

Archimedean Academy

12425 SW 72ND ST, Miami, FL 33183

<http://archimedean.org>

School Demographics

School Type

Elementary

Title I

No

Free/Reduced Price Lunch

47%

Alternative/ESE Center

No

Charter School

Yes

Minority

88%

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>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	24
Goals Summary	24
Goals Detail	24
Action Plan for Improvement	30
Appendix 1: Implementation Timeline	46
Appendix 2: Professional Development and Technical Assistance Outlines	49
Professional Development Opportunities	50
Technical Assistance Items	51
Appendix 3: Budget to Support Goals	52

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	Gayle Sitter
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 Academy is to initiate the young mind to the art of thinking through the teaching of Mathematics, English, and the Greek language. The Founders envision creating a charter school whose main goal is to give its students an excellent education with emphasis in the teaching 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 behind modern science and technology

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 provides 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

Children do not enter school a blank slate. Most have already acquired some cultural and social behaviors, attitudes, and values, usually shaped by parents that will influence their perception of the educational process. The Archimedean Academy has a unique opportunity to authenticate the theory that the small children who play and befriend and celebrate each other in Kindergarten with no respect to color, religion, social, or economic background, will continue to befriend and celebrate each other in college.

Some ways that that the Academy incorporates cultural background and builds relationships are:

- Having literature of all genres available in different languages. This literature included repetitive, pattern, poetry, series, comic, nonfiction, and informational texts.
- Acknowledge holidays and events that are culturally specific (learn the why behind celebrates and make connections)
- Translate all documents sent home to the language of the parent
- Provide opportunities that allow students to interact with those of other cultures whenever possible (grouping)
- School wide cultural events (Multicultural Festival)

- Field trips and classroom speakers are selected so that children are exposed to a wide range of cultures

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

Archimedean Academy believes students should demonstrate respect for themselves and others; take responsibility for their own learning and behavior; and, be ready to learn each school day. The Academy creates an environment that fosters safety and respect by:

- * having teachers act as facilitators of learning, while building a sense of community in the classroom. The teachers guide students in critical thinking, decision- making, problem solving, and self-expression.
- * students being treated as thinking, communicating, individuals.
- * following the Miami-Dade County Public Schools' "Code of Student Conduct" and discussing its content during classroom visits.
- * employing a full time nurse that is available throughout the school day to evaluate illnesses and injuries to students and staff as needed. The nurse also provides preventive care by providing information to parents with regard to diabetes and overall physical wellness.
- * hosting a Morning Assembly once a month, highlighting a monthly character trait and recognizing students that have exemplified positive behaviors.
- * employing full time campus security officers. They are also present at all after school and extra-curricular events.
- * fire drills and lock down are conducted on a regular basis and procedures are continually reviewed. Additionally, the Counselor, Nurse, Assistant Principal and/or the Principal are always available to work with students who may need assistance.

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

The intent of Archimedean Academy is to ensure that students are provide an exemplary education in a safe and orderly manner. The school administration supports all teachers with issues that may arise with student behavior. To this end, however, all Archimedean Academy employees are required to have the following procedures in place:

1. A written guideline or plan of what their rules will be or how they will initiate the rules in their classroom must be prepared for the first day of school.
2. A class discussion about all rules must take place each grading period.
3. Rules must be posted in the classroom.

Teacher/Student Classroom Expectations also include:

1. Teachers should be very definite in the procedures they establish for their students. They should use the first few weeks of school to set the tone for the rest of the school year. They should teach their students to listen and follow the procedures. The instruction will follow.
2. Have things well organized in their classrooms.
3. Include teaching strategies for both auditory and visual learners.
4. Use wait time effectively.
5. When inappropriate behavior occurs, the emphasis should be on determining the cause of the unacceptable behavior or altering those causes, rather than on administering punishments.
6. Staff members should place themselves in a position in order to view the students walking in the halls.
7. In large group performances the classroom teacher should sit with the students in such a way as to have visual control of the group.

Suggestions to remediate offensive behavior:

1. Student/Teacher conferences

2. Student/Teacher/Parent conferences
3. Administration/Student/Teacher conference
4. Daily progress reports
5. Counseling
6. Child Study Team meetings
7. Find a faculty "mentor" for the student

OBJ:

Referral Chain:

1. Teacher conference with student
2. Teacher makes informal contact with parent (documented)
3. Teacher makes formal contact with parent (documented)
4. Student referred to administration
5. Administration contacts parent

The school abides by the Miami-Dade County Public Schools' Code of Student Conduct for Elementary students. This Code of Student Conduct is posted on the Archimedean Academy website for reference.

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

In our efforts to support the social and emotional needs of our students, Archimedean Academy employees a school counselor. The counselor's primary responsibility is to support the success of all students, families and administration by providing a personal, social and emotionally safe climate. The counselor incorporates innovative therapeutic and educational protocols that utilize skills in counseling, coaching, and clinical assessment.

The counselor assists the school in crisis situations such as child abuse, but the majority of the time the counselor works in a preventive mode. Therapy is provide within many forms: group/individual therapy sessions, parenting support, suicide prevention, assimilation to school sessions, and test anxiety to name a few.

When the counselor is not on property, the school administration relies on the Miami Dade County Crisis Hotline for support.

