reading” intervention described above (section F), all faculty is responsible for and contributes to the development and improving of students' reading skills and abilities.

In addition at least one content-related book (other than the textbook(s)) will be included in the syllabus of each course this year to promote reading across all disciplines. The implementation of this plan has already started by including such books in the assigned summer reading.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

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

The faculty actively seeks to showcase all connections between academic concepts and applications at the work level. Educational videos, guest speakers from the professional world, field trips to working environments contribute to bringing a balance between theoretical/conceptual understanding and appreciation of practical importance.

Also, while keeping the focus on students' academic preparation for success in college and graduate school, the school will continue supporting and expanding applied and integrated classes, such as (Research, Web Design, Creative Writing, and Debate) that enhance the academic program.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

The administrators and guidance/college counselors of the school consult and advice all students at a regular basis.

The school assists the students in identifying areas of strong interest. In addition the school provides the students with guidance on targeting higher education institutes based on their individual interests. Prior to the beginning of the school year, reverse planning leads to guidance towards selecting courses that

would maximize the potential that each student achieves his/her academic goals. During the school year regular individual meetings with the counselor help the students understand the connection between their current studies and performance and their future academic goals, in order to further motivate the students.

Strategies for improving student readiness for the public postsecondary level

Archimedean Upper Conservatory students follow an intense and demanding college preparatory program. All students are expected to graduate with a total of at least 7 credits in Mathematics, and reach at least Calculus. In Science all students will graduate with at least 4 credits, including Chemistry and Physics. All students will have at least 4 credits in Foreign Language (Greek, Latin, French) and 4 half-credits in Philosophy (Ethics, Semantics & Logic, Philosophy Honors and Women Studies). In addition to enrolling in at least two (3) Honors classes every year, the majority of the students should take and pass at least one Advanced Placement course. The expectation is that, on average, by graduation there will be four (4) successful AP exams per graduate. The expectation is that at least 75% of the graduates will complete successfully at least one (1) Advanced Placement course.

College and Graduate school future plans are part of daily conversations among students and teachers, and become a regular topic of Principal's, Faculty and Guest Speakers' speeches. The Principal and Counselor will be working on maximizing the chances the students have not only to get accepted to prestigious colleges and universities, but also to receive scholarships.

The school is also guiding students towards participation and high performance on all major college readiness standardized tests, namely PSAT/NMSQT, SAT, and ACT. All (100%) freshmen, sophomores, and juniors of the school participate every October in the PSAT/NMSQT examinations. The average SAT score (approximately 1730) of the school's first two graduating classes ranked them among the top two 9-12 public high schools in the district.

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%	96%	Yes	94%
American Indian				
Asian				
Black/African American				
Hispanic	94%	95%	Yes	95%
White	86%	95%	Yes	87%
English language learners				
Students with disabilities				
Economically disadvantaged	88%	92%	Yes	90%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	22	18%	18%
Students scoring at or above Achievement Level 4	94	78%	78%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		91%	92%
Students in lowest 25% making learning gains (FCAT 2.0)		91%	92%

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)			
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)			
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)			

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.		94%	95%

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	55	100%	100%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

High School Mathematics

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students				
American Indian				
Asian				
Black/African American				
Hispanic				
White				
English language learners				
Students with disabilities				
Economically disadvantaged				

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)			
Students in lowest 25% making learning gains (EOC)			

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.		97%	97%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3		<i>[data excluded for privacy reasons]</i>	
Students scoring at or above Achievement Level 4		<i>[data excluded for privacy reasons]</i>	

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3		<i>[data excluded for privacy reasons]</i>	
Students scoring at or above Achievement Level 4		<i>[data excluded for privacy reasons]</i>	

Area 4: Science

High School Science

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	[data excluded for privacy reasons]		9%
Students scoring at or above Achievement Level 4	32	91%	91%

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)	7		8
Participation in STEM-related experiences provided for students	47	24%	25%

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses	65	34%	35%
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses		94%	95%
Students taking one or more advanced placement exams for STEM-related courses	65	100%	100%
CTE-STEM program concentrators			
Students taking CTE-STEM industry certification exams			
Passing rate (%) for students who take CTE-STEM industry certification exams			

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	15	8%	9%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	8	53%	55%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		93%	94%
Students taking CTE industry certification exams			
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators			
CTE teachers holding appropriate industry certifications			

Area 8: Early Warning Systems**High School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	23	12%	11%
Students in ninth grade with one or more absences within the first 20 days			
Students in ninth grade who fail two or more courses in any subject	18	27%	26%
Students with grade point average less than 2.0	17	9%	8%
Students who fail to progress on-time to tenth grade	0	0%	0%
Students who receive two or more behavior referrals	7	4%	3%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	7	4%	3%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	0	0%	0%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	32	97%	97%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.			
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)			

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

We would like to have the majority of the parents of the students participate at any school-organized or school-related event or function.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
More than 50% parental attendance/participation in school events/functions		~40%	50%

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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Goals Summary

- G1.** - To increase the size of vocabulary the students have command on and to improve the overall use of vocabulary.
- G2.** To help all the students be "college-ready" before graduation as this is measured by college readiness examinations (ACT, SAT) and help them maximize success in college admissions, scholarships, and college course placement.
- G3.** Assist all freshmen students new to Archimedean schools in successfully complete the Geometry Honors class while adjusting to the new environment, new curriculum, and new culture.
- G4.** Increase the student participation in STEM-related experiences AND the student enrollment in STEM Advanced Placement (AP) classes AND the passing rate in STEM Advanced Placement (AP) examinations.
- G5.** Assist students during their junior year, a year of very challenging and demanding academic workload, in handling the additional pressure of the high-stakes EOC Biology and U.S. History examinations.
- G6.** Increase the average daily school attendance rate by decreasing both the number of average student absences during the year as well as the average number a student comes to class tardy.
- G7.** Maintain a safe learning environment and promote model student behaviors.
- G8.** Reduce the percentage of students who have a poor academic performance as underclassmen.
- G9.** Increase overall parental involvement in school-organized and school-related functions and events.

Goals Detail

G1. - To increase the size of vocabulary the students have command on and to improve the overall use of vocabulary.

Targets Supported

- Writing

Resources Available to Support the Goal

- In terms of time and instruction, every class and every faculty member is been identified as a resource to achieve this goal.

