

# Archimedean Middle Conservatory



2014-15 School Improvement Plan

## Archimedean Middle Conservatory

12425 SW 72ND ST, Miami, FL 33183

<http://archimedean.org>

### School Demographics

**School Type**

Middle

**Title I**

No

**Free/Reduced Price Lunch**

53%

**Alternative/ESE Center**

No

**Charter School**

Yes

**Minority**

85%

### School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	A	A	A

### School Board Approval

This plan is pending approval by the Dade County School Board.

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, 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. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, 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 Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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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 organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## 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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### 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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	<a href="#">Gayle Sitter</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### Provide the school's mission statement

The mission of the Archimedean Schools is to initiate the young mind into the art of thinking through the teaching of Mathematics and the Greek Language.

##### Provide the school's vision statement

The founders of Archimedean Academy envisioned a Charter school whose main goal is to provide its students an excellent education with emphasis in the teachings of the two main branches of the 3,000 year old Greek civilization: The Classical achievements in literature and the arts as they permeate our modern civilization and the art of mathematical thinking as the lifeline and the wind beneath modern science and technology.

A conservatory is a public place of instruction, designed to preserve and perfect the knowledge of some branch of science or art. Children blossom inside a rainbow of heritages and dreams deeply rooted in the belief that an education of the highest quality will steer their lives for a better future in a better society.

The conservatory provides the students with the highest quality education. Its strength emanates from the deep sense of responsibility in helping young minds to grow and the confidence in teaching the art of thinking through mathematics and literature. The Greek heritage belongs to humanity and not just to Greeks. It influenced our modern civilization from the architecture, to the literature and the fine arts. Mathematics form the foundation of modern scientific thought and practice. Therefore, their presence in the curriculum opens the children's horizons and provide them with a better understanding of our modern society.

#### School Environment

##### Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Inside and outside of the classroom, students are encouraged by faculty members and their peers to incorporate their cultures into class projects and conversations. School-wide projects such as World Day invite students to explore different cultures every year, while school celebrations like "You Day" provide students with partners whose roles involve getting to know each other and presenting information about their partners. These, along with a safe classroom environment in which discussion is welcomed and encouraged, allow students to fully express themselves and bond with their peers and teachers. Teachers, along with the Principal, and the Counselor, make themselves available for mentoring and supporting students academically and socially. In addition, overnight class trips are organized every year which are chaperoned by teachers. These trips are great opportunities for learning but also for relationship building between students and teachers.

##### Describe how the school creates an environment where students feel safe and respected before, during and after school

The school implements a discipline system that is fair and transparent and its core value is respect for all school members. All students sign a contract acknowledging the rules and the consequences of the school.

All discipline issues are handled quickly and effectively, preventing issues such as bullying or school violence, and at the same time good behaviors and deeds are praised and recognized. The principal holds a student assembly at least twice a month where, as a school body, we talk about the



upcoming events, expected behaviors, and recognize success and good actions. With a set system of consequences in place, the entire faculty works together to minimize issues within the classroom and on school grounds. Student ideas are encouraged through clubs and groups, like the Mythology Club, the Philosophy Club, and the Art and Publishing Club. Each student is invited to participate in any clubs or groups of their choosing. Teachers serve as facilitators and guides to student thought and creativity. There is also a Counselor available to students whose issues require further assistance. Overall, there is a system of trust and honesty in place which encourages the students to seek positive recognition. Before and after school, students participate in Academic Clubs, such as ArchiSci, Math Club, and, if not, they report to their homeroom where they prepare for the day. This structure and emphasis on productivity provides a sense of safety and belonging for the students at all times.

**Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced**

There is an emphasis on providing an academic environment free of interruptions and distractions. All students and parents sign a contract so that the expectations and procedures at Archimedean are very well known by all parties. The main reason for maintaining a class free of distractions is that the school implements direct and engaging instruction at all times. The instruction in all classes is interactive and student centered rather than teacher centered lectures. As a result, students actively participate in learning and become interested in the material discussed. At the same time, there is a system in place for addressing any interruptions immediately. First incident calls for a verbal warning, the second for a written note home to the parent, and after repeated warnings, the student is then sent to the administration. Detentions work to reinforce behavioral expectations. Classes are monitored by the administration to ensure classroom management is being applied uniformly. The teachers are trained by attending In School Professional Development on time and classroom management as well as in delivering instruction in an interactive manner.

**Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

Counseling services are provided to all students who want or need them. The in-house counselor works with faculty members to create a network of support in which students may make up missing assignments or require additional help. All faculty members serve as tutors and mentors and even go so far as to meet altogether to discuss student progress and strategies to bridge student learning. There is an awareness among the faculty and an emphasis on monitoring not only the academic progress of the students but also the social and emotional development. The teachers communicate concerns to the principal on a daily basis and together they decide on an action plan. The students feel safe to discuss concerns with the teachers and principal, as well as, with the counselor. The students also bring to us concerns about other students and there is a safety network in place.

### Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

**Describe the school's early warning system and provide a list of the early warning indicators used in the system**

The school registrar keeps track of the attendance log, through which she monitors student absences. Excessive absences warrant phone calls and parent-teacher meetings to provide support for student achievement. Suspensions are few, but when they occur, parent-teacher meetings are also held to support student achievement by setting up behavior plans and consequences inside and outside school. Students who score at levels 1 and 2 on standardized tests in English Language Arts

and mathematics and students who are at risk of failing are placed into Intensive Reading and Intensive Mathematics programs offered during the school day, supplemented with Saturday tutoring beginning in January. Parents of students at risk of failing are notified each nine weeks to attend meetings with all of the teachers in order to take preventative measures early on and follow-up meetings as needed.

**Provide the following data related to the school's early warning system**

*The number of students by grade level that exhibit each early warning indicator:*

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	2	5	5	12
One or more suspensions	0	3	0	3
Course failure in ELA or Math	8	3	1	12
Level 1 on statewide assessment	3	2	1	6

*The number of students identified by the system as exhibiting two or more early warning indicators:*

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	2	1	3	6

**Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system**

Students who score at levels 1 and 2 on standardized tests in English Language Arts and mathematics and students who are at risk of failing are placed into Intensive Reading and Intensive Mathematics programs offered during the school day, supplemented with Saturday tutoring beginning in January. Parents of students at risk of failing and those with two or more early warning indicators are notified each nine weeks to attend meetings with all of the teachers in order to take preventative measures early on and follow-up meetings as needed.

Intervention strategies include student-reward programs, teachers modifying assignments in order to meet individual student needs and differentiated instruction. Also, the counselor may be consulted and then meet with the students in question.

**Family and Community Involvement**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

**Will the school use its PIP to satisfy this question?**

No

**PIP Link**

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

**Description**

According to the data many of the parents did not complete the required amount of volunteer hours. Encourage parental participation in all activities by providing constant information and communication between parents and school. The Principal/ AMC Board/ Chief Financial Officer/ PTO Board will monitor the hours through the electronic site of the school Archie and the Archie website hourly log.

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

The school establishes community-wide partnerships through events like Greek Night and the Archimedean Gala, in which community members can see firsthand the activities and cultural diversity of the school through student performances. The PTO also raises community awareness through fundraisers and outreach programs.

**Effective Leadership**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

**School Leadership Team**

**Membership**

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Moysidis, Vasiliki	Principal
Licciardi, Gina	Teacher, K-12
Constantinidou, Rhodia	Teacher, K-12
Mendez, Patricio	Teacher, K-12
Maldonado, Lisa	Teacher, K-12
Grattan, Sarah	Teacher, K-12

**Duties**

**Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making**

Principal, Vasiliki Moysidis: The principal is the instructional leader of the school. She shares the vision of the school with the faculty and ensures that the team implements MTSS, conducts the assessments, implements intervention support and documentation, provides professional development, and communicates with the parents regarding school-based MTSS plans and activities. Selected general education teachers: Patricio Mendez, Lisa Maldonado. These teachers will provide information about core instruction, participate in student data collection, deliver instruction/ intervention for Tier 1 and 2, and provide appropriate instruction according to appropriate levels of individual instruction for all students.

Exceptional Student Education Teacher, Adriane Rodriguez: These teachers will provide information about core instruction, participate in student data collection, deliver instruction/intervention for Tier 1 and 2, and provide appropriate instruction according to appropriate levels of individual instruction for all students.

Subject Area Department Chairs: Gina Licciardi, Rhodia Constantinidou, Sarah Grattan: Develop, lead, and evaluate school core content standards; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches.

School Counselor: Christina Berdebes. Serves as part of the Student Support Team and provides

counseling and emotional support to the students.

School Psychologist: Serves as part of the Student Support Team and provides the appropriate testing to students who have been recommended for different programs.

Technology Specialist, Nicolas Roussi: Develops technology necessary to manage and display data and provides professional development and technical support to teachers and staff regarding data management and display.

**Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact**

Archimedean Middle Conservatory operates under the leadership of the principal, Ms. Moysidis, who has been in this position since its inception. Ms. Moysidis works closely with the faculty as a team in organizing, planning, and implementing the curriculum. She meets officially or unofficially on a daily basis with the teachers and holds discussions on the success of the implemented curriculum and the progress of the students. She knows all the students personally and is well aware of their strengths and weakness. The principal, who is also the instructional leader of the school, evaluates the lesson plans as well as the instruction on a daily basis and provides feedback to each teacher. Ongoing discussions on ways to improve instruction and student learning occur on a daily basis until solutions are found and expectations met.

The principal works closely with the leadership team. The principal reaches out to colleges locally and nationally in search of qualified teachers. Once hired, there is a strong network of support in place along with mentors to guide the new teachers. The focus of the team is the continuous improvement of the students and teachers. The team meets once a week to engage in the following activities: discuss data, monitor data at and across grade levels, identify students who need support, collaborate on problem solving, and evaluate the process and implementation of MTSS. The team constantly researches and implements new methods and systems. This year all faculty is using the web based program Planbook for lesson planning which provides for all faculty members to share lesson planning and have cross curricular planning.

### School Advisory Council (SAC)

#### Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Gina Licciardi	Teacher
Vasiliki Moysidis	Principal
Patricio Mendez	Teacher
Usman Khan	Teacher
Rhodia Constantinidou	Teacher
Gabriella Bennett	Teacher
Marinela Estrada	Teacher
Sarah Grattan	Teacher

#### Duties

**Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes**

*Evaluation of last year's school improvement plan*

Last year's school improvement plan proved effective, as the school ranked in the top 3 within the state in standardized assessments. In addition, the AMC ranked 24th on a National level among all middle schools in US based on the State and National exams (NAEP). Some of the strategies need to be modified in order to accommodate the new Florida Standards, with increased rigor in evidence-based instruction.

*Development of this school improvement plan*

The SAC meets on a quarterly basis to discuss the implementation of the SIP at the school site. Parents, faculty, students, and the principal discuss possible strategies to maintain and improve school wide performance in issues ranging from parent involvement to student academics. By using this input, the faculty adjusts the SIP as a live document during the year and makes the necessary changes for the following year to both the curriculum and the SIP document.

*Preparation of the school's annual budget and plan*

The EESAC Committee meets quarterly to discuss the plans for the allocated school improvement funds, which are discussed and approved before they are distributed. This year, because of the change from FCAT to FSA, the school improvement funds will be allocated to provide support for the FSA, Science FCAT 2.0, and EOC preparatory materials.

***Describe the use of school improvement funds allocated last year, including the amount budgeted for each project***

Last year's school improvement funds were directed towards the purchase of Buckle Down workbooks in the content areas.

- \$1500- Buckle Down Science Workbooks
- \$1500- Buckle Down Algebra I Workbooks
- \$1500- Buckle Down Geometry Workbooks

***Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC***

Yes

*If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

**Literacy Leadership Team (LLT)**

**Membership**

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Moysidis, Vasiliki	Principal
Licciardi, Gina	Teacher, K-12
Maldonado, Lisa	Teacher, K-12
Mendez, Patricio	Teacher, K-12

**Duties**

***Describe how the LLT promotes literacy within the school***

The Literacy Leadership Team seeks to meet the AMO and improve performance of the lower 25% of student population.

One major focus will be to initiate cold reads of content area materials on a weekly basis within

Language Arts and general education classes, and to ensure direct instruction in the areas of reading strategies, reading comprehension, vocabulary and reading fluency within not only the Language Arts classroom, but also the general education classes in which reading plays a fundamental role. Another focus will be to encourage participation in the Reading Plus program by students on a daily basis.

The team will also focus on developing successful strategies that reflect the goals of the Literacy Leadership Team and student needs within determined areas of weakness and proposed capability, working closely with school-generated assessments, Reading Plus and the FAIR program. Another focus will be improving the Remedial Reading program by closely monitoring student responses and successes on an individual and small-group level within targeted instructional reading time by using the Common Core Crosswalk workbook/ program and additional supplementary materials designed to enhance instruction in Reading Comprehension.

## Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

### **Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

Faculty meetings occur the first Wednesday of every month, department meetings the second Wednesday of every month and grade-level meetings the third Wednesday of every month. In addition to this, morning homeroom and planning periods often serve as collaborative discussion and planning time. Teachers are required to observe other faculty members teaching styles and classroom management styles in order to improve their own. Mentors are provided to ease the transition of new teachers and thus, the faculty works as a unit to improve overall achievement. This year the faculty is using the web based program Planbook for lesson planning which provides for all faculty members to share lesson planning and allows for cross curricular planning. Numerous In House Professional Development activities are organized to support the faculty and provide opportunities for collaboration. There is a social committee among the faculty which organizes fun event for all the teachers, including snacks during meetings and birthday cards and small gifts. In addition, some fun bonding activities are organized for the teachers, like lunches, holiday parties, and learning Greek dancing.

### **Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school**

The principal will hire teachers/experts in the subject matter recommended from local universities or by evaluating the resumes of applicants to our school, solicit referrals from current employees, provide professional development and support, assign mentors, and provide weekly meetings and support.

### **Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities**

The mentoring program focuses on the necessity of supporting new faculty members with one-on-one feedback including strategies used to improve instructional methods and support for extracurricular programs within the particular content area. An experienced faculty member offers better guidance on existing programs and curricula while the newer faculty member can shadow during extracurricular meetings and classroom instruction. For our Science program, Ms. Grattan will mentor new faculty by providing support and guidance through class observations, lesson plan analysis, support for competitions and the Science Fair. For Language Arts and Social Science, Ms. Licciardi and Ms. Maldonado mentor the new teachers. For Mathematics, Mrs. Constantinidou mentors the new teachers.

## Ambitious Instruction and Learning



## Instructional Programs and Strategies

### Instructional Programs

***Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

Archimedean Middle Conservatory is a school designed to push students to achieve their potential through philosophical discourse, critical thinking skills, and interdisciplinary analysis. Each core content area and unique elective offered at Archimedean involves strategies designed to encourage students to excel across the curriculum using differentiated instruction and rigorous expectations. Every core class fulfills and supersedes the Common Core and Florida Standards. In addition to the core classes of Language Arts, Mathematics, Social Studies, Science, Greek Language, and Philosophy, every AMC student receives instruction in the areas of Music, Computers, and Physical Education in all three years of middle school.

Educators are trained on-site with the latest instructional program shifts. Mentors lead faculty through the latest strategies and methods gathered from attending the district professional development workshops. In this way, the information is disseminated through department heads and filtered down into lesson plans, which are monitored and evaluated by the administration and department chairs. The materials used in instruction meet the Common Core and Florida Standards. In addition, teachers and students are trained in holding Socratic Seminars and analyzing high complexity materials while knowing how to provide evidence for their findings.

### Instructional Strategies

***Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments***

Students who score at levels 1 and 2 on standardized tests in English Language Arts and mathematics and students who are at risk of failing are placed into Intensive Reading and Intensive Mathematics programs offered during the school day, supplemented with Saturday tutoring beginning in January. Parents of students at risk of failing are notified each nine weeks to attend meetings with all of the teachers in order to take preventative measures early on and follow-up meetings as needed.

***Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:***

**Strategy:** Weekend Program

**Minutes added to school year:** 3,000

In order to increase the amount and quality of learning time and help enrich and accelerate curriculum, faculty members offer spring Saturday tutoring to all students, including more focused groups of students who show deficiencies in Reading, Math, Science, and Writing. These students receive small group instruction. In addition, the school provides afterschool and before-school tutoring at least one day a week to supplement classroom learning time. Teachers are encouraged to attend professional development workshops, often on site, dealing with topics such as Socratic seminars and the Common Core State Standards.

### **Strategy Rationale**

Small group instruction allows the students to ask questions and comprehend material at their own pace. Additional instruction time allows for review of previously confusing materials.

### **Strategy Purpose(s)**

- Enrichment
- Teacher collaboration, planning and professional development

### **Person(s) responsible for monitoring implementation of the strategy**

Moysidis, Vasiliki, vmoysidis@dadeschools.net

### **Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Data is collected at least once quarterly, using formative assessments like Interim Assessments, to measure student progress. The faculty meets in grade-level and subject area meetings to address methods and practices to improve student achievement and/or adjust Intensive and Remedial Instruction.

## **Student Transition and Readiness**

### **PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

### **Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another**

AMC does not recruit students directly, but rather receives students through articulation from the elementary school, Archimedean Academy, and through word-of-mouth referrals. The majority of AMC students graduating the eighth grade articulate to the high school, Archimedean Upper Conservatory. For its own course load, AMC maintains a high level of academic coursework, including high school level mathematics, Algebra 1, Algebra 2, Geometry, and Physical Science. By exposing students to Science Olympiad, SECME (Engineering Club), the Science Bowl, the American Math Competition, the Geography Bee, the History Bee, the Spelling Bee, the Student Government, the Mythology Club, the Philosophy Club, and the Organic Garden, the school instills in students a passion in their area of interest and opportunities for continued success, growth, and furtherance of their career path.