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

Archimedean Academy is never complacent with regard to student success. Every year is an opportunity to improve. The school has implemented several early warning systems to address possible barriers to success:

Attendance: Attendance is monitored by the school registrar. Once a student has accumulated a total of 2 or more absences in secession, the teacher is instructed to contact the parent. Parents are also contacted when students have accumulated more than 3 tardies with a 2 week span. If the situation persist, an administrative meeting is held. Additionally, parents are encouraged to tell the school in advance of impending absences. This gives the school an opportunity to give assignments in advance and work with the family on assignment completion.

Suspensions: A safe and orderly environment is required for optimal learning. Establishing a positive learning environment is done via the following early warning system:

Archimedean Academy

*believes students should demonstrate respect for themselves and others; take responsibility for their own learning and behavior; and, be ready to learn each school day. The Academy creates an environment that fosters safety and respect by:

* having teachers act as facilitators of learning, while building a sense of community in the classroom. The teachers guide students in critical thinking, decision- making, problem solving, and self-expression.

* students being treated as thinking, communicating, individuals.

* following the Miami-Dade County Public Schools' "Code of Student Conduct" and discussing its content during classroom visits.

Parent are encouraged at the beginning of the school year to read The M-DCPS Code of Student Conduct. Disciplinary issues take the form of conflict resolution, talking through issues and natural consequences based on individual student's behavior. Parents will be notified by teachers or by the administration when student behavior warrants this action.

Each classroom teacher has established a list of rules and appropriate consequences for appropriate student management. These rules are communicated to parents. Appropriate behavior and good school work are rewarded with praise and recognition. (re: The First Days of School by H. Wong)

All students enrolled at the Archimedean Academy are assisted and supported in understanding the rules of the school, and what it means to "behave in an appropriate manner."

The Archimedean Academy's A-B-C's of Appropriate School Behavior:

Always walk in the school building.

Be quiet in the halls.

Care for the well-being of others by keeping hands and feet to self.

Each classroom teacher has her/his own rules (no more than 5) in the classroom. Teachers will review these rules the first day, as well as the School rules.

Some of the corrective strategies used to remediate offensive behavior(s) include:

1. Student/Teacher conferences
2. Student/Teacher/Parent conferences
3. Administration/Student/Teacher conference
4. Agenda Sign-Off and/or Daily Progress Report
5. Counseling
6. School Support Team (SST) meetings
7. Finding a "mentor" for the student

Course Failure/ Level 1 on FCAT

Through the implementation of intensive interventions before, during, and after school, as well as small group and differentiated instruction during class, Archimedean Academy has worked diligently with its lower performing populations. The data indicates a need for more intensive intervention with the general population of students and the Advanced/Gifted groups in order to bridge this gap.

The Archimedean Academy believes in immediate and specific interventions. Within grade levels, students are grouped according to academic need and the entire school schedule is developed with interventions in mind. This allows teachers to focus on grouping students according to skill, benchmark, and/or specific need within their classrooms, rather than performance levels. Teachers implement intensive and targeted lessons during class and after school with specific groups of students.

Weekly meetings with grade levels and departments allow for continual monitoring of students' progress. The district's baseline and benchmark exams are given quarterly, and analyzed carefully in such meetings. The data analysis provides demographic information and detailed item analysis. The data from these exams is used to group students and adjust the curriculum every grading period according to student need.

The Response to Intervention model is implemented with all students scoring a 1 on the FCAT. This is done in addition to classroom small group instruction. Due to the small number of students with 1s on assessments, the Rtl Groups are very small leading to a more personalized instructional approach.

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
	K	1	2	3	4	5	
Attendance below 90 percent	0	0	0	0	0	0	
One or more suspensions	3	4	4	5	3	2	21
Course failure in ELA or Math	0	0	2	0	0	0	2
Level 1 on statewide assessment	0	0	0	2	1	3	6

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

Indicator	Grade Level		Total
	3		
Students exhibiting two or more indicators	1		1

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

Although the school has 0% of students below 90% attendance, the school's tardy percentage is a concern. The school works with parents to improve this percentage by:
 Contacting parents immediately if tardy is continual
 Rearranging core subjects so that they are not impacted by tardiness
 Set up car pool arrangement when appropriate.
 Interventions that support behavioral concerns include:
 Allowing all students with suspensions to make up assignments in core subjects.
 Posting of homework and assignments on line for those students not able to attend during the regular school day
 Providing instruction of core subject in detention
 Interventions that support level 1s and failing students include:
 Saturday School beginning in January
 Daily tutoring in ELA and Math
 Small group instruction
 Individualized assignments (both in class and homework)
 Varied sensory instructional delivery
 Instructional Technology to support and enhance curriculum
 Parental Meeting that address home support for ELA and Math

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

Communication between the parents and the school is vital to the success of our students. Parents are encouraged to:

- * notify the school immediately of any specific turn of events and/or family crisis which might affect their child(ren) at school.
- * updates changes in email address, home address, phone numbers, and cell phone numbers as soon as possible.
- * call our school office for an appointment to see a teacher, or administrator, depending on the nature of the concern.
- * daily check, read, and sign off on your child's agenda.