Targeted Barriers to Achieving the Goal

- Students who are in the lowest quartile (and sometimes students below the median) are often enrolled in Intensive Reading (IR) classes through which they receive additional instruction aiming to help them make adequate progress and erase/decrease any learning deficits. In our case, less than 3% of our students are enrolled in an IR class (as this is mandated based on the 2013 FCAT 2.0 Reading scores).
- Most students (approximately 80%) are minority students. English is not the home language or is not the only home language for many of them.

Plan to Monitor Progress Toward the Goal

Benchmark exams will be used to monitor progress towards the goal. The scores of each exam will be used in comparison to the previous scores. The baseline scores will be the starting point. If scores do not show adequate progress then there will be meetings and re-evaluation of strategies and data by the administration and faculty together. If insufficient progress is attributed to lack of fidelity of the implementation then we will target mistakes/shortcomings on our implementation. If insufficient progress is attributed to poor projections of the impact of the strategies on our students, then we will review again all research-based strategies used for improved vocabulary acquisition seeking to add to and/or replace some of the strategies we initially selected.

Person or Persons Responsible

The school's administrators will be responsible for monitoring the progress towards the goal.

Target Dates or Schedule:

With the completion of each benchmark exam (approximately every month)

Evidence of Completion:

Students' data scores on benchmark exams in reading and writing.

G2. To help all the students be "college-ready" before graduation as this is measured by college readiness examinations (ACT, SAT) and help them maximize success in college admissions, scholarships, and college course placement.

Targets Supported

Resources Available to Support the Goal

- The school's "college-bound" culture, competitive spirit, and small size are resources we can use to achieve high levels of college readiness.

Targeted Barriers to Achieving the Goal

- "College readiness" as measured by standardized tests (such as PERT, SAT, ACT) is difficult to achieve in a short period of time and/or without quality data of students' strengths and weaknesses.

Plan to Monitor Progress Toward the Goal

Progress towards achieving our goal will be determined by the group and individual scores in the college readiness exams taken by our students every year. There is already a baseline established by the first few graduating classes of the school and the objective is to every year maintain or improve on the past performance. Benchmark exams are given twice every year (October & May) and the results will be used to make informed decisions about the implementation and effectiveness of our strategy.

Person or Persons Responsible

The school's administration and the college counseling and guidance office will be responsible to evaluate the progress towards our goal.

Target Dates or Schedule:

Throughout the first three years of high school (9th through 11th grade).

Evidence of Completion:

Students' scores in college readiness exams, statistics.

G3. Assist all freshmen students new to Archimedean schools in successfully complete the Geometry Honors class while adjusting to the new environment, new curriculum, and new culture.

Targets Supported

- Geometry EOC

Resources Available to Support the Goal

- Our mathematics department is relatively large proportionally to the size of the school (more than 20% of the total school faculty). In this we have available highly qualified instructors to teach a separate Geometry class.

Targeted Barriers to Achieving the Goal

- Almost all students who will be taking the EOC Geometry examination will be new to the school and its curriculum (i.e. will not be coming from our feeder middle school). Given that in our standard curriculum all freshmen receive a second year of Euclidean proof-based Geometry taught in Greek, and given that new to the school students have typically no prior knowledge Greek, placing the students immediately to our regular curriculum could be problematic.
- A significant number of students who are enrolled in the Geometry class and are scheduled to take the EOC exam, have either failed the EOC Geometry exam the previous year or have completed the Algebra I class online over the summer. Both these groups seem not to have developed yet the mathematical maturity for some of the concepts covered in this class.

Plan to Monitor Progress Toward the Goal

We will be monitoring to see if the students learning and understanding of the material progresses according to the expectations. A clear upward trajectory should be seen in students' professional percentages from one benchmark (interim) assessment to the next.

Person or Persons Responsible

The school's administration will be responsible to monitor for adequate progress towards the goal.

Target Dates or Schedule:

At specific times during the year when benchmark exams are given (approximately once a month).

Evidence of Completion:

Students' scores in benchmark assessments.

G4. Increase the student participation in STEM-related experiences AND the student enrollment in STEM Advanced Placement (AP) classes AND the passing rate in STEM Advanced Placement (AP) examinations.

Targets Supported

- STEM
- STEM - All Levels
- STEM - High School

Resources Available to Support the Goal

- The school's curriculum has a strong STEM component, the competitive student spirit, the knowledgeable STEM faculty, the existing extended involvement of faculty and students in STEM competitions with significant successes are some of many factors that can be used in achieving this goal.

Targeted Barriers to Achieving the Goal

- The demanding academic program of the school may be a limiting factor to the time the students may have available to engage in multiple STEM extracurricular activities.
- The rigor of the STEM AP courses in addition to the fact that most of our students enroll in these classes is younger age than usual is a barrier to both increased enrollment and success rate.

Plan to Monitor Progress Toward the Goal

Increased participation and/or improved performance (compared to past years) in STEM-related competitions without a significant decrease in academic grades OR increased student enrollment and increased passing rate in STEM AP classes/exams will be seen as positive results. Similar (to other years) participation or similar performance OR no significant changes in past years STEM AP participation and passing rate will be seen as neutral results. In such case we will examine closer the day-to-day operation of the class and seek how to optimize our efforts. A decrease in the level of participation and/or the performance in conjunction with no change or negative change in students' academic grades OR a decreased in STEM AP participation and/or passing rate will be seen as negative results. In such case we will need to review the entire structure/organization of the Research class and seek changes that may bring the results we need.

Person or Persons Responsible

The school's administration will be responsible to monitor for adequate progress towards the goal.

Target Dates or Schedule:

Regularly throughout the year (approximately once per month)

Evidence of Completion:

Students' participation and performance data from STEM-related competitions.

G5. Assist students during their junior year, a year of very challenging and demanding academic workload, in handling the additional pressure of the high-stakes EOC Biology and U.S. History examinations.

Targets Supported

- U.S. History EOC
- Science - Biology 1 EOC

Resources Available to Support the Goal

- The school's small size, personal attention to individual students needs, dual role of administration/counselors as faculty, competitive spirits, college-bound culture, and students' exposure to multiple high stakes examinations are all resources that we can use/employ to achieve this goal.