### **College and Career Readiness**

**Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations**



The school maintains a high level of academic coursework, including high school level mathematics, Algebra 1, Algebra 2, Geometry, and Physical Science. By exposing students to Science Olympiad, SECME (Engineering Club), the Science Bowl, the American Math Competition, the Geography Bee, the History Bee, the Spelling Bee, the Student Government, the Philosophy Club, and the Organic Garden, the school instills in students a passion in their area of interest and opportunities for continued success, growth, and furtherance of their career path.

***Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs***

By participating in academic competitions like Science Olympiad, SECME (Engineering Club), the Science Bowl, the American Math Competition, the Geography Bee, the History Bee, and the Spelling Bee, the Mythology Club, and the Philosophy Club, Archimedean encourages advanced thinking, critical analysis, and specific content-area interests in an effort to further their future paths in each student's challenge and passion. By visiting colleges, having guest speakers, and participating in class trips, the school encourages the individual pursuits and interests of students and exposes them to the outside world.

***Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement***

***Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes***

## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step    **S123456** = Quick Key

## Strategic Goals Summary

- G1.** In order to strengthen student performance, there will be an increased emphasis on evidence-based writing and reading across the core curriculum content areas, including the opportunity for enrichment activities.
- G2.** When students display a weakness in attendance, behavior, passing rates, or standardized test performance, intervention strategies will be put in place to support those students and bring them up to grade-level appropriate tasks, including Intensive Reading and Intensive Math classes during the school day.
- G3.** For the 2013-2014 school year, 40% of students have participated in STEM courses. The goal is to increase the involvement to 42% in the 2014-2015 school year through explicit instruction in Science and Technology. Experiences include Science Olympiad, Brain Bowl, and SECME competitions. Science teachers will work closely with students, creating opportunities for STEM instruction during and outside of class.
- G4.** Parent involvement in school functions will be increased and communication will support enhanced parent-student communication/assistance at home in order to increase student success rate.

## Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

**G1.** In order to strengthen student performance, there will be an increased emphasis on evidence-based writing and reading across the core curriculum content areas, including the opportunity for enrichment activities. **1a**

G042939

**Targets Supported** **1b**

Indicator	Annual Target
AMO Reading - All Students	96.0
AMO Math - All Students	96.0
FCAT 2.0 Science Proficiency	93.0
AMO Math - ED	95.0
Middle School Performance in EOC and Industry Certifications	90.0

**Resources Available to Support the Goal** **2**

- Triumph Learning Common Core Coach Language Arts workbooks, textbooks, Reading Plus, Prestwick House Latin and Greek Vocabulary Books
- Triumph Learning Common Core Coach Mathematics workbooks,
- Gizmos, Buckle Down Science workbooks

**Targeted Barriers to Achieving the Goal** **3**

- Teachers need to increase the explicit instruction of reference and research skills needed for students to become successful in high school and college. More enrichment activities need to be provided to engage students in learning at the higher levels. 96% of AMC students met AMO in Reading on the 2014 FCAT 2.0 Reading Test. Evidence-based writing will be taught explicitly, including cross-curricular content materials.
- Limited time and resources have prevented an increased usage of differentiated instruction during class time and enrichment opportunities at varied rates of comprehension. The 2014 Reading FCAT reveals that 73% of ELLs met AMO. The 2014 Reading FCAT reveals that 94% of Hispanic students met AMO. The target for 2015 FSA Reading is a proficiency level of 96%.
- On the 2014 FCAT Mathematics exam, 89% of Hispanic students scored proficiency. For the 11% of Hispanic students that did not make AMO, the area of deficiency is Number: operations, problem and statistics. On the 2014 FCAT Mathematics exam, 87% of Economically Disadvantaged students made AMO. The 13% of ED students that did not make AMO had an area of deficiency in Number: operations, problem and statistics.
- On the FCAT 2.0 2014 Science exam, 69% of eighth grade students scored at levels 4-5 on the exam with 89% proficient overall. More enrichment activities need to be provided to engage students in learning at the higher levels to increase this percentage on the 2015 FSA Exam.
- On the 2014 Civics EOC, 87% of seventh grade students scored at the High Third, while 13% scored at the Middle Third. More enrichment activities need to be provided to engage students in learning at the higher levels to increase this percentage on the 2015 EOC Exam.

**Plan to Monitor Progress Toward G1. 8**

Administration will hold faculty meetings to discuss student data, lesson plans, effective classroom instruction, and useful strategies in order to ensure enrichment activities are being used in the class, classes are being held accordingly, and student learning is taking place. By closely working with the staff, the principal ensures constant communication regarding student welfare takes place, addressing the basic needs of all students, including challenging the advanced learners and supporting the struggling learners.

**Person Responsible**

Vasiliki Moysidis


**Schedule**

Monthly, from 8/18/2014 to 6/4/2015

**Evidence of Completion**

Student data; lesson plans; interim assessments, FAIR, teacher-made tests

**G2.** When students display a weakness in attendance, behavior, passing rates, or standardized test performance, intervention strategies will be put in place to support those students and bring them up to grade-level appropriate tasks, including Intensive Reading and Intensive Math classes during the school day. **1a**

 G043367

**Targets Supported** **1b**

Indicator	Annual Target
AMO Reading - ELL	75.0
AMO Math - ED	95.0
Attendance Below 90%	3.0
Discipline incidents	1.0

**Resources Available to Support the Goal** **2**

- Attendance log
- Triumph Learning Common Core Support Coach: Reading Comprehension, Scholastic Scope magazines
- Triumph Learning Common Core Support Coach: Mathematics

**Targeted Barriers to Achieving the Goal** **3**

- Limited time and resources have prevented an increased usage of differentiated instruction during class time and enrichment opportunities at varied rates of comprehension. The 2014 Reading FCAT reveals that 73% of ELLs met AMO. The 2014 Reading FCAT reveals that 94% of Hispanic students met AMO. The target for 2015 FSA Reading is a proficiency level of 96%.
- On the 2014 FCAT Mathematics exam, 89% of Hispanic students scored proficiency. For the 11% of Hispanic students that did not make AMO, the area of deficiency is Number: operations, problem and statistics. On the 2014 FCAT Mathematics exam, 87% of Economically Disadvantaged students made AMO. The 13% of ED students that did not make AMO had an area of deficiency in Number: operations, problem and statistics.
- In the 2013-2014 school year, 4% of students missed more than 10% of instructional time.
- For the 2013-2014 school year, 4% of students have received two or more behavioral referrals.
- Students who arrive late to school and are often absent experience difficulty concentrating in class and keeping up with instruction. There have been some students to fail a mathematics and/or a Language Arts course.

**Plan to Monitor Progress Toward G2. 8**

Student data will be monitored to ensure Intensive instruction is effective; FAIR results and Interim Assessments will be closely studied to enhance teacher instruction. Grade level meetings and department meetings will be held to address the areas of concern, in order to encourage student achievement in Reading, Attendance, and Mathematics.

**Person Responsible**

Vasiliki Moysidis

**Schedule**

Semiannually, from 9/2/2014 to 6/4/2015

**Evidence of Completion**

Student data; interim assessments; teacher-made tests, FAIR, Attendance log; lesson plans

**G3.** For the 2013-2014 school year, 40% of students have participated in STEM courses. The goal is to increase the involvement to 42% in the 2014-2015 school year through explicit instruction in Science and Technology. Experiences include Science Olympiad, Brain Bowl, and SECME competitions. Science teachers will work closely with students, creating opportunities for STEM instruction during and outside of class. 1a

G037090

**Targets Supported 1b**

Indicator	Annual Target
Middle School Participation in EOC and Industry Certifications	42.0

**Resources Available to Support the Goal 2**

- Vex Robotics, Materials for preparing for academic exams, All materials necessary for the building events

**Targeted Barriers to Achieving the Goal 3**

- It is challenging to find time in addition to the rigorous curriculum to address the competitions. Therefore, participation has dwindled due to lack of student time.

**Plan to Monitor Progress Toward G3. 8**

Monitoring student workshops after school and discussing with students the level of comprehension and progress towards projects and goals.

**Person Responsible**

Vasiliki Moysidis

**Schedule**

Quarterly, from 8/27/2014 to 6/5/2015

**Evidence of Completion**

Student projects

**G4.** Parent involvement in school functions will be increased and communication will support enhanced parent-student communication/assistance at home in order to increase student success rate. 1a

G043517

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - All Students	96.0

**Resources Available to Support the Goal** 2

- Volunteer hour log

**Targeted Barriers to Achieving the Goal** 3

- According to the data, many of the parents did not complete the required amount of volunteer hours.