[OBJ]

Conferences and Meetings

- * Teachers are available to meet with parents in pre-scheduled conferences throughout the school year, as needed.
- * Parent meetings are held within the school year to inform parents of testing programs specific to their child(ren)'s grade.
- * An OPEN HOUSE is held within the opening weeks of the new school year. This is an opportunity for parents to meet teachers, view the classrooms, and learn about our academic program.

Written Communication

- * Communication is written by the Principal, and posted on the www.archimedean.org website. Our internet web site is updated continually with current news.
- * Weekly updates are sent home via email by the Principal on Sunday evenings.
- * Each nine-week period, a report card is sent home. Interim Progress Reports monitor students' progress and are sent home approximately four weeks prior to the end of each nine week grading period.

Parental Contact Includes:

- * School faculty and staff developed standard days for emailing information to parents.
- * Email contact developed by all classroom teachers.
- * Master calendar with school events posted on the school's website.
- * Weekly reminders sent by the Principal via email.

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

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

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

Evidence continues to show positive results in addition to convincing statistics that students make superior percentile increases when schools involve families in their educational process. Research shows that academic programs that involve families are directly related to solid and dependable improvement in academics. Students in schools with higher parent percentile engagement make superior increases on state tests than those in schools with lower parental involvement. State and federal laws require that parents be supplied with information and strategies for assisting their children's educational achievement.

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
Simpson, Susan	Principal
Borges, Ana	Teacher, K-12
Briz, Christina	Assistant Principal
Berdebes, Christina	Guidance Counselor
Rodriguez, Adriane	Teacher, ESE
Lorie, Marlene	Teacher, PreK

Duties

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

Tier 1(Leadership Team)

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

Members of the Leadership Team will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization. In addition to those selected, other teachers will be involved when needed to provide information or revise efforts.

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

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

1. Holding regular team meetings where problem solving is the sole focus.
2. Using the four step problem solving process as the basis for goal setting, planning, and program

evaluation during all team meetings that focus on increasing student achievement or behavioral success.

3. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.

Tier 2

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

1. Review OPM data for intervention groups to evaluate group and individual student response.
2. Support interventions where there is not an overall positive group response
3. Select students for SST Tier 3 intervention
4. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention.
5. Gather ongoing progress monitoring for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Susan Simpson	Principal
Christina Briz	Principal
Jazmith Patino	Parent
Lucia Calderin	Parent
Marige Taraboulos	Parent
Vassillis Mavridis	Business/Community
Dorlaine Quintana	Teacher
Mery kordy	Teacher
Sandra Leonard	Teacher
Lourdes Galban	Teacher
Kylie Kishinevsky	Student
Kristie Blanco	Student
Adrienne Lazo	Teacher
Natalie Tomas	Parent
Helen Clausell	Parent
Jodi Vega	Parent

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

The EESAC met on two occasions to review the SIP. The 5/6/14 meeting was preliminary as all testing data from the state had not been released. The final review of the SIP took place at the 9/18/

14 EESAC meeting. Evaluation of 2013-14 SIP by Goal:

Goal 1: 2013 FCAT performance data indicates that all students including Hispanic, White, ELL and ED subgroups did not meet the 2013 annual target. 87% of all students are meeting high standards. The 2013-14 goal was for 93% of the students to meet high standards.(ELA)

Goal Met: Students met goal of 93% meeting high standards

Goal 2: Students' performance data from the 2013 FCAT Writing 2.0 indicates that 68% of the students scored a 3.5 - 6. The 2013-14 goal was to increase this percentage to 71% by increasing the focus on written responses across the curriculum.

Goal Not Met: Students decreased to only 60% meeting high standards

Goal 3: 2013 Mathematics FCAT performance data indicates that all students, including Hispanic, White and ED subgroups did not meet the 2013 annual target. 88% of students met high standards. The 2013-14 goal was for 91% of the students to meet high standards.

Goal Met: Students met goal with 92% of students meeting high standards

Goal 4: On the 2013 Science FCAT 2.0, 57% of the students scored a level 3-5. The goal for 2014 was to increase this percentage to 61%.

Goal Met: Students met goal with 81% of students at level 3 - 5

The SIP met and exceeded 3 of the 4 goals with only one needing improvement.

Development of this school improvement plan

Members of EESAC met informally at the end of the 2013-14 school year and discussed all available data. At that time, brainstorm sessions were held to develop possible strategies that addressed increased achievement.

During the first meeting of the 2014-15 school year, the school reviewed all data and last years SiP. Committees were then formed to work on various components of the 2014-15 SIP. It was then determined that the committees would communicate with each other with regard to their suggestions. Once a draft was developed, it would be presented to the School District for feedback. After this review, final revision would be made by the principal with the committee voting via email approval.

Preparation of the school's annual budget and plan

The schools annual budget is prepared by the School's Board of Directors. This is completed in the summer before school begins. Based on data from the previous school year, the SAC submits to the Board a list of interventions and various items that it has determined will address increases in student achievement. This submission is done via the school administration. The Archimedean Board is the final decision making body with respect to the school budget.

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

EESAC funds were allocated during the 2013-14 school year toward the enrichment of the schools' science program.