Targeted Barriers to Achieving the Goal

- All the students who will be enrolled in Biology and in U.S. History will be in their junior year. These students will be taking SAT/SAT II/ACT exams during the year and the majority of them will be taking more than one Advanced Placement exams. Having several exams during the spring semester may pose a challenge for the students. It may be the case that students get overwhelmed or students give higher priority to their SAT/ACT and AP exams than the EOC Biology and EOC U.S. History exams.

Plan to Monitor Progress Toward the Goal

Students on average maintaining or increasing their GPA during junior year and limited need for meetings regarding academic concern/crisis with students/parents and positive trends in benchmark test scores will be interpreted as positive results and adequate progress towards the goal. Students on average slightly dropping their GPA during junior year or average need for meetings regarding academic concerns/crisis with students/parents or flat/no trend in benchmark test scores will be interpreted as neutral results. In such case we may decide to intensify the support we provide to targeted individuals or small groups. Students on average dropping their GPA significantly during junior year or a significant need for meetings regarding academic concerns/crisis with students/parents or regressing benchmark test scores will be interpreted as negative results. In such case we will need to re-evaluate the content and the presentation of our message and we will develop a new plan of interventions, workshops, presentations, and meetings for the remaining of the year.

Person or Persons Responsible

The school's administrator is responsible to monitor for progress towards the goal.

Target Dates or Schedule:

Regularly throughout the year and at least once per month.

Evidence of Completion:

Students grade reports and GPA data, Meetings Log.

G6. Increase the average daily school attendance rate by decreasing both the number of average student absences during the year as well as the average number a student comes to class tardy.

Targets Supported

- EWS - High School

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G7. Maintain a safe learning environment and promote model student behaviors.

Targets Supported

- EWS - High School

Resources Available to Support the Goal

- The existing culture of respect to each other, zero-tolerance to violence and destructive behaviors, and the strong focus on academics and excellence makes it easier to achieve this goal.

Targeted Barriers to Achieving the Goal

- As our school grows in numbers and in diversity (this year the school's student body increased by 18% and 34% of the new students did not come from our feeder middle school) the school culture will be all the more challenged. Focus must be placed in maintaining a safe learning environment

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G8. Reduce the percentage of students who have a poor academic performance as underclassmen.

Targets Supported

- EWS - High School
- EWS - Graduation

Resources Available to Support the Goal

- Our school maintains a safe learning environment not only regular schools hours but well past dismissal time. Several faculty members and the school administrators and counselors are usually working on campus and available to students often for more than an hour or two after the end of the regular school day.

Targeted Barriers to Achieving the Goal

- By analyzing data from last year we found a strong correlation between students number of missing assignments and students failing classes or low GPA (below 2.0). By surveying the students who are in this category we also found that the main two factors for missing/failing assignments were 1) poor study skills and work ethics and 2) schedule/home conditions after the end of the school day not conducive to learning.

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G9. Increase overall parental involvement in school-organized and school-related functions and events.

Targets Supported

- Parental Involvement

Resources Available to Support the Goal

- The open and regular communication between the school (administration and faculty) and the parents should be used to actually increase parental involvement in the school.

Targeted Barriers to Achieving the Goal

- The school has established a regular electronic channel of communication to the parents (via mass-emails, the school's website, and the school's social network accounts) and often parents feel less necessary to attend meetings and events in-person. In addition the school has established a reputation of a safe learning environment of excellence and parents feel less the need to be directly involved with school events and functions.

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. - To increase the size of vocabulary the students have command on and to improve the overall use of vocabulary.

G1.B1 Students who are in the lowest quartile (and sometimes students below the median) are often enrolled in Intensive Reading (IR) classes through which they receive additional instruction aiming to help them make adequate progress and erase/decrease any learning deficits. In our case, less than 3% of our students are enrolled in an IR class (as this is mandated based on the 2013 FCAT 2.0 Reading scores).

G1.B1.S1 In order to support the lowest quartile of our students in making significant learning gains we will assign them to a (spring) semester reading intervention class, additional to their standard ELA class.

Action Step 1

During the spring semester a significant number of our underclassmen (estimated more than 50%) will be enrolled to an additional ELA class designed to further develop their critical thinking and writing skills.

Person or Persons Responsible

Faculty of English.

Target Dates or Schedule

Spring semester (January through June, 2014) on a daily basis.

Evidence of Completion

Student enrollment, progress, performance, and completion of this class will be used as evidence of the implementation.

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

Student enrollment will be reviewed to ensure that all students who have not shown well above average performance in the benchmark reading and writing exams are placed in this class. Faculty plans and class instruction will be monitored to ensure that the focus is assisting the students in developing the desired critical reading and writing skills.

Person or Persons Responsible

The school's administrators will be responsible to monitor for fidelity of implementation.

Target Dates or Schedule

Initial review of class placement and then regular classroom observations and review of plans (one or more times per week)

Evidence of Completion

Students lists of enrollment in this class, faculty plans, assignments, and notes from observation.

Plan to Monitor Effectiveness of G1.B1.S1

Data analysis from benchmark exams to measure students' progress in critical reading and writing. Reflection, feedback, and support meetings with ELA teachers on a bi-monthly basis.

Person or Persons Responsible

The school's administrators will be responsible to monitor for effectiveness.

Target Dates or Schedule

Benchmark assessments will take place approximately once every month.

Evidence of Completion

Students' scores on benchmark exams on critical reading and writing.

G1.B2 Most students (approximately 80%) are minority students. English is not the home language or is not the only home language for many of them.

G1.B2.S1 Well-documented strategies for strengthening vocabulary acquisition will be used in the ELA classes: reading from a wide variety of text, instruction aiming to understanding different meanings of words based on context, addressing the relationship between word choices and meaning/tone, personal dictionaries.

Action Step 1

Variety of text will be used in ELA classes: Textbooks, experts from literature, magazines and journals (such as The New Yorker, The Economist) will be used daily to challenge the students vocabulary knowledge and provide opportunity to develop the skills on understanding new words by the context, by its relationships to other words in the text, and by its linguistic analysis (roots).

Person or Persons Responsible

All ELA faculty members.

Target Dates or Schedule

On a daily basis.

Evidence of Completion

Reading comprehension and writing assessments (both faculty-made and the district's interims) will be used as evidence for the effectiveness of the strategy. Additionally we will use student-produced writing to further evaluate the acquisition and correct use of new vocabulary.