**Plan to Monitor Progress Toward G4.** 8

Through the volunteer hour log and the school functions, including the Gala and Greek Night, data will be collected to ensure parent involvement in school functions. In addition, the PTO will monitor parent involvement.

**Person Responsible**

Vasiliki Moysidis

**Schedule**

Every 6 Weeks, from 9/1/2014 to 6/4/2015

**Evidence of Completion**

Volunteer hour log; sign-in sheets; Archie website

## Action Plan for Improvement

*For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.*

### Problem Solving Key

**G** = Goal                      **B** =  
   Barrier                      **S** = Strategy

**1** = Problem Solving Step       S123456 = Quick Key



**G1.** In order to strengthen student performance, there will be an increased emphasis on evidence-based writing and reading across the core curriculum content areas, including the opportunity for enrichment activities. 1

G042939

**G1.B1** Teachers need to increase the explicit instruction of reference and research skills needed for students to become successful in high school and college. More enrichment activities need to be provided to engage students in learning at the higher levels. 96% of AMC students met AMO in Reading on the 2014 FCAT 2.0 Reading Test. Evidence-based writing will be taught explicitly, including cross-curricular content materials. 2

B105323

**G1.B1.S1** The instructional focus will be on students using reciprocal teaching, question-and-answer relationships, graphic organizers, and note-taking skills to practice locating and verifying details to draw conclusions in order to build stronger arguments to support their answers. Students will also examine rubrics and graphic organizers to synthesize information from multiple sources, including reference sources, to establish main idea and comprehension of primary and secondary sources such as those in Prestwick House Latin and Greek workbooks and Buckle down workbooks. 4

S116622

### Strategy Rationale

To expose students to more reference texts and display the appropriate research skills needed to compose technical papers and valid argumentation.

### Action Step 1 5

Students will address mentor texts in the classroom, challenging their critical thinking. They will produce objective summaries of challenging texts and demonstrate the use of grade-level vocabulary, various writing styles, and spelling.

By ensuring that teachers include more mentor texts and enrichment activities for the students, the department head will make sure that students are challenged to become critical thinkers and use materials to show mastery.

#### Person Responsible

Gina Licciardi

#### Schedule

Weekly, from 8/18/2014 to 6/4/2015

#### Evidence of Completion

Teacher-created assessments evidencing research and reference skills; Interim Assessments.

**Plan to Monitor Fidelity of Implementation of G1.B1.S1 6**

In order to accomplish this goal, AMC teachers will be using the web-based program for lesson-planning, a program that is accessible to all faculty members, through which they can stay connected to other teachers' lessons. Lesson plans will be assessed, classroom instruction will be monitored to ensure implementation of critical thinking skills, and meetings will be held three times a month to maintain consistency among faculty.

**Person Responsible**

Vasiliki Moysidis

**Schedule**

Biweekly, from 9/1/2014 to 6/4/2015

**Evidence of Completion**

Lesson plans, assessments, student data

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7**

Student data will be monitored through interim assessment results, FAIR results and teacher-made assessments in order to ensure effective teaching and learning is taking place within the classroom.

**Person Responsible**

Gina Licciardi


**Schedule**

Monthly, from 9/1/2014 to 6/4/2015


**Evidence of Completion**

Interim Assessments, FAIR, teacher-made assessments, lesson plans

**G1.B2** Limited time and resources have prevented an increased usage of differentiated instruction during class time and enrichment opportunities at varied rates of comprehension. The 2014 Reading FCAT reveals that 73% of ELLs met AMO. The 2014 Reading FCAT reveals that 94% of Hispanic students met AMO. The target for 2015 FSA Reading is a proficiency level of 96%. **2**

 B105769

**G1.B2.S1** For remedial reading, in place of the suggested program, Voyager, AMC has implemented a program designed around research-based materials and teacher-generated curriculum, including the Common Core Support Coach by Triumph Learning. **4**

 S118002

### **Strategy Rationale**

The AMC-implemented program has been very successful thus far, as evidenced by the 85% Learning Gains in the lowest quartile for the 2013-2014 FCAT Reading 2.0 Exam.

### **Action Step 1 **5****

Students will be pulled out for additional instruction time in the area of Reading, including fluency, comprehension, phonics, and vocabulary in order to bolster their levels of understanding in their core subjects. Students will be able to read fluently, understand with 80% comprehension, create objective summaries, and demonstrate how to cite evidence from text effectively.

#### **Person Responsible**

Gina Licciardi

#### **Schedule**

Daily, from 8/18/2014 to 6/4/2015

#### **Evidence of Completion**

Baseline test, progress monitoring assessments per chapter, FAIR, FSA

### **Plan to Monitor Fidelity of Implementation of G1.B2.S1 **6****

Monitor classroom sessions to ensure effective instruction is given and study data from progress monitoring assessments and FAIR.

#### **Person Responsible**

Vasiliki Moysidis

#### **Schedule**

Monthly, from 8/18/2014 to 6/4/2015

#### **Evidence of Completion**

Assessment data from FAIR, lesson plans, Progress monitoring assessments, Baseline, Interim Assessments

**Plan to Monitor Effectiveness of Implementation of G1.B2.S1** 7

Track student progress using data from assessments given per lesson. Data will be used to determine fidelity.

**Person Responsible**

Vasiliki Moysidis


**Schedule**

Monthly, from 8/18/2014 to 6/4/2015

***Evidence of Completion***

Interim Assessments, FAIR

**G1.B3** On the 2014 FCAT Mathematics exam, 89% of Hispanic students scored proficiency. For the 11% of Hispanic students that did not make AMO, the area of deficiency is Number: operations, problem and statistics. On the 2014 FCAT Mathematics exam, 87% of Economically Disadvantaged students made AMO. The 13% of ED students that did not make AMO had an area of deficiency in Number: operations, problem and statistics. **2**

 B106674

**G1.B3.S1** Provide the opportunities for students to add, subtract, multiply, and divide fractions and perform operations with rational bases and whole number exponents including solving problems in Statistics in everyday contexts with workbooks like Buckledown. Implement problem solving opportunities in the classroom in order to increase student productivity. Attend professional development opportunities that increase Common Core implementation. **4**

 S118003

### **Strategy Rationale**

By implementing more opportunities for students to demonstrate competency, teachers will enhance student learning in their areas of weakness.

### **Action Step 1** **5**

Students will demonstrate the ability to perform equations and operations accurately during class time. They will prove their equations on the board, citing evidence from their paper/problems. They will use prerecorded lessons on Archie website to study and enhance comprehension, in addition to attending Intensive Mathematics classes for those students who did not achieve proficiency on the 2014 FCAT 2.0 Mathematics exam.

#### **Person Responsible**

Rhodia Constantinidou

#### **Schedule**

Biweekly, from 8/18/2014 to 6/4/2015

#### **Evidence of Completion**

Data reports

**Plan to Monitor Fidelity of Implementation of G1.B3.S1 6**

By reviewing formative bi-weekly assessment data reports to ensure progress is being made and adjust instruction as needed. Conduct grade level meetings to obtain teacher feedback on effectiveness of strategy.

**Person Responsible**

Rhodia Constantinidou

**Schedule**

Monthly, from 8/18/2014 to 6/4/2015

***Evidence of Completion***

Formative: Bi-weekly assessments; District interim data reports; Student authentic work  
Summative: Results from 2014 FSA Mathematics Assessment.

**Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7**

By observing classroom instruction and monitoring data.

**Person Responsible**

Vasiliki Moysidis


**Schedule**

Every 6 Weeks, from 8/18/2014 to 6/4/2015


***Evidence of Completion***

Student data, lesson plans, Interim Assessments

**G1.B4** On the FCAT 2.0 2014 Science exam, 69% of eighth grade students scored at levels 4-5 on the exam with 89% proficient overall. More enrichment activities need to be provided to engage students in learning at the higher levels to increase this percentage on the 2015 FSA Exam. 2

 B130282

**G1.B4.S1** Enrichment opportunities and more STEM-centered activities will be provided through classroom instruction and extracurricular opportunities to participate in SECME, Science Olympiad and Science Bowl. Explicit instruction in the scientific method, problem-solving skills in Physics, and problem-approach as it relates to Chemistry. Expose students to how surroundings function together to create the biosphere, and internal mechanisms and their functions within the human body. 4

 S142316

### Strategy Rationale

By providing more opportunities for hands-on learning, enrichment opportunities, and connections to the real-world, teachers will enhance student learning, engage them in the curriculum, and make it relevant to real life.

### Action Step 1 5

Students will demonstrate improvement on Interim Assessments, from the Fall to Winter to Spring Interim Assessments, proving their comprehension of science concepts. They will analyze different media in class, textbook, power points, and lecture notes, and synthesize the information into learning opportunities, like the science fair projects.