The Academy has committed to entering more district and state competitions, many of which require entrance fees. This was an unknown variable, and thus was not directly mentioned in the budget. Thus the budget was divided in half with 50% of the School Improvement funds geared toward the enrichment of the Science program via technology and lab equipment, totaling \$525.

The remaining 50% was allocated toward professional development of Science teachers. This include attending district and area workshops totaling \$500.

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
Simpson, Susan	Principal
Jimenez, Lanay	Teacher, K-12
Borges, Ana	Teacher, K-12
Rodriguez, Adriane	Teacher, ESE
Rodriguez, Monica	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership Team at Archimedean Academy meets monthly and focuses on discussing different aspects of literacy and how to improve the school's overall literacy program. The Literacy Leadership Team at Archimedean Academy will implement in depth discussions and planning for the Common Core State Standards Curriculum to include the Reading Street series, its alignment to the Common Core State Standards and the necessary actions at the school level to provide support to teachers, parents and students. Professional Development will be provided to teachers and staff in the implementation and monitoring process throughout the school year. Additionally, the Literacy Leadership Team will continue to analyze data to differentiate instruction and meet the needs of the students.

Archimedean Academy's Literacy Leadership Team and teachers across the grade levels/curriculum will

contribute to the reading achievement of every student by participating in grade level data chats to review current assessment results obtained from District Interim Assessments. The analyzing of strengths and weaknesses obtained from student data will allow for modifying daily lesson plans to meet

the needs of all students. In addition teachers will ensure that differentiated instruction is taking place through small group and one to one instruction. Professional development will be provided to enhance

instructional practices in the area of Reading.

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

Effective teacher collaboration engages teachers in regular routines where teachers communicate about classroom experiences in an effort to strengthen pedagogical expertise and share ideas with colleagues. Archimedean Academy facilitates teachers with common planning times alongside their colleagues allowing them to focus on instructional planning and classroom related issues. Frequent subject area meetings that include time for sharing successful classroom practices and responding to teacher's concerns regarding their own instructional practices fosters a positive teacher community that encourages working together toward common instructional goals and improvement. Newly hired teachers are allotted a mentor teacher to help guide and facilitate instructional practices as well as provide feedback as needed. Ample professional development opportunities for teachers to collaborate with other educators and immerse in new and perhaps effective educational practices also encourages positive working relationships between teachers.

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

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

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

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

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

Mentor Mentee Rationale for Pairing

Adrienne Lazo Vivian Bigenho Same Grade Level and Subject Area

Mentor Mentee Rationale for Pairing

Alexandra Georgiou Konstantinos Vlachogiannatos Same Grade Level and Subject Area

Mentor Mentee Rationale for Pairing

Almarie Campana Florence Martin Same Grade Level and subject area

Mentor Mentee Rationale for Pairing

Lynn Lema Violetta Exarchou Same Grade Level and subject area

Mentoring Activities include but are not limited to:

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

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

At Archimedean Academy, all textbooks in reading, mathematics, and content areas are tied to the Common Core Standards. Reading Teachers are using the Common Core edition of Reading Street, published by Pearson. In the mathematics classes, students will be using the Go Math series, published by Houghton Mifflin Harcourt. In addition, our leadership team and teachers across the grade level/curriculum will

contribute to the reading and mathematics achievement of every student by participating in grade level data analysis meetings to review current assessment results obtained from District Interim Assessments. The analyzing of strengths and weaknesses obtained from student data will allow for modifying daily lesson plans to meet the needs of all students, and to ensure that Florida standards are being addressed. In addition teachers will ensure that differentiated instruction is taking place through small group instruction. Professional development will be provided to enhance instructional practices in the areas of reading and mathematics.

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

Archimedean Academy will use data collected from formative assessments such as student work samples, Interim Assessments, Benchmark Assessments, and FAIR, as well as from summative assessments such as the 2014 FCAT 2.0 Reading Assessment, and 2014 CELLA Assessment to determine students requiring additional support. The leadership team and teachers will determine which students should be placed in the appropriate intervention programs and students will be monitored regularly, both by the interventionist and the classroom teacher. In addition to the daily intervention program, teachers will use differentiated instruction through small groups within the classroom to address the needs of each individual student. Adjustments to flexible grouping will be made as necessary to assist students in the best manner in reaching state academic goals.

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: Extended School Day

Minutes added to school year: 10,800

60 minutes extended school day daily for a total of 10,800 minutes per year. This time is used to provide an additional teaching hour of mathematics daily. Academy teachers are able to complete the teaching of the curriculum sooner and allow for more remediation and review.

Strategy Rationale

The primary rationale for this strategy is to increase the time students have engaged in direct instruction with educators.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Simpson, Susan, ssimpson@dadeschools.net

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

Data collected to monitor this strategy will be in the form of:

Standardized State Assessments

District Interim Assessment

Teacher made assessments

Excellence with regard to competition placement

Curriculum departments and grade level will meet with grade chairs and the leadership team bimonthly. All assessment data will be analyzed by stand or benchmark. The teams will look at areas of strengths and weaknesses. Adjustments to the curriculum, additional resources, and/or interventions will be determined at this time. The careful examination of the data will allow a more focused interventions/remediation.

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

Strategy: Weekend Program

Minutes added to school year: 1,500

25 hours of Saturday School - Approximately 5 hour sessions for 5 consecutive Saturdays. These sessions are dedicated to test preparation. Students are given an opportunity to see the test in the format it will be tested.