Facilitator:

MDCPS PD - The Core 6 Essential Strategies for Reading (10/9, 11/13, 12/11, 1/8, 2/12, 3/12, 4/9)

Participants:

All faculty of English and select other faculty members

Plan to Monitor Fidelity of Implementation of G1.B2.S1

Regular observations and reviews of ELA classes seeking evidence of correct implementation of the strategy in plans, instruction, students work, classroom interactions, and assessments. Reflection, feedback, and support meetings with ELA teachers on a bi-monthly basis.

Person or Persons Responsible

The school's administrators will be responsible for monitoring for fidelity of implementation.

Target Dates or Schedule

Informal observations will take place several times every week.

Evidence of Completion

Anecdotal notes from classroom observations, faculty instructional plans, and students' notes and work.

Plan to Monitor Effectiveness of G1.B2.S1

Data analysis from benchmark exams to measure students' progress in vocabulary acquisition. Reflection, feedback, and support meetings with ELA teachers on a bi-monthly basis.

Person or Persons Responsible

The school's administrators will be responsible for monitoring for effectiveness.

Target Dates or Schedule

Benchmark assessments will take place approximately once every month.

Evidence of Completion

Students' scores on benchmark exams in reading and writing.

G1.B2.S2 Strategies applied successfully to the ELA classes will also be applied to other subjects in conjunction to the "guided reading" intervention across the curriculum.

Action Step 1

All faculty across the curriculum will be implementing a guided-reading component. Faculty will be assisting students in class to penetrate, analyze, and digest content-based text using scaffolding and relying on context to derive meaning of unknown words. Home learning assignments will have a corresponding part for which students will be asked to analyze, explain, and answer a series of questions intended to guide them through the text.

Person or Persons Responsible

All non-ELA faculty

Target Dates or Schedule

On a regular basis (one or more times per week)

Evidence of Completion

Anecdotal discussions in class, faculty plans and presentations, home learning assignments, students' homework

Plan to Monitor Fidelity of Implementation of G1.B2.S2

Faculty plans, home learning assignments, and assessments will be reviewed on a regular basis for evidence of guided reading. Regular classroom observations will be used to search for active use of guided reading in class.

Person or Persons Responsible

The school's administrators will be responsible for monitoring for fidelity of implementation.

Target Dates or Schedule

On a regular basis (one or more times per week)

Evidence of Completion

Faculty plans, home learning assignments, and assessments will be used as evidence.

Plan to Monitor Effectiveness of G1.B2.S2

Data analysis from benchmark exams to measure students' progress in vocabulary acquisition and reading comprehension.

Person or Persons Responsible

The school's administrators will be responsible for monitoring for effectiveness.

Target Dates or Schedule

Benchmark assessments will take place approximately once every month.

Evidence of Completion

Students' scores on benchmark exams on reading and writing.

G2. To help all the students be "college-ready" before graduation as this is measured by college readiness examinations (ACT, SAT) and help them maximize success in college admissions, scholarships, and college course placement.

G2.B1 "College readiness" as measured by standardized tests (such as PERT, SAT, ACT) is difficult to achieve in a short period of time and/or without quality data of students' strengths and weaknesses.

G2.B1.S1 Early detection of students' strengths and weaknesses, assessment of reading/writing skills in regular intervals, and a continuous vertical plan to improve their skills is necessary. All students will participate in a series of assessments for three years (Explore, PLAN, PSAT) and the data collected will be used in our instructional planning for ELA courses, non-ELA other content-area courses, and the (spring) semester reading/writing intervention classes.

Action Step 1

All students will be registered to take a series of college readiness assessments over a period of three years. Parents will be informed of the comprehensive assessment plan. Students' scores will be used to inform course placement, instructional planning and other decisions. Students' scores will be analyzed to identify students' weaknesses and strengths, and to evaluate the effectiveness of different modules of the school's curriculum. Scores will be analyzed and discussed with students and parents to better inform them of their trajectory towards college.

Person or Persons Responsible

The school's administrators, the college counseling and guidance office, as well as faculty from all departments will be responsible for the implementation.

Target Dates or Schedule

Throughout the first three high school years (9th through 11th grade)

Evidence of Completion

Students scores and statistics

Facilitator:

2013 Fall Counselor Workshop, 09/26/2013 @ FIU ACT 2013 College & Career Readiness Workshop, 10/15/2013 @ Miami National Training for Counselors & Mentors, 12/6/2013 @ Doral

Participants:

School Administration, College/Guidance Counselor

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

Students' college readiness tests registration and scores will be used to monitor for a correct implementation of this strategy.

Person or Persons Responsible

The school's administration and the college counseling and guidance office will be responsible to monitor for fidelity of implementation.

Target Dates or Schedule

Throughout the first three years of high school (9th through 11th grade).

Evidence of Completion

Students test registration, students' scores, statistics

Plan to Monitor Effectiveness of G2.B1.S1

Students' scores on different exams over a span of three years will be monitored and compared. The effectiveness of the strategy will be determined by the existence of a significant positive (upwards) trend on students' scores year after year and by the level of performance achieved in exams such as ACT, SAT by the end of junior year.

Person or Persons Responsible

The school's administration and the college counseling and guidance office will be responsible to monitor for effectiveness.

Target Dates or Schedule

Throughout the first three years of high school (9th through 11th grade).

Evidence of Completion

Students' scores on college readiness assessments, statistics.

G3. Assist all freshmen students new to Archimedean schools in successfully complete the Geometry Honors class while adjusting to the new environment, new curriculum, and new culture.

G3.B1 Almost all students who will be taking the EOC Geometry examination will be new to the school and its curriculum (i.e. will not be coming from our feeder middle school). Given that in our standard curriculum all freshmen receive a second year of Euclidean proof-based Geometry taught in Greek, and given that new to the school students have typically no prior knowledge Greek, placing the students immediately to our regular curriculum could be problematic.

G3.B1.S1 All students new to the school without prior knowledge of Greek will be assigned to a separate Geometry class and the instruction will be in English, ensuring better alignment between the needs and abilities of the students, and the expectations of the EOC examination. In addition any student coming from our feeder middle school who failed Geometry and/or the EOC Geometry exam in 8th grade, will also be assigned to the separate Geometry class.