#### Person Responsible

Sarah Grattan

#### Schedule

On 10/21/2014

#### Evidence of Completion

Student performance data, Interim Assessment results

### Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Science department will meet to discuss effectiveness of instructional strategies, science department chair will monitor lesson plans and tests to ensure implementation of the scope and sequence for the year, and science teachers will observe each other's lessons/classroom teaching to monitor student performance and comprehension.

#### Person Responsible

Sarah Grattan

#### Schedule

On 10/21/2014

#### Evidence of Completion

Lesson Plans, Teacher-Made Tests, Classroom Observations

## Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Administration will work closely with the Science Department Chair to discuss the effectiveness of classroom instruction in the science department. Monitor lessons, analyze student data, and observe classroom instruction.

### Person Responsible

Vasiliki Moysidis

### Schedule

On 10/21/2014

### Evidence of Completion

Lesson plans, student data, Classroom observations

**G1.B5** On the 2014 Civics EOC, 87% of seventh grade students scored at the High Third, while 13% scored at the Middle Third. More enrichment activities need to be provided to engage students in learning at the higher levels to increase this percentage on the 2015 EOC Exam. 2

 B130285

**G1.B5.S1** Teachers will enhance students' critical thinking skills for the Civics EOC exam, by exposing the students to print-rich media, the Civics textbook, articles on government and Supreme Court cases, and any supplemental information necessary to challenge them to improve. 4

 S142610

### Strategy Rationale

By engaging students' critical thinking and background information on areas involving government and Civics-related topics, students will not only improve their performance on the EOC exam, but will also understand the importance of the role government plays within their own lives.

## Action Step 1 5

Students will read and understand different types of texts, including articles, textbook materials, supplementary materials, and videos that will enhance their understanding of the role of government at a federal and state level, providing proof of comprehension by supporting their answers with evidence-based information.

### Person Responsible

Dario Prepelitchi

### Schedule

On 10/21/2014

### Evidence of Completion

Objective summaries, classroom activities, teacher-made tests



**Plan to Monitor Fidelity of Implementation of G1.B5.S1** 6

Social Studies Department chair will observe and monitor classroom performance of students, teacher instructional strategies and content, and will collaborate on tests and scope and sequence for the year, to ensure the effective implementation of the standards on the Civics EOC.

**Person Responsible**

Dario Prepelitchi

**Schedule**

On 10/21/2014

***Evidence of Completion***

Lesson plans, teacher-made tests, student data

**Plan to Monitor Effectiveness of Implementation of G1.B5.S1** 7

Social Studies department, along with the Humanities Department, will meet to discuss student data of interim assessment results and student performance in class to ensure comprehension and the meeting of the standards.

**Person Responsible**

Gina Licciardi

**Schedule**

On 10/21/2014

***Evidence of Completion***

Interim Assessment data, lesson plans, student data

**G2.** When students display a weakness in attendance, behavior, passing rates, or standardized test performance, intervention strategies will be put in place to support those students and bring them up to grade-level appropriate tasks, including Intensive Reading and Intensive Math classes during the school day. 1

G043367

**G2.B1** Limited time and resources have prevented an increased usage of differentiated instruction during class time and enrichment opportunities at varied rates of comprehension. The 2014 Reading FCAT reveals that 73% of ELLs met AMO. The 2014 Reading FCAT reveals that 94% of Hispanic students met AMO. The target for 2015 FSA Reading is a proficiency level of 96%. 2

B106289

**G2.B1.S1** For remedial reading, in place of the suggested program, Voyager, AMC has implemented a program designed around research-based materials and teacher-generated curriculum, including the Common Core Support Coach by Triumph Learning. 4

S117594

### Strategy Rationale

The AMC-implemented program has been very successful thus far, as evidenced by the 85% Learning Gains in the lowest quartile for the 2013-2014 FCAT Reading 2.0 Exam.

### Action Step 1 5

Students will be pulled out for additional instruction time in the area of Reading, including fluency, comprehension, phonics, and vocabulary in order to bolster their levels of understanding in their core subjects.

#### Person Responsible

Gina Licciardi

#### Schedule

Daily, from 8/25/2014 to 6/4/2015

#### Evidence of Completion

Baseline test, progress monitoring assessments per chapter, FAIR, FSA

**Plan to Monitor Fidelity of Implementation of G2.B1.S1 6**

Monitor classroom sessions to ensure effective instruction is given and study data from progress monitoring assessments and FAIR.

**Person Responsible**

Vasiliki Moysidis

**Schedule**

Biweekly, from 8/25/2014 to 6/4/2015

***Evidence of Completion***

Assessment data from FAIR, lesson plans, Progress monitoring assessments, Baseline, Interim Assessments

**Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7**

Track student progress using data from assessments given per lesson. Data will be used to determine fidelity.

**Person Responsible**

Vasiliki Moysidis


**Schedule**

Biweekly, from 8/25/2014 to 6/5/2015


***Evidence of Completion***

Interim Assessments, FAIR

**G2.B2** On the 2014 FCAT Mathematics exam, 89% of Hispanic students scored proficiency. For the 11% of Hispanic students that did not make AMO, the area of deficiency is Number: operations, problem and statistics. On the 2014 FCAT Mathematics exam, 87% of Economically Disadvantaged students made AMO. The 13% of ED students that did not make AMO had an area of deficiency in Number: operations, problem and statistics. **2**

 B106290

**G2.B2.S1** Provide the opportunities for students to add, subtract, multiply, and divide fractions and perform operations with rational bases and whole number exponents including solving problems in Statistics in everyday contexts with workbooks like Buckledown. Implement problem solving opportunities in the classroom in order to increase student productivity. Attend professional development opportunities that increase Common Core implementation. **4**

 S117998

### Strategy Rationale

By implementing more opportunities for students to demonstrate competency, teachers will enhance student learning in their areas of weakness.

### Action Step 1 **5**

By reviewing formative bi-weekly assessment data reports to ensure progress is being made and adjust instruction as needed.

#### **Person Responsible**

Rhodia Constantinidou

#### **Schedule**

Biweekly, from 9/7/2014 to 9/7/2014

#### **Evidence of Completion**

Data reports

### Plan to Monitor Fidelity of Implementation of G2.B2.S1 **6**

Conduct grade level meetings to obtain teacher feedback on effectiveness of strategy.

#### **Person Responsible**

Rhodia Constantinidou

#### **Schedule**

Monthly, from 9/7/2014 to 9/7/2014

#### **Evidence of Completion**

Formative: Bi-weekly assessments; District interim data reports; Student authentic work  
Summative: Results from 2014 FSA Mathematics Assessment.

**Plan to Monitor Effectiveness of Implementation of G2.B2.S1** 7

By observing classroom instruction and monitoring data.

**Person Responsible**

Vasiliki Moysidis


**Schedule**

Every 2 Months, from 9/7/2014 to 9/7/2014


**Evidence of Completion**

Student data, lesson plans, Interim Assessments

**G2.B3** In the 2013-2014 school year, 4% of students missed more than 10% of instructional time. 2

 B106671

**G2.B3.S1** Hold parent seminars / workshop to inform them on the curriculum and the importance of attending school and being on time, monitoring student homework, and communicating with the school about student issues. 4

 S117999

**Strategy Rationale**

By informing parents about the importance of school attendance, stressing how to better address student needs and provide learning opportunities at home, student needs will be met on a whole-scale level instead of just at school.

**Action Step 1** 5

Principal and attendance officer will use the Attendance log and Late arrivals sign-in sheet to monitor progress; student grades and report cards will be monitored for failure and borderline students.

**Person Responsible**

Ruth Bouliakis

**Schedule**

Monthly, from 9/7/2014 to 9/7/2014

**Evidence of Completion**

Attendance log; electronic gradebook

**Plan to Monitor Fidelity of Implementation of G2.B3.S1** 6

Principal and attendance officer will use the Attendance log and Late arrivals sign-in sheet to monitor progress; student grades and report cards will be monitored for failure and borderline students.

**Person Responsible**

Vasiliki Moysidis

**Schedule**

Monthly, from 9/7/2014 to 6/4/2015

***Evidence of Completion***

Attendance log; electronic gradebook

**Plan to Monitor Effectiveness of Implementation of G2.B3.S1** 7

Principal and attendance officer will use the Attendance log and Late arrivals sign-in sheet to monitor progress; student grades and report cards will be monitored for failure and borderline students. Attention will be paid to the correlation between grades and attendance, monitoring the change/improvement after parent meetings.

**Person Responsible**

Vasiliki Moysidis

**Schedule**

Quarterly, from 9/1/2014 to 6/4/2015

***Evidence of Completion***

Student grades; electronic grade book; attendance log

**G2.B4** For the 2013-2014 school year, 4% of students have received two or more behavioral referrals. 2

B130287

**G2.B4.S1** Administration will meet with problematic students, their families and faculty members to discuss effective strategies for improvement 4

S142307

### Strategy Rationale

In order to stop behavioral issues early, AMC staff meets regularly and discusses problems at faculty meetings to catch the problem, address it accordingly and consistently across the grade and subject-levels in order to have better results.