Strategy Rationale

The primary rationale for this strategy is to allow students to review benchmarks in a simulated testing environment with a document as close to the actual State Assessment as possible.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Simpson, Susan, ssimpson@dadeschools.net

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

Data collected to monitor this strategy will be in the form of:

Sample Release Assessments

Curriculum departments and grade level will meet with chairs and the leadership team weekly following the Saturday School. All assessment data will be analyzed by stand or benchmark. The teams will look at areas of strengths and weaknesses. Adjustments to the curriculum, additional resources, and/or interventions will be determined at this time. The careful examination of the data will allow a more focused interventions/remediation.

Strategy: After School Program

Minutes added to school year: 2,400

20 hours of Reading/Math Interventions on Teacher Planning Days - approximately 4 hour sessions for 5 Teacher Planning Days. This is primary intervention with lower performing student based on benchmark assessments.

20 hours of SECME and Science Olympiad Preparation - After School approximately 1 hour per week for 20 weeks. Students will compete in District and State Competitions

Strategy Rationale

The primary rationale for this strategy is to increase the time students have engaged in direct instruction with educators.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Simpson, Susan, ssimpson@dadeschools.net

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

Data collected to monitor this strategy will be in the form of:

Standardized State Assessments

District Interim Assessment

Teacher made assessments

Excellence with regard to competition placement

Curriculum departments and grade level will meet with chairs and the leadership team bimonthly.

All assessment data will be analyzed by stand or benchmark. The teams will look at areas of strengths and weaknesses. Adjustments to the curriculum, additional resources, and/or interventions will be determined at this time. The careful examination of the data will allow a more focused interventions/remediation.

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

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

All students entering Archimedean Academy Kindergarten are given a basic reading and mathematics assessments and are observed for basic school readiness (separation from parent, ability to follow rules, maturity, etc.). The assessment is not an admission tool, but rather an indicator of school preparedness. After the data is examined, teachers begin the task of grouping students in classes that afford them the opportunity for maximum growth. This task is also completed by

classroom teachers of all grade levels. Because the school is departmentalized, teachers must be particularly sensitive to class makeup. The data provides baseline levels, thus teachers are able to balance out classrooms according to ability in reading and mathematics and plan instruction accordingly. This assessment provides students the opportunity to familiarize themselves not only with the campus, but also their teachers since it is their teachers who conduct the assessment. The school holds a Kindergarten RoundUp for all new students and parents in June in preparation for the opening of the following school year. Then again, in August, the school holds an Open House. During the Open House, students and parents are welcomed to the campus and classrooms. The fifth grade Academy students articulate to the Archimedean Middle Conservatory. A teacher-student meet and greet bar-be-que is held in May with a parent meeting taking place immediately after. Additionally, both school administrations and teachers strategize with regard to student class placement, behavior concerns, and academic achievement.

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

N/A

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

N/A

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

N/A

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

N/A

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.** CORE INSTRUCTION: To increase student achievement by improving core instruction across all content areas.
- G2.** EARLY WARNING SYSTEM: Develop and provide intervention strategies for students with attendance, academic, and behavioral concerns.
- G3.** STEM: Students in grades K-5 will increase their knowledge of Science, Technology, Engineering and Mathematics (STEM) by providing students with opportunities to participate in a variety of STEM related activities.
- G4.** PARENTAL INVOLVEMENT: 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. Indicator: For the 2012 - 2013 school year, we had 53% of parents completing 30 or more volunteer hours. The goal for the 2014- 2015 school year is to increase that number by 2% to 55%.

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. CORE INSTRUCTION: To increase student achievement by improving core instruction across all content areas. 1a

G050075

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	92.0
AMO Reading - All Students	94.0
FCAT 2.0 Science Proficiency	82.0
AMO Math - ELL	85.0
AMO Math - ED	87.0
AMO Reading - ED	90.0
AMO Reading - ELL	87.0
FAA Writing Proficiency	70.0

Resources Available to Support the Goal 2

- Evidence based writing prompts tied to informational texts, Collaborative Conversation Framework, Cambridge Curriculum, Writing Meetings, Vocabulary Workshop Books, Paraprofessional in-Class Support, Interventionists.

Targeted Barriers to Achieving the Goal 3

- LITERACY: Students have insufficient rigorous interactions to effectively carry out higher order critical thinking.
- SCIENCE: Students need opportunities to build rigorous questioning and techniques that address higher cognitive levels
- MATHEMATICS: Students do not have sufficient classroom time to incorporate higher order into the mathematics curriculum.
- SOCIAL STUDIES: There is limited evidence of efficient, curriculum-based, collaborative planning among and between grade levels and departments.

Plan to Monitor Progress Toward G1. 8

Students will be assessed using common core assessment materials.