Action Step 1

Assign all students who are new to Archimedean schools and have no prior knowledge of Greek to a Geometry Honors class taught in English (as opposed to the Euclidean-proof-based Geometry Honors class in Greek that the rest of the freshmen students take). Do the same with any student who took and failed the EOC Geometry in 8th grade at Archimedean. Plan this class according to the standards and expectations assessed by the EOC Geometry exam. Arrange for the necessary textbooks, additional resources, test preparatory materials etc.

Person or Persons Responsible

Faculty of Mathematics

Target Dates or Schedule

Daily throughout the year

Evidence of Completion

Students' course placement to Geometry Honors class, teacher plans, classroom observations, interim assessments.

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

Initially verify that all freshmen students are placed to the proper Geometry Honors class based on their background. Monitor that teacher plans, resources used, timeline, and student progress is aligned with the expectations define at and measured by the EOC Geometry examination.

Person or Persons Responsible

The school's administration is responsible to monitor for fidelity of implementation.

Target Dates or Schedule

Throughout the year on a regular basis (one or more times per week)

Evidence of Completion

Class rosters, teacher plans, classroom observations, student assignments and work.

Plan to Monitor Effectiveness of G3.B1.S1

We will be looking at students performance in teacher-generated assessments as well as interim assessments scores to evaluate if the students progress according to the initial timeline. If not, adjustments to the timeline will be made that will allow the students to understand and master the content with the time expectations set by the state. If additional instructional time is found to be necessary, additional review sessions will be scheduled for after school and/or Saturdays.

Person or Persons Responsible

The school's administration will be responsible to monitor for effectiveness.

Target Dates or Schedule

Throughout the year on a regular basis (one or more times per week).

Evidence of Completion

Students' performance in teacher-generated assessments, students' score from interim assessments.

Plan to Monitor Fidelity of Implementation of G3.B2.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G3.B2.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G4. Increase the student participation in STEM-related experiences AND the student enrollment in STEM Advanced Placement (AP) classes AND the passing rate in STEM Advanced Placement (AP) examinations.

G4.B1 The demanding academic program of the school may be a limiting factor to the time the students may have available to engage in multiple STEM extracurricular activities.

G4.B1.S1 We will continue offering our students as an elective a STEM class (Research) to take advantage and work towards STEM projects and competitions during the regular school hours.

Action Step 1

We will continue offering Research, a STEM-related course, as one of the dozen elective courses available to our students. The purpose of this course is not only to encourage students get involved in STEM competitions and projects, but also provide them with the structure, time, and accountability to be successful in it.

Person or Persons Responsible

Faculty of the Sciences and Mathematics

Target Dates or Schedule

Daily class throughout the year

Evidence of Completion

Class enrollment, class completion and grades, students participation and performance in STEM-related competitions.

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

Students, faculty, and coaches will be observed and surveyed regarding the daily operation of the class.

Person or Persons Responsible

The school's administration will be responsible for fidelity of implementation.

Target Dates or Schedule

Regularly throughout the year (approximately once per week).

Evidence of Completion

Classroom observations, log of activities, artifacts, competition attendance data

Plan to Monitor Effectiveness of G4.B1.S1

Besides monitoring students completion and grade performance in the Research class, we will be monitoring the extend of participation and the level of success of the students in various STEM-related competitions.

Person or Persons Responsible

The school's administration will be responsible to monitor effectiveness.

Target Dates or Schedule

Regularly throughout the year (once per month, more frequently during the competition-filled spring semester).

Evidence of Completion

Students' grades in Research class, students' STEM competition attendance/participation and performance data.

G4.B1.S1 The school's counselor will work with the students, and alongside the STEM faculty and the team coaches, to help them prioritize their objectives and be effective in managing their time in order to maximize their achievements.

Action Step 1

Workshops for the students will target organizational and time management skills necessary to successfully complete a demanding plan, as well as setting high but realistic expectations. Individual meetings during the year will address individual student needs.

Person or Persons Responsible

College counselor and guidance office, Administration

Target Dates or Schedule

Throughout the year as needed (approximately once every two months)

Evidence of Completion

Workshop/presentation/meeting logs

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

Review calendar of all (large group and individual student) meetings, workshops, presentations. Review presentations prepared, notes, and feedback given in each of these functions.

Person or Persons Responsible

The school's administration will be responsible to monitor for fidelity of implementation.

Target Dates or Schedule

Regularly throughout the year (approximately every two months)

Evidence of Completion

Calendar/Attendance Log/Documents/Handouts/Presentations/Notes/Feedback from all such functions.

Plan to Monitor Effectiveness of G4.B1.S1

Monitoring students participation in STEM-related competitions and their performance in these competitions in conjunction with their performance in the core curriculum of the school (as this is measured by academic grades) will help us understand how well the students may be balancing the demands of the rigorous curriculum and the challenges of the competitions.

Person or Persons Responsible

The school's administration will be responsible to monitor for effectiveness.

Target Dates or Schedule

Throughout the academic year (approximately every two months)

Evidence of Completion

Students' participation and performance in STEM competitions alongside their academic grades.

G4.B2 The rigor of the STEM AP courses in addition to the fact that most of our students enroll in these classes is younger age than usual is a barrier to both increased enrollment and success rate.

G4.B2.S1 The experience of last two years showed that students who attended systematically review and tutoring sessions organized by the faculty performed better in the AP exams than their peers who did not attend these sessions. Our plan is to create a schedule of review/tutoring sessions throughout the year for these courses and encourage students to participate more in these sessions. Students for whom this model was successful the year before will address younger students and explain how these sessions helped them.

Action Step 1

Additional (optional) review sessions for all STEM-related AP classes will be offered during after school and/or Saturdays. Data showing past years positive correlation between attendance of review sessions and student's AP success rate will be presented to the current students. In addition older students who took advantage of such review sessions in the past will share their experiences with the younger students to further promote student participation.

Person or Persons Responsible

Faculty of Mathematics and Science, Administration

Target Dates or Schedule

Throughout the year on a regular (weekly) basis.

Evidence of Completion

Review session calendar, log of presentations and meetings promoting attendance

Facilitator:

AP Workshops APTCR Data Analysis by MDCPS 11/8/2013 @ Miami Coral Park SHS College Board AP Workshops 10/25/2013 @ Broward County

Participants:

All AP Faculty

Plan to Monitor Fidelity of Implementation of G4.B2.S1

Review sessions calendar, attendance logs, and classroom observation will be used to monitor the implementation of this strategy.