### Action Step 1 5

Students will meet with parents and their teachers early in the year, and periodically to ensure improvement in core subject areas and behavior.

#### Person Responsible

Gina Licciardi

#### Schedule

On 10/21/2014

#### Evidence of Completion

Teacher-made records for behavior, conduct grades

### Plan to Monitor Fidelity of Implementation of G2.B4.S1 6

Administration will monitor student behavior through observations of various classes in which the student participates to ensure improved behavior. Also, teachers communicate to ensure any classroom issues on a weekly basis.

#### Person Responsible

Vasiliki Moysidis

#### Schedule

On 10/21/2014

#### Evidence of Completion

Student conduct, observations

**Plan to Monitor Effectiveness of Implementation of G2.B4.S1** 7

Administration will discuss in faculty meetings with AMC staff the behavior and student issues, monitor student conduct grades, and observe classes to ensure improvement. Teachers will communicate as a staff to discuss issues and classroom management strategies that could work for the students in question.

**Person Responsible**

Vasiliki Moysidis

**Schedule**


On 10/21/2014

***Evidence of Completion***


Student conduct, lesson plans, faculty meeting minutes



**G2.B5** Students who arrive late to school and are often absent experience difficulty concentrating in class and keeping up with instruction. There have been some students to fail a mathematics and/or a Language Arts course. **2**

 B130288

**G2.B5.S1** There will be increased classroom management training in order to establish a focused classroom environment with increased rigor. There will be an increase in the number of grade-level and content-specific meetings to address meeting the needs of failing students and communicating strategies and methods that work in other classes. By communicating more often and putting into place intensive reading and intensive mathematics courses during the day, the needs of these students will be met in a small group environment with slower pacing. Also, increased parent communication with teachers to provide improvement in at-home learning. **4**

 S142305

### **Strategy Rationale**

In order to benefit all students, students who struggle must be brought up to pace with regular students without affecting general instruction time, so those students will be placed in Intensive Reading or Intensive Mathematics in order to fill in the gaps and facilitate meeting student comprehension.

### **Action Step 1 **5****

Students will participate in Intensive Reading and Intensive Mathematics classes in order to bridge the gaps in comprehension and demonstrate growth on progress monitoring assessments and interim assessment data.

#### **Person Responsible**

Gina Licciardi

#### **Schedule**

On 6/4/2015

#### **Evidence of Completion**

Progress Monitoring Data; Interim Assessments; Teacher-made tests

**Plan to Monitor Fidelity of Implementation of G2.B5.S1** 6

Administration will work closely with Intensive Reading and Mathematics teachers to analyze data, adjust instruction, increase comprehension of students, and ensure implementation of instructional strategies by looking at lesson plans and student data, and by holding department level and grade-level meetings to discuss the results as a faculty.

**Person Responsible**

Vasiliki Moysidis

**Schedule**

On 6/4/2015

***Evidence of Completion***

Lesson plans, student data, department/grade-level meeting minutes

**Plan to Monitor Effectiveness of Implementation of G2.B5.S1** 7

AMC faculty will meet at grade-level meetings to discuss the results of student data, along with department heads and administration, to analyze whether data shows evidence of successful intervention strategies.

**Person Responsible**

Vasiliki Moysidis

**Schedule**

On 10/21/2014

***Evidence of Completion***

Student data

**G3.** For the 2013-2014 school year, 40% of students have participated in STEM courses. The goal is to increase the involvement to 42% in the 2014-2015 school year through explicit instruction in Science and Technology. Experiences include Science Olympiad, Brain Bowl, and SECME competitions. Science teachers will work closely with students, creating opportunities for STEM instruction during and outside of class. 1

G037090

**G3.B1** It is challenging to find time in addition to the rigorous curriculum to address the competitions. Therefore, participation has dwindled due to lack of student time. 2

B089049

**G3.B1.S1** Provide classroom and afterschool opportunities for students to design and develop science and engineering projects to increase scientific thinking, and the development and discussion of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design. (i.e., Science Fair, SECME, Fairchild Challenge, and Science Olympiad). Practice scientific principles and process skills using workbooks like Buckledown. . Identify students scoring below 4 or 5 on the FCAT 2.0 Science and mentor these students in the development of independent experimental or engineering projects like VEX Robotics. Provide enrichment opportunities, such as Science Olympiad and Science Fair to challenge students and push them to succeed. 4

S099679

### Strategy Rationale

Increased opportunities for application strengthen student interest and student understanding of the content area of Science. In addition, it provides real-world scenarios in which to apply scientific data to daily life and the future.

### Action Step 1 5

STEM-focused students will work before, during, and after school to participate in Science Bowl, Science Olympiad, and SECME competitions, working on their projects to ensure the maximum amount of content covered.

#### Person Responsible

Patricio Mendez

#### Schedule

Biweekly, from 8/25/2014 to 6/5/2015

#### Evidence of Completion

Student ranking in competitions; state ranking

**Plan to Monitor Fidelity of Implementation of G3.B1.S1 6**

Science teachers will meet to discuss ways to enhance science instruction for competitions. Content area meetings will be held to ensure implementation of consistent curriculum across grade levels and sections. The Science Leadership Team will meet to discuss results of after school workshops and competitions.

**Person Responsible**

Sarah Grattan

**Schedule**

Monthly, from 8/21/2014 to 6/5/2015

**Evidence of Completion**

Competition results

**Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7**

By monitoring student progress in projects and competitions, science teachers will determine correct mode of individual attention and group attention.

**Person Responsible**

Patricio Mendez

**Schedule**

Every 6 Weeks, from 8/25/2014 to 6/4/2015

**Evidence of Completion**

Student results in competitions

**G4.** Parent involvement in school functions will be increased and communication will support enhanced parent-student communication/assistance at home in order to increase student success rate. 1

G043517

**G4.B1** According to the data, many of the parents did not complete the required amount of volunteer hours. 2

B106673

**G4.B1.S1** Provide opportunities for the parents to complete the volunteer hours and inform parents about the completed hours by providing an electronic report each grading period. By providing more opportunities for participation in events, more parents will become involved. Closely monitor parental involvement through the log and actively communicate through the archie website to inform parents of more volunteer opportunities. Provide opportunities for training workshops in which teachers and parents can work together to create positive learning situations for students. 4

S118000

### Strategy Rationale

By increasing communication with parents, the school increases its effectiveness, thus strengthening student achievement.

### Action Step 1 5

Monitor the hours through the electronic site of the school Archie.

#### Person Responsible

Ruth Bouliakis

#### Schedule

Monthly, from 9/1/2014 to 6/4/2015

#### Evidence of Completion

Archie hourly log; volunteer hours log

### Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Work closely with PTO to increase parent communication; post consistently on the Archimedean website, including the weekly newsletter, to encourage more volunteer hours and parental involvement in school functions.

#### Person Responsible

#### Schedule

Every 2 Months, from 9/1/2014 to 6/4/2015

#### Evidence of Completion

Volunteer hour log

**Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7**

Discuss in PTO meetings the level of parental involvement.