Person Responsible

Susan Simpson

Schedule

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

Evidence of Completion

work samples, weekly assessments

G2. EARLY WARNING SYSTEM: Develop and provide intervention strategies for students with attendance, academic, and behavioral concerns. 1a

G050044

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90%	0.0
One or More Suspensions	2.0
Level 1 - All Grades	1.0

Resources Available to Support the Goal 2

- School Attendance Log, School Suspension Plan, Code of Student Conduct, Response to Intervention (RtI) Process, District Mandated Assessments, Do the Right Thing Program and Character Education Incentive Program (Caught Being Good)

Targeted Barriers to Achieving the Goal 3

- The goal for the 2013-2014 school year is to decrease the number of students who missed 10 percent or more of available instructional time. Parents and students need to be exposed to MDCPS attendance policy.
- The goal for the 2013-2014 school year is to decrease the number of students who are not proficient in reading. The RtI process must be implemented for targeted students beginning in Kindergarten to address early identification of student needs.
- The goal for the 2013-2014 school year is to decrease the number of students who receive one or more behavior referrals by 1 percentage point from 4% to 3% percent. Students need to be exposed to the Code of Student Conduct. The school will provide more opportunities to recognize students with positive behavior.

Plan to Monitor Progress Toward G2. 8

Daily Attendance logs will be monitored for decrease in student truancy.

Person Responsible

Susan Simpson

Schedule

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

Evidence of Completion

Decrease in student absences

Plan to Monitor Progress Toward G2. 8

Student data will be analyzed for learning gains and areas of weakness.

Person Responsible

Susan Simpson

Schedule

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

Evidence of Completion

Student Data

Plan to Monitor Progress Toward G2. 8

Student behavior referrals will be reviewed quarterly.

Person Responsible

Christina Briz

Schedule

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

Evidence of Completion

SCAMS

G3. STEM: Students in grades K-5 will increase their knowledge of Science, Technology, Engineering and Mathematics (STEM) by providing students with opportunities to participate in a variety of STEM related activities. 1a

G050050

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	83.0
AMO Math - All Students	92.0
AMO Math - ED	87.0
AMO Math - ELL	85.0

Resources Available to Support the Goal 2

- Science Fair, after school science clubs, Fieldtrips, Mad Scientist Day, Science Lab, Lego Robotic Club, Discovery Education's STEM Offerings and STEM Camp, BrainPop, SECME

Targeted Barriers to Achieving the Goal 3

- Students must be exposed to inquiry based/hands on activities to provide real life experiences that will enhance learning and the processes of science.

Plan to Monitor Progress Toward G3. 8

Science Interim Assessments

Person Responsible

Marlene Lorie

Schedule

Quarterly, from 8/25/2014 to 5/1/2015

Evidence of Completion

Three Science Interim Assessments are administered throughout the time period detailed in this plan and individual student data is collected to monitor student progress.

Plan to Monitor Progress Toward G3. 8

SECME Events

Person Responsible

Marlene Lorie

Schedule

On 6/4/2015

Evidence of Completion

Improvement of students success at SECME Events

G4. PARENTAL INVOLVEMENT: 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. Indicator: For the 2012 - 2013 school year, we had 53% of parents completing 30 or more volunteer hours. The goal for the 2014- 2015 school year is to increase that number by 2% to 55%. 1a

G050529

Targets Supported 1b

Indicator	Annual Target
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Resources Available to Support the Goal 2

- Annual parent meeting for all new parents, course expectations and outlines posted to school website and emailed to parents, weekly update emails from administration and PTO, MDCPS Parent Portal, Open House, School calendar, Homeroom Parents , Code of Student Conduct

Targeted Barriers to Achieving the Goal 3

- Parents are not aware of school sponsored events and therefor do not attend these events.
- Parent work schedules have impeded participation in schoolwide activities.

Plan to Monitor Progress Toward G4. 8

Compile average attendance at parent engagement opportunities throughout the year.

Person Responsible

Christina Briz

Schedule

On 6/4/2015

Evidence of Completion

Event Sign in Sheets

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. CORE INSTRUCTION: To increase student achievement by improving core instruction across all content areas. **1**

 G050075

G1.B1 LITERACY: Students have insufficient rigorous interactions to effectively carry out higher order critical thinking. **2**

 B126117

G1.B1.S1 Through the use of an instructional framework that supports collaborative conversations, and through modeling, students will develop a deeper understanding of higher order thinking. **4**

 S138086

Strategy Rationale

Students need to increase engagement and rigor.

Action Step 1 **5**

Provide professional development on the use of the Collaborative Conversation Framework including modeling strategies and literature circles.

Person Responsible

Susan Simpson

Schedule

Monthly, from 10/6/2014 to 6/4/2015

Evidence of Completion

Sign In Sheets, Agendas, PowerPoints, Reflections

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

Teachers will implement the Collaborative Conversation Framework including writing conferences and literature circles across the curriculum.

Person Responsible

Susan Simpson

Schedule

On 6/4/2015

Evidence of Completion

Writing samples, lessons

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

Teachers will be able to participate in sharing best practices and peer support.

Person Responsible

Susan Simpson


Schedule

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


Evidence of Completion

Teacher surveys

G1.B2 SCIENCE: Students need opportunities to build rigorous questioning and techniques that address higher cognitive levels **2**

 B126867

G1.B2.S1 Implement questioning strategies and activities in Science to encourage rigorous student interactions with the science content to deepen understanding of scientific concept. Explicitly teach students to independently form and answer questions that help them analyze, synthesize, evaluate and interpret topics while being exposed to a scientific concept. **4**

 S138851

Strategy Rationale

Students will be exposed to higher cognitive level questions in order to provide a deeper understanding of scientific concepts.