Person or Persons Responsible

The school's administration will be responsible to monitor fidelity of implementation.

Target Dates or Schedule

Throughout the year (approximately once a month)

Evidence of Completion

Review sessions calendar, attendance logs, observation notes.

Plan to Monitor Effectiveness of G4.B2.S1

Students' participation in review sessions data alongside students' performance and benchmark test scores in the respective STEM AP classes will be used to measure the effectiveness of this strategy.

Person or Persons Responsible

The school's administration will be responsible to monitor for effectiveness.

Target Dates or Schedule

Throughout the year (approximately once per month).

Evidence of Completion

Students' review sessions attendance logs, students academic grades, students' benchmark test scores.

G5. Assist students during their junior year, a year of very challenging and demanding academic workload, in handling the additional pressure of the high-stakes EOC Biology and U.S. History examinations.

G5.B1 All the students who will be enrolled in Biology and in U.S. History will be in their junior year. These students will be taking SAT/SAT II/ACT exams during the year and the majority of them will be taking more than one Advanced Placement exams. Having several exams during the spring semester may pose a challenge for the students. It may be the case that students get overwhelmed or students give higher priority to their SAT/ACT and AP exams than the EOC Biology and EOC U.S. History exams.

G5.B1.S1 The Guidance/College Advisor of the school will work closely with the cohort of the juniors to establish effective study routines, realistic schedules and expectations, and will coach the students to stay focused on multiple objectives.

Action Step 1

Workshops for the junior students will target organizational and time management skills necessary to successfully complete a demanding plan. Individual meetings during the year will address individual student needs. Presentations to the parents will aim to better inform them of the multiple objectives/ challenges the junior students face and how they [the parents] can help them.

Person or Persons Responsible

College Counseling and Guidance office, School's Administration, Trust Counselor, Junior-year faculty

Target Dates or Schedule

Throughout the year (several activities/workshops are scheduled for the beginning of the school year, while meetings with individual students will be scheduled as needed throughout the year)

Evidence of Completion

Calendar/Attendance Log/Notes from meetings, workshops, presentations,

Plan to Monitor Fidelity of Implementation of G5.B1.S1

Review calendar of all (large group and individual student) meetings, workshops, presentations. Review presentations prepared, notes, and feedback given in each of these functions.

Person or Persons Responsible

The school's administration is responsible to monitor for fidelity of implementation.

Target Dates or Schedule

Regularly (once a month) throughout the year.

Evidence of Completion

Calendar/Attendance Log/Documents/Handouts/Presentations/Notes/Feedback from all such functions.

Plan to Monitor Effectiveness of G5.B1.S1

Monitoring junior students' grades will provide us reliable information on how the cohort is handling the increased workload. In addition, looking at the meetings log of counselors and/or administration with students and/or parents, the presence or absence of (significant number) of meetings to address serious academic concerns, academic crisis etc will provide valuable information on the effectiveness of the support we provide the students.

Person or Persons Responsible

The school's administration will be responsible to monitor for effectiveness.

Target Dates or Schedule

Throughout the year. Grades will be monitored every 4-5 weeks. Meeting logs on a regular basis and at least once a month.

Evidence of Completion

Junior students' interim progress reports, grades reports, and meeting logs.

G5.B1.S1 In addition, weekly Biology and U.S. History sessions after school will be scheduled, for the students to review and master the objectives of these courses and feel better prepared and less anxious when the examinations period arrives.

Action Step 1

The faculty of science and social studies will be offering a free extra weekly session after school for all students taking a Biology and/or a U.S. History class. In these approximately two hour sessions the faculty will be reviewing material already presented in class, practice exam questions, and/or cover additional material that would not be presented during the regular class time. We will run a campaign to better educate the students and the parents for the value of these additional classes in order to maximize student participation.

Person or Persons Responsible

School's Administration, Faculty of Sciences (Biology) and Social Studies (U.S. History).

Target Dates or Schedule

Throughout the school year (November through April), once per week.

Evidence of Completion

Extra session attendance logs

Plan to Monitor Fidelity of Implementation of G5.B1.S1

Monitoring extra sessions attendance log as well as plans and resources used during these sessions will provide us with a good understanding regarding the implementation of this strategy (i.e. weekly after-school optional review/test prep sessions).

Person or Persons Responsible

The school's administration will be responsible to monitor for fidelity of implementation.

Target Dates or Schedule

Regularly throughout the year (one or more time per month)

Evidence of Completion

Extra session attendance log, plans, resources, students work.

Plan to Monitor Effectiveness of G5.B1.S1

We will be looking at two pieces of data (potentially correlated): students' attendance in the optional after-school extra sessions and students' performance (or performance trends) on benchmark assessments for the two EOCs.

Person or Persons Responsible

The school's administration will be responsible to monitor for effectiveness.

Target Dates or Schedule

Regularly throughout the year (approximately once per month)

Evidence of Completion

Students' attendance in extra sessions, students' scores in benchmark tests.

Plan to Monitor Fidelity of Implementation of G7.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G7.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G7.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G7.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G8. Reduce the percentage of students who have a poor academic performance as underclassmen.

G8.B1 By analyzing data from last year we found a strong correlation between students number of missing assignments and students failing classes or low GPA (below 2.0). By surveying the students who are in this category we also found that the main two factors for missing/failing assignments were 1) poor study skills and work ethics and 2) schedule/home conditions after the end of the school day not conducive to learning.

G8.B1.S1 The school will organize a free supervised and assisted study hall program after school. The program will extend the school day for the students who participate by an additional one and a half hour. Students with GPA below 2.5 and their parents will be encouraged to register with the program. Students with GPA below 2.0 and their parents will be strongly advised to participate in the program. Enrollment in the program implies daily commitment for the current grading period. Parents and students enrolled in the program sign a contract of daily attendance and excessive absences have consequences (disciplinary measures).

Action Step 1

A supervised and assisted study hall program will be implemented after school. The program will run daily for two hours past the end of the regular school day and it will be free of charge, open to all students of the school. Students who decide to enroll to the program will have to adhere to strict attendance rules. The purpose of the program is to provide a controlled, well-structured study environment for the students. A campaign will be implemented to promote students' participation in the program.