**Person Responsible**

Vasiliki Moysidis

**Schedule**

On 6/4/2015

**Evidence of Completion**

Volunteer hour log; Archie website sign-in

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B1.S1.A1	STEM-focused students will work before, during, and after school to participate in Science Bowl, Science Olympiad, and SECME competitions, working on their projects to ensure the maximum amount of content covered.	Mendez, Patricio	8/25/2014	Student ranking in competitions; state ranking	6/5/2015 biweekly
G2.B1.S1.A1	Students will be pulled out for additional instruction time in the area of Reading, including fluency, comprehension, phonics, and vocabulary in order to bolster their levels of understanding in their core subjects.	Licciardi, Gina	8/25/2014	Baseline test, progress monitoring assessments per chapter, FAIR, FSA	6/4/2015 daily
G2.B2.S1.A1	By reviewing formative bi-weekly assessment data reports to ensure progress is being made and adjust instruction as needed.	Constantinidou, Rhodia	9/7/2014	Data reports	9/7/2014 biweekly
G2.B3.S1.A1	Principal and attendance officer will use the Attendance log and Late arrivals sign-in sheet to monitor progress; student grades and report cards will be monitored for failure and borderline students.	Bouliakis, Ruth	9/7/2014	Attendance log; electronic gradebook	9/7/2014 monthly
G4.B1.S1.A1	Monitor the hours through the electronic site of the school Archie.	Bouliakis, Ruth	9/1/2014	Archie hourly log; volunteer hours log	6/4/2015 monthly
G1.B1.S1.A1	Students will address mentor texts in the classroom, challenging their critical thinking. They will produce objective summaries of challenging texts and demonstrate the use of grade-level vocabulary, various writing styles, and spelling. By ensuring that teachers include more mentor texts and enrichment activities for the students, the department head will make sure that students are challenged to become critical thinkers and use materials to show mastery.	Licciardi, Gina	8/18/2014	Teacher-created assessments evidencing research and reference skills; Interim Assessments.	6/4/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B2.S1.A1	Students will be pulled out for additional instruction time in the area of Reading, including fluency, comprehension, phonics, and vocabulary in order to bolster their levels of understanding in their core subjects. Students will be able to read fluently, understand with 80% comprehension, create objective summaries, and demonstrate how to cite evidence from text effectively.	Licciardi, Gina	8/18/2014	Baseline test, progress monitoring assessments per chapter, FAIR, FSA	6/4/2015 daily
G1.B3.S1.A1	Students will demonstrate the ability to perform equations and operations accurately during class time. They will prove their equations on the board, citing evidence from their paper/problems. They will use prerecorded lessons on Archie website to study and enhance comprehension, in addition to attending Intensive Mathematics classes for those students who did not achieve proficiency on the 2014 FCAT 2.0 Mathematics exam.	Constantinidou, Rhodia	8/18/2014	Data reports	6/4/2015 biweekly
G2.B5.S1.A1	Students will participate in Intensive Reading and Intensive Mathematics classes in order to bridge the gaps in comprehension and demonstrate growth on progress monitoring assessments and interim assessment data.	Licciardi, Gina	8/18/2014	Progress Monitoring Data; Interim Assessments; Teacher-made tests	6/4/2015 one-time
G2.B4.S1.A1	Students will meet with parents and their teachers early in the year, and periodically to ensure improvement in core subject areas and behavior.	Licciardi, Gina	8/18/2014	Teacher-made records for behavior, conduct grades	10/21/2014 one-time
G1.B4.S1.A1	Students will demonstrate improvement on Interim Assessments, from the Fall to Winter to Spring Interim Assessments, proving their comprehension of science concepts. They will analyze different media in class, textbook, power points, and lecture notes, and synthesize the information into learning opportunities, like the science fair projects.	Grattan, Sarah	10/21/2014	Student performance data, Interim Assessment results	10/21/2014 one-time
G1.B5.S1.A1	Students will read and understand different types of texts, including articles, textbook materials, supplementary materials, and videos that will enhance their understanding of the role of government at a federal and state level, providing proof of comprehension by supporting their answers with evidence-based information.	Prepelitchi, Dario	10/21/2014	Objective summaries, classroom activities, teacher-made tests	10/21/2014 one-time
G1.MA1	Administration will hold faculty meetings to discuss student data, lesson plans, effective classroom instruction, and useful strategies in order to ensure enrichment activities are being used in the class, classes are being held accordingly, and student learning is taking place. By closely working with the staff, the principal ensures constant communication regarding student	Moysidis, Vasiliki	8/18/2014	Student data; lesson plans; interim assessments, FAIR, teacher-made tests	6/4/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	welfare takes place, addressing the basic needs of all students, including challenging the advanced learners and supporting the struggling learners.				
G1.B1.S1.MA1	Student data will be monitored through interim assessment results, FAIR results and teacher-made assessments in order to ensure effective teaching and learning is taking place within the classroom.	Licciardi, Gina	9/1/2014	Interim Assessments, FAIR, teacher-made assessments, lesson plans	6/4/2015 monthly
G1.B1.S1.MA1	In order to accomplish this goal, AMC teachers will be using the web-based program for lesson-planning, a program that is accessible to all faculty members, through which they can stay connected to other teachers' lessons. Lesson plans will be assessed, classroom instruction will be monitored to ensure implementation of critical thinking skills, and meetings will be held three times a month to maintain consistency among faculty.	Moysidis, Vasiliki	9/1/2014	Lesson plans, assessments, student data	6/4/2015 biweekly
G1.B2.S1.MA1	Track student progress using data from assessments given per lesson. Data will be used to determine fidelity.	Moysidis, Vasiliki	8/18/2014	Interim Assessments, FAIR	6/4/2015 monthly
G1.B2.S1.MA1	Monitor classroom sessions to ensure effective instruction is given and study data from progress monitoring assessments and FAIR.	Moysidis, Vasiliki	8/18/2014	Assessment data from FAIR, lesson plans, Progress monitoring assessments, Baseline, Interim Assessments	6/4/2015 monthly
G1.B3.S1.MA1	By observing classroom instruction and monitoring data.	Moysidis, Vasiliki	8/18/2014	Student data, lesson plans, Interim Assessments	6/4/2015 every-6-weeks
G1.B3.S1.MA1	By reviewing formative bi-weekly assessment data reports to ensure progress is being made and adjust instruction as needed. Conduct grade level meetings to obtain teacher feedback on effectiveness of strategy.	Constantinidou, Rhodia	8/18/2014	Formative: Bi-weekly assessments; District interim data reports; Student authentic work Summative: Results from 2014 FSA Mathematics Assessment.	6/4/2015 monthly
G1.B4.S1.MA1	Administration will work closely with the Science Department Chair to discuss the effectiveness of classroom instruction in the science department. Monitor lessons, analyze student data, and observe classroom instruction.	Moysidis, Vasiliki	10/21/2014	Lesson plans, student data, Classroom observations	10/21/2014 one-time
G1.B4.S1.MA1	Science department will meet to discuss effectiveness of instructional strategies, science department chair will monitor lesson plans and tests to ensure implementation of the scope and sequence for the year, and science teachers will observe each other's lessons/classroom teaching to monitor student performance and comprehension.	Grattan, Sarah	10/21/2014	Lesson Plans, Teacher-Made Tests, Classroom Observations	10/21/2014 one-time
G1.B5.S1.MA1	Social Studies department, along with the Humanities Department, will meet to discuss student data of interim assessment results and student performance in class to ensure comprehension and the meeting of the standards.	Licciardi, Gina	10/21/2014	Interim Assessment data, lesson plans, student data	10/21/2014 one-time
G1.B5.S1.MA1	Social Studies Department chair will observe and monitor classroom performance of students, teacher	Prepelitchi, Dario	10/21/2014	Lesson plans, teacher-made tests, student data	10/21/2014 one-time



Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	instructional strategies and content, and will collaborate on tests and scope and sequence for the year, to ensure the effective implementation of the standards on the Civics EOC.				
G2.MA1	Student data will be monitored to ensure Intensive instruction is effective; FAIR results and Interim Assessments will be closely studied to enhance teacher instruction. Grade level meetings and department meetings will be held to address the areas of concern, in order to encourage student achievement in Reading, Attendance, and Mathematics.	Moysidis, Vasiliki	9/2/2014	Student data; interim assessments; teacher-made tests, FAIR, Attendance log; lesson plans	6/4/2015 semiannually
G2.B1.S1.MA1	Track student progress using data from assessments given per lesson. Data will be used to determine fidelity.	Moysidis, Vasiliki	8/25/2014	Interim Assessments, FAIR	6/5/2015 biweekly
G2.B1.S1.MA1	Monitor classroom sessions to ensure effective instruction is given and study data from progress monitoring assessments and FAIR.	Moysidis, Vasiliki	8/25/2014	Assessment data from FAIR, lesson plans, Progress monitoring assessments, Baseline, Interim Assessments	6/4/2015 biweekly
G2.B2.S1.MA1	By observing classroom instruction and monitoring data.	Moysidis, Vasiliki	9/7/2014	Student data, lesson plans, Interim Assessments	9/7/2014 every-2-months
G2.B2.S1.MA1	Conduct grade level meetings to obtain teacher feedback on effectiveness of strategy.	Constantinidou, Rhodia	9/7/2014	Formative: Bi-weekly assessments; District interim data reports; Student authentic work Summative: Results from 2014 FSA Mathematics Assessment.	9/7/2014 monthly
G2.B3.S1.MA1	Principal and attendance officer will use the Attendance log and Late arrivals sign-in sheet to monitor progress; student grades and report cards will be monitored for failure and borderline students. Attention will be paid to the correlation between grades and attendance, monitoring the change/improvement after parent meetings.	Moysidis, Vasiliki	9/1/2014	Student grades; electronic grade book; attendance log	6/4/2015 quarterly
G2.B3.S1.MA1	Principal and attendance officer will use the Attendance log and Late arrivals sign-in sheet to monitor progress; student grades and report cards will be monitored for failure and borderline students.	Moysidis, Vasiliki	9/7/2014	Attendance log; electronic gradebook	6/4/2015 monthly
G2.B5.S1.MA1	AMC faculty will meet at grade-level meetings to discuss the results of student data, along with department heads and administration, to analyze whether data shows evidence of successful intervention strategies.	Moysidis, Vasiliki	8/25/2014	Student data	10/21/2014 one-time
G2.B5.S1.MA1	Administration will work closely with Intensive Reading and Mathematics teachers to analyze data, adjust instruction, increase comprehension of students, and ensure implementation of instructional strategies by looking at lesson plans and student data, and by holding department level and grade-level meetings to discuss the results as a faculty.	Moysidis, Vasiliki	8/18/2014	Lesson plans, student data, department/grade-level meeting minutes	6/4/2015 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B4.S1.MA1	Administration will discuss in faculty meetings with AMC staff the behavior and student issues, monitor student conduct grades, and observe classes to ensure improvement. Teachers will communicate as a staff to discuss issues and classroom management strategies that could work for the students in question.	Moysidis, Vasiliki	10/21/2014	Student conduct, lesson plans, faculty meeting minutes	10/21/2014 one-time
G2.B4.S1.MA1	Administration will monitor student behavior through observations of various classes in which the student participates to ensure improved behavior. Also, teachers communicate to ensure any classroom issues on a weekly basis.	Moysidis, Vasiliki	10/21/2014	Student conduct, observations	10/21/2014 one-time
G3.MA1	Monitoring student workshops after school and discussing with students the level of comprehension and progress towards projects and goals.	Moysidis, Vasiliki	8/27/2014	Student projects	6/5/2015 quarterly
G3.B1.S1.MA1	By monitoring student progress in projects and competitions, science teachers will determine correct mode of individual attention and group attention.	Mendez, Patricio	8/25/2014	Student results in competitions	6/4/2015 every-6-weeks
G3.B1.S1.MA1	Science teachers will meet to discuss ways to enhance science instruction for competitions. Content area meetings will be held to ensure implementation of consistent curriculum across grade levels and sections. The Science Leadership Team will meet to discuss results of after school workshops and competitions.	Grattan, Sarah	8/21/2014	Competition results	6/5/2015 monthly
G4.MA1	Through the volunteer hour log and the school functions, including the Gala and Greek Night, data will be collected to ensure parent involvement in school functions. In addition, the PTO will monitor parent involvement.	Moysidis, Vasiliki	9/1/2014	Volunteer hour log; sign-in sheets; Archie website	6/4/2015 every-6-weeks
G4.B1.S1.MA1	Discuss in PTO meetings the level of parental involvement.	Moysidis, Vasiliki	9/7/2014	Volunteer hour log; Archie website sign-in	6/4/2015 one-time
G4.B1.S1.MA1	Work closely with PTO to increase parent communication; post consistently on the Archimedean website, including the weekly newsletter, to encourage more volunteer hours and parental involvement in school functions.		9/1/2014	Volunteer hour log	6/4/2015 every-2-months