Action Step 1 **5**

Provide all teachers a professional development on how to explicitly teach students to answer higher order thinking questions. Probing techniques will be explored.

Person Responsible

Susan Simpson

Schedule

Every 6 Weeks, from 9/8/2014 to 6/4/2015

Evidence of Completion

Follow up activity

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

Principal and Assistant Principal will review student work, and conduct classroom walk-throughs on a daily basis.

Person Responsible

Susan Simpson

Schedule

Daily, from 9/8/2014 to 6/5/2015

Evidence of Completion

Teacher observations

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

Principal and Assistant Principal will review student work, and conduct classroom walk-throughs on a daily basis

Person Responsible

Susan Simpson


Schedule

Daily, from 9/8/2014 to 6/5/2015

Evidence of Completion

Observation Checklists

G1.B3 MATHEMATICS: Students do not have sufficient classroom time to incorporate higher order into the mathematics curriculum. 2

 B126868

G1.B3.S1 Implement questioning strategies and activities in Mathematics to increase rigorous student interactions with problem solving to deepen understanding of mathematical concept. Explicitly teach students to independently form and answer questions that help them analyze, synthesize, evaluate and apply problem solving strategies. 4

 S138859

Strategy Rationale

Students will be exposed to higher cognitive level questions in order to provide a deeper understanding of mathematical concepts.

Action Step 1 5

Teachers will create a lesson plan infusing the MAFS Standards that include Higher Order Thinking questions.

Person Responsible

Susan Simpson

Schedule

Weekly, from 9/8/2014 to 6/5/2015

Evidence of Completion

Lesson plans

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

Lesson Plans will be monitored

Person Responsible

Susan Simpson

Schedule

Weekly, from 9/8/2014 to 6/5/2015

Evidence of Completion

Lesson plans

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

Lesson Plans will be checked for standards that incorporate critical thinking strategies.

Person Responsible

Susan Simpson


Schedule

Weekly, from 9/8/2014 to 6/5/2015


Evidence of Completion

Lesson plans

G1.B4 SOCIAL STUDIES: There is limited evidence of efficient, curriculum-based, collaborative planning among and between grade levels and departments. **2**

 B126869

G1.B4.S1 Plan for and deliver instruction that is based on standards and/or specific course benchmarks in all content areas. Students will experience and master course content and skills, as a result of rigorous, purposeful, and engaging instructional activities. Stakeholders will use student data to ascertain strengths and weaknesses to identify clear and accessible future instructional paths. **4**

 S138866

Strategy Rationale

A specific delivery of instruction helps focus on the skills and content students need to enhance and improve in all content areas.

Action Step 1 **5**

Provide a professional development opportunity to all staff members, including administrators, to develop structured and focused curriculum collaboration within grade levels and departments to include Florida State Standards, Pacing Guides, Best Practices and Data Analysis.

Person Responsible

Susan Simpson

Schedule

On 6/5/2015

Evidence of Completion

Sign-In Sheets, Agenda, Minutes, Training Materials

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

During Grade Level Meetings, Faculty Meetings, and Content Area Meetings teachers will collaboratively plan to increase focus on instruction across departments and grade levels.

Person Responsible

Susan Simpson

Schedule

Monthly, from 9/8/2014 to 6/5/2015

Evidence of Completion

Lesson plans, Walk-through logs, Sign-in sheets, Agendas

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

During offered professional development, teachers/administrators will demonstrate engagement by participating in collaborative conversations, and will demonstrate what was learned through an exit slip. Walkthroughs will include collaborative feedback.

Person Responsible

Susan Simpson

Schedule

Biweekly, from 9/8/2014 to 6/5/2015


Evidence of Completion

Student Work, Data Chat Sign-In Sheets, Teacher-made Assessments

G2. EARLY WARNING SYSTEM: Develop and provide intervention strategies for students with attendance, academic, and behavioral concerns. 1

 G050044

G2.B1 The goal for the 2013-2014 school year is to decrease the number of students who missed 10 percent or more of available instructional time. Parents and students need to be exposed to MDCPS attendance policy. 2

 B126405

G2.B1.S1 Attendance will be reviewed and monitored daily, weekly, and monthly to ensure students are attending school regularly. All absences exceeding 3 days will be followed up with a phone call. Assignments will be sent home for students with extended absences for completion to ensure students are accessing instructional materials to enhance instruction. 4

 S138507

Strategy Rationale

Students who are present at school each day have a higher probability of success than those that are absent regularly.

Action Step 1 5

Attendance meetings will be held with the parents of students showing truancy.

Person Responsible

Susan Simpson

Schedule

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

Evidence of Completion

Decrease in student absences

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

Daily phone calls and meetings will be held as necessary with parents of truant students or students who are absent more than 3 days consecutively.

Person Responsible

Susan Simpson

Schedule

Daily, from 9/8/2014 to 6/4/2015

Evidence of Completion

Decrease in student absences

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

Conduct attendance meetings with truant students and parents.