Person or Persons Responsible

School's administration and faculty

Target Dates or Schedule

Throughout the year on daily basis (after-school)

Evidence of Completion

Student enrollment and attendance log on the after-school study hall program.

Plan to Monitor Fidelity of Implementation of G8.B1.S1**Person or Persons Responsible****Target Dates or Schedule****Evidence of Completion**

Plan to Monitor Effectiveness of G8.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G9.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G9.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

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

Not applicable.

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.

G1. - To increase the size of vocabulary the students have command on and to improve the overall use of vocabulary.

G1.B2 Most students (approximately 80%) are minority students. English is not the home language or is not the only home language for many of them.

G1.B2.S1 Well-documented strategies for strengthening vocabulary acquisition will be used in the ELA classes: reading from a wide variety of text, instruction aiming to understanding different meanings of words based on context, addressing the relationship between word choices and meaning/tone, personal dictionaries.

PD Opportunity 1

Variety of text will be used in ELA classes: Textbooks, excerpts from literature, magazines and journals (such as The New Yorker, The Economist) will be used daily to challenge the students vocabulary knowledge and provide opportunity to develop the skills on understanding new words by the context, by its relationships to other words in the text, and by its linguistic analysis (roots).

Facilitator

MDCPS PD - The Core 6 Essential Strategies for Reading (10/9, 11/13, 12/11, 1/8, 2/12, 3/12, 4/9)

Participants

All faculty of English and select other faculty members

Target Dates or Schedule

On a daily basis.

Evidence of Completion

Reading comprehension and writing assessments (both faculty-made and the district's interims) will be used as evidence for the effectiveness of the strategy. Additionally we will use student-produced writing to further evaluate the acquisition and correct use of new vocabulary.

G2. To help all the students be "college-ready" before graduation as this is measured by college readiness examinations (ACT, SAT) and help them maximize success in college admissions, scholarships, and college course placement.

G2.B1 "College readiness" as measured by standardized tests (such as PERT, SAT, ACT) is difficult to achieve in a short period of time and/or without quality data of students' strengths and weaknesses.

G2.B1.S1 Early detection of students' strengths and weaknesses, assessment of reading/writing skills in regular intervals, and a continuous vertical plan to improve their skills is necessary. All students will participate in a series of assessments for three years (Explore, PLAN, PSAT) and the data collected will be used in our instructional planning for ELA courses, non-ELA other content-area courses, and the (spring) semester reading/writing intervention classes.

PD Opportunity 1

All students will be registered to take a series of college readiness assessments over a period of three years. Parents will be informed of the comprehensive assessment plan. Students' scores will be used to inform course placement, instructional planning and other decisions. Students' scores will be analyzed to identify students' weaknesses and strengths, and to evaluate the effectiveness of different modules of the school's curriculum. Scores will be analyzed and discussed with students and parents to better inform them of their trajectory towards college.

Facilitator

2013 Fall Counselor Workshop, 09/26/2013 @ FIU ACT 2013 College & Career Readiness Workshop, 10/15/2013 @ Miami National Training for Counselors & Mentors, 12/6/2013 @ Doral

Participants

School Administration, College/Guidance Counselor

Target Dates or Schedule

Throughout the first three high school years (9th through 11th grade)

Evidence of Completion

Students scores and statistics

G4. Increase the student participation in STEM-related experiences AND the student enrollment in STEM Advanced Placement (AP) classes AND the passing rate in STEM Advanced Placement (AP) examinations.

G4.B2 The rigor of the STEM AP courses in addition to the fact that most of our students enroll in these classes is younger age than usual is a barrier to both increased enrollment and success rate.

G4.B2.S1 The experience of last two years showed that students who attended systematically review and tutoring sessions organized by the faculty performed better in the AP exams than their peers who did not attend these sessions. Our plan is to create a schedule of review/tutoring sessions throughout the year for these courses and encourage students to participate more in these sessions. Students for whom this model was successful the year before will address younger students and explain how these sessions helped them.

PD Opportunity 1

Additional (optional) review sessions for all STEM-related AP classes will be offered during after school and/or Saturdays. Data showing past years positive correlation between attendance of review sessions and student's AP success rate will be presented to the current students. In addition older students who took advantage of such review sessions in the past will share their experiences with the younger students to further promote student participation.

Facilitator

AP Workshops APTCR Data Analysis by MDCPS 11/8/2013 @ Miami Coral Park SHS College Board AP Workshops 10/25/2013 @ Broward County

Participants

All AP Faculty

Target Dates or Schedule

Throughout the year on a regular (weekly) basis.

Evidence of Completion

Review session calendar, log of presentations and meetings promoting attendance

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	- To increase the size of vocabulary the students have command on and to improve the overall use of vocabulary.	\$25,000
G2.	To help all the students be "college-ready" before graduation as this is measured by college readiness examinations (ACT, SAT) and help them maximize success in college admissions, scholarships, and college course placement.	\$1,000
G3.	Assist all freshmen students new to Archimedean schools in successfully complete the Geometry Honors class while adjusting to the new environment, new curriculum, and new culture.	\$8,000
G4.	Increase the student participation in STEM-related experiences AND the student enrollment in STEM Advanced Placement (AP) classes AND the passing rate in STEM Advanced Placement (AP) examinations.	\$10,500
G8.	Reduce the percentage of students who have a poor academic performance as underclassmen.	\$4,000
Total		\$48,500

Budget Summary by Funding Source and Resource Type

Funding Source	Personnel	Evidence-Based Materials	Professional Development	Total
School's annual budget	\$45,000	\$1,000	\$0	\$46,000
School's AP budget	\$0	\$0	\$2,500	\$2,500
Total	\$45,000	\$1,000	\$2,500	\$48,500

Budget Details

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

G1. - To increase the size of vocabulary the students have command on and to improve the overall use of vocabulary.

G1.B1 Students who are in the lowest quartile (and sometimes students below the median) are often enrolled in Intensive Reading (IR) classes through which they receive additional instruction aiming to help them make adequate progress and erase/decrease any learning deficits. In our case, less than 3% of our students are enrolled in an IR class (as this is mandated based on the 2013 FCAT 2.0 Reading scores).

G1.B1.S1 In order to support the lowest quartile of our students in making significant learning gains we will assign them to a (spring) semester reading intervention class, additional to their standard ELA class.