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

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

**G1.** In order to strengthen student performance, there will be an increased emphasis on evidence-based writing and reading across the core curriculum content areas, including the opportunity for enrichment activities.

**G1.B2** Limited time and resources have prevented an increased usage of differentiated instruction during class time and enrichment opportunities at varied rates of comprehension. The 2014 Reading FCAT reveals that 73% of ELLs met AMO. The 2014 Reading FCAT reveals that 94% of Hispanic students met AMO. The target for 2015 FSA Reading is a proficiency level of 96%.

**G1.B2.S1** For remedial reading, in place of the suggested program, Voyager, AMC has implemented a program designed around research-based materials and teacher-generated curriculum, including the Common Core Support Coach by Triumph Learning.

### PD Opportunity 1

Students will be pulled out for additional instruction time in the area of Reading, including fluency, comprehension, phonics, and vocabulary in order to bolster their levels of understanding in their core subjects. Students will be able to read fluently, understand with 80% comprehension, create objective summaries, and demonstrate how to cite evidence from text effectively.

#### Facilitator

Gina Licciardi/In-House Professional Development

#### Participants

AMC faculty

#### Schedule

Daily, from 8/18/2014 to 6/4/2015

**G3.** For the 2013-2014 school year, 40% of students have participated in STEM courses. The goal is to increase the involvement to 42% in the 2014-2015 school year through explicit instruction in Science and Technology. Experiences include Science Olympiad, Brain Bowl, and SECME competitions. Science teachers will work closely with students, creating opportunities for STEM instruction during and outside of class.

**G3.B1** It is challenging to find time in addition to the rigorous curriculum to address the competitions. Therefore, participation has dwindled due to lack of student time.

**G3.B1.S1** Provide classroom and afterschool opportunities for students to design and develop science and engineering projects to increase scientific thinking, and the development and discussion of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design. (i.e., Science Fair, SECME, Fairchild Challenge, and Science Olympiad). Practice scientific principles and process skills using workbooks like Buckledown. . Identify students scoring below 4 or 5 on the FCAT 2.0 Science and mentor these students in the development of independent experimental or engineering projects like VEX Robotics. Provide enrichment opportunities, such as Science Olympiad and Science Fair to challenge students and push them to succeed.

### **PD Opportunity 1**

STEM-focused students will work before, during, and after school to participate in Science Bowl, Science Olympiad, and SECME competitions, working on their projects to ensure the maximum amount of content covered.

#### **Facilitator**

District

#### **Participants**

Science teachers

#### **Schedule**

Biweekly, from 8/25/2014 to 6/5/2015

**G4.** Parent involvement in school functions will be increased and communication will support enhanced parent-student communication/assistance at home in order to increase student success rate.

**G4.B1** According to the data, many of the parents did not complete the required amount of volunteer hours.

**G4.B1.S1** Provide opportunities for the parents to complete the volunteer hours and inform parents about the completed hours by providing an electronic report each grading period. By providing more opportunities for participation in events, more parents will become involved. Closely monitor parental involvement through the log and actively communicate through the archie website to inform parents of more volunteer opportunities. Provide opportunities for training workshops in which teachers and parents can work together to create positive learning situations for students.

### **PD Opportunity 1**

Monitor the hours through the electronic site of the school Archie.

#### **Facilitator**

Vasiliki Moysidis/In-House Professional Development

#### **Participants**

AMC Parents

#### **Schedule**

Monthly, from 9/1/2014 to 6/4/2015

## Technical Assistance Items

*Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.*

**G1.** In order to strengthen student performance, there will be an increased emphasis on evidence-based writing and reading across the core curriculum content areas, including the opportunity for enrichment activities.

**G1.B1** Teachers need to increase the explicit instruction of reference and research skills needed for students to become successful in high school and college. More enrichment activities need to be provided to engage students in learning at the higher levels. 96% of AMC students met AMO in Reading on the 2014 FCAT 2.0 Reading Test. Evidence-based writing will be taught explicitly, including cross-curricular content materials.

**G1.B1.S1** The instructional focus will be on students using reciprocal teaching, question-and-answer relationships, graphic organizers, and note-taking skills to practice locating and verifying details to draw conclusions in order to build stronger arguments to support their answers. Students will also examine rubrics and graphic organizers to synthesize information from multiple sources, including reference sources, to establish main idea and comprehension of primary and secondary sources such as those in Prestwick House Latin and Greek workbooks and Buckle down workbooks.

### PD Opportunity 1

Students will address mentor texts in the classroom, challenging their critical thinking. They will produce objective summaries of challenging texts and demonstrate the use of grade-level vocabulary, various writing styles, and spelling. By ensuring that teachers include more mentor texts and enrichment activities for the students, the department head will make sure that students are challenged to become critical thinkers and use materials to show mastery.

#### Facilitator

Patricio Mendez/In-House Professional Development

#### Participants

AMC Faculty

#### Schedule

Weekly, from 8/18/2014 to 6/4/2015

## Budget Rollup

### Summary

Description	Total
<b>Goal 1:</b> In order to strengthen student performance, there will be an increased emphasis on evidence-based writing and reading across the core curriculum content areas, including the opportunity for enrichment activities.	7,350
<b>Goal 2:</b> When students display a weakness in attendance, behavior, passing rates, or standardized test performance, intervention strategies will be put in place to support those students and bring them up to grade-level appropriate tasks, including Intensive Reading and Intensive Math classes during the school day.	1,300
<b>Grand Total</b>	<b>8,650</b>

**Goal 1: In order to strengthen student performance, there will be an increased emphasis on evidence-based writing and reading across the core curriculum content areas, including the opportunity for enrichment activities.**

Description	Source	Total
<b>B1.S1.A1</b> - Prestwick House Latin and Greek Vocabulary Books	General Fund	2,000
<b>B2.S1.A1</b> - Triumph Learning Common Core Coach: English Language Arts workbooks	School Improvement Funds	2,350
<b>B2.S1.A1</b> - Triumph Learning Common Core Coach: Mathematics workbooks	School Improvement Funds	1,500
<b>B3.S1.A1</b> - Triumph Learning Common Core Coach: Mathematics workbooks	School Improvement Funds	1,500
<b>Total Goal 1</b>		<b>7,350</b>

**Goal 2: When students display a weakness in attendance, behavior, passing rates, or standardized test performance, intervention strategies will be put in place to support those students and bring them up to grade-level appropriate tasks, including Intensive Reading and Intensive Math classes during the school day.**

Description	Source	Total
<b>B1.S1.A1</b> - Triumph Learning: Common Core Support Coach: Reading Comprehension	School Improvement Funds	1,300
<b>Total Goal 2</b>		<b>1,300</b>