Person Responsible

Susan Simpson


Schedule

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


Evidence of Completion

Decrease in student absences

G2.B2 The goal for the 2013-2014 school year is to decrease the number of students who are not proficient in reading. The RtI process must be implemented for targeted students beginning in Kindergarten to address early identification of student needs. 2

 B126916

G2.B2.S1 Identify students with deficiencies in Reading beginning in the primary grades K-2. 4

 S139094

Strategy Rationale

Early intervention for reading difficulties makes a significant difference in the long-term reading abilities of children.

Action Step 1 5

Students will be provided with intensive Reading intervention.

Person Responsible

Ana Borges

Schedule

Daily, from 8/31/2014 to 6/4/2015

Evidence of Completion

Student data

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

Biweekly meetings with interventionist will be conducted to discuss student progress and concerns.

Person Responsible

Susan Simpson

Schedule

Biweekly, from 8/31/2014 to 6/4/2015

Evidence of Completion

Meeting notes and minutes

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

Student data will be analyzed biweekly during meetings with the administration.

Person Responsible

Susan Simpson


Schedule

Biweekly, from 8/31/2014 to 6/4/2015

Evidence of Completion

Student Data

G2.B3 The goal for the 2013-2014 school year is to decrease the number of students who receive one or more behavior referrals by 1 percentage point from 4% to 3% percent. Students need to be exposed to the Code of Student Conduct. The school will provide more opportunities to recognize students with positive behavior. 2

 B126917

G2.B3.S1 Review the Code of Student Conduct with students and provide positive reinforcement for positive behavior. 4

 S139374

Strategy Rationale

Students will feel motivated to follow the rules and improve inappropriate behaviors.

Action Step 1 5

Teachers will use nomination slips to identify students whom they see exhibiting the monthly core value.

Person Responsible

Christina Briz

Schedule

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

Evidence of Completion

Teacher nomination slips

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

Teachers will turn in all nomination forms to administration for counting purposes.

Person Responsible

Christina Briz

Schedule

On 6/4/2015

Evidence of Completion

Teacher nomination forms

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

Student behavior referrals will be reviewed.

Person Responsible

Christina Briz

Schedule

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

Evidence of Completion

SCAMS

G3. STEM: Students in grades K-5 will increase their knowledge of Science, Technology, Engineering and Mathematics (STEM) by providing students with opportunities to participate in a variety of STEM related activities. 1

G050050

G3.B1 Students must be exposed to inquiry based/hands on activities to provide real life experiences that will enhance learning and the processes of science. 2

B125308

G3.B1.S1 Provide activities for students to design and develop science and engineering projects through inquiry based/hands on experiences to increase scientific thinking that allow for testing hypotheses, data analysis, explanation of variables, and experimental design. 4

S137199

Strategy Rationale

Facilitating learning opportunities for students increases academic achievement.

Action Step 1 5

Schedule collaborative grade level meetings to plan STEM related activities.

Person Responsible

Marlene Lorie

Schedule

Biweekly, from 11/7/2014 to 6/4/2015

Evidence of Completion

Sign in Sheets

Action Step 2 5

Create an action plan with STEM related activities and the resources needed for teachers to implement the plan.

Person Responsible

Marlene Lorie

Schedule

Every 2 Months, from 10/1/2014 to 6/4/2015

Evidence of Completion

STEM Related Action Plans, Fieldtrip Forms, Science Lab Schedules, Formative: Student Authentic Work Samples, Classroom Assessments, Benchmark Assessments, and Interim Assessments Summative: 2014 FCAT 2.0 Science.

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

Informal walk-throughs during science instruction and scheduled activities

Person Responsible

Susan Simpson

Schedule

Biweekly, from 10/1/2014 to 6/4/2015

Evidence of Completion

Student Work Samples, Observations

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

Collect and Analyze Data

Person Responsible

Marlene Lorie

Schedule

Biweekly, from 10/1/2014 to 6/4/2015

Evidence of Completion

Student Authentic Work Samples, Classroom Assessments, Benchmark Assessments, and Interim Assessments

G4. PARENTAL INVOLVEMENT: 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. Indicator: For the 2012 - 2013 school year, we had 53% of parents completing 30 or more volunteer hours. The goal for the 2014- 2015 school year is to increase that number by 2% to 55%. 1

G050529

G4.B1 Parents are not aware of school sponsored events and therefor do not attend these events. 2

B127239

G4.B1.S1 The school in conjunction with the PTO will work to educate parents on school volunteer procedures and opportunities. 4

S139274

Strategy Rationale

If parents become volunteers at the school, they will be better informed on upcoming events and therefor have a higher probability of attending these events.

Action Step 1 5

The PTO will send home a letter outlining procedures for becoming a volunteer.

Person Responsible

Christina Briz

Schedule

On 8/18/2014

Evidence of Completion

Copies of all parents communication will be kept at the school

Action Step 2 5

Compile an e-mail tree of all volunteers, and use the e-mail tree to communicate volunteer opportunities throughout the school year.

Person Responsible

Christina Briz

Schedule

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

Evidence of Completion

Administration will keep copies of all emailed parent communications

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

Administration along with the PTO will monitor volunteer requests and will also monitor e-mails sent to interested parents with volunteer opportunities.

Person Responsible

Christina Briz

Schedule

On 6/4/2015

Evidence of Completion

Administration will keep copies of all sign in sheets