Action Step 1

During the spring semester a significant number of our underclassmen (estimated more than 50%) will be enrolled to an additional ELA class designed to further develop their critical thinking and writing skills.

Resource Type

Personnel

Resource

Faculty/Teaching assignment to the spring additional ELA courses

Funding Source

School's annual budget

Amount Needed

\$25,000

G2. To help all the students be "college-ready" before graduation as this is measured by college readiness examinations (ACT, SAT) and help them maximize success in college admissions, scholarships, and college course placement.

G2.B1 "College readiness" as measured by standardized tests (such as PERT, SAT, ACT) is difficult to achieve in a short period of time and/or without quality data of students' strengths and weaknesses.

G2.B1.S1 Early detection of students' strengths and weaknesses, assessment of reading/writing skills in regular intervals, and a continuous vertical plan to improve their skills is necessary. All students will participate in a series of assessments for three years (Explore, PLAN, PSAT) and the data collected will be used in our instructional planning for ELA courses, non-ELA other content-area courses, and the (spring) semester reading/writing intervention classes.

Action Step 1

All students will be registered to take a series of college readiness assessments over a period of three years. Parents will be informed of the comprehensive assessment plan. Students' scores will be used to inform course placement, instructional planning and other decisions. Students' scores will be analyzed to identify students' weaknesses and strengths, and to evaluate the effectiveness of different modules of the school's curriculum. Scores will be analyzed and discussed with students and parents to better inform them of their trajectory towards college.

Resource Type

Evidence-Based Materials

Resource

Subsidized fees for ACT Explore or other standardized college readiness exams.

Funding Source

School's annual budget

Amount Needed

\$1,000

G3. Assist all freshmen students new to Archimedean schools in successfully complete the Geometry Honors class while adjusting to the new environment, new curriculum, and new culture.

G3.B1 Almost all students who will be taking the EOC Geometry examination will be new to the school and its curriculum (i.e. will not be coming from our feeder middle school). Given that in our standard curriculum all freshmen receive a second year of Euclidean proof-based Geometry taught in Greek, and given that new to the school students have typically no prior knowledge Greek, placing the students immediately to our regular curriculum could be problematic.

G3.B1.S1 All students new to the school without prior knowledge of Greek will be assigned to a separate Geometry class and the instruction will be in English, ensuring better alignment between the needs and abilities of the students, and the expectations of the EOC examination. In addition any student coming from our feeder middle school who failed Geometry and/or the EOC Geometry exam in 8th grade, will also be assigned to the separate Geometry class.

Action Step 1

Assign all students who are new to Archimedean schools and have no prior knowledge of Greek to a Geometry Honors class taught in English (as opposed to the Euclidean-proof-based Geometry Honors class in Greek that the rest of the freshmen students take). Do the same with any student who took and failed the EOC Geometry in 8th grade at Archimedean. Plan this class according to the standards and expectations assessed by the EOC Geometry exam. Arrange for the necessary textbooks, additional resources, test preparatory materials etc.

Resource Type

Personnel

Resource

Additional teaching assignment for the Geometry Honors class

Funding Source

School's annual budget

Amount Needed

\$8,000

G4. Increase the student participation in STEM-related experiences AND the student enrollment in STEM Advanced Placement (AP) classes AND the passing rate in STEM Advanced Placement (AP) examinations.

G4.B1 The demanding academic program of the school may be a limiting factor to the time the students may have available to engage in multiple STEM extracurricular activities.

G4.B1.S1 We will continue offering our students as an elective a STEM class (Research) to take advantage and work towards STEM projects and competitions during the regular school hours.

Action Step 1

We will continue offering Research, a STEM-related course, as one of the dozen elective courses available to our students. The purpose of this course is not only to encourage students get involved in STEM competitions and projects, but also provide them with the structure, time, and accountability to be successful in it.

Resource Type

Personnel

Resource

Additional teaching assignment for the Research class

Funding Source

School's annual budget

Amount Needed

\$8,000

G4.B2 The rigor of the STEM AP courses in addition to the fact that most of our students enroll in these classes is younger age than usual is a barrier to both increased enrollment and success rate.

G4.B2.S1 The experience of last two years showed that students who attended systematically review and tutoring sessions organized by the faculty performed better in the AP exams than their peers who did not attend these sessions. Our plan is to create a schedule of review/tutoring sessions throughout the year for these courses and encourage students to participate more in these sessions. Students for whom this model was successful the year before will address younger students and explain how these sessions helped them.

Action Step 1

Additional (optional) review sessions for all STEM-related AP classes will be offered during after school and/or Saturdays. Data showing past years positive correlation between attendance of review sessions and student's AP success rate will be presented to the current students. In addition older students who took advantage of such review sessions in the past will share their experiences with the younger students to further promote student participation.

Resource Type

Professional Development

Resource

AP Workshops for faculty

Funding Source

School's AP budget

Amount Needed

\$2,500

G8. Reduce the percentage of students who have a poor academic performance as underclassmen.

G8.B1 By analyzing data from last year we found a strong correlation between students number of missing assignments and students failing classes or low GPA (below 2.0). By surveying the students who are in this category we also found that the main two factors for missing/failing assignments were 1) poor study skills and work ethics and 2) schedule/home conditions after the end of the school day not conducive to learning.

G8.B1.S1 The school will organize a free supervised and assisted study hall program after school. The program will extend the school day for the students who participate by an additional one and a half hour. Students with GPA below 2.5 and their parents will be encouraged to register with the program. Students with GPA below 2.0 and their parents will be strongly advised to participate in the program. Enrollment in the program implies daily commitment for the current grading period. Parents and students enrolled in the program sign a contract of daily attendance and excessive absences have consequences (disciplinary measures).

Action Step 1

A supervised and assisted study hall program will be implemented after school. The program will run daily for two hours past the end of the regular school day and it will be free of charge, open to all students of the school. Students who decide to enroll to the program will have to adhere to strict attendance rules. The purpose of the program is to provide a controlled, well-structured study environment for the students. A campaign will be implemented to promote students' participation in the program.

Resource Type

Personnel

Resource

Faculty to supervise/assist students in after-school study hall program run daily for two hours throughout the year.

Funding Source

School's annual budget

Amount Needed

\$4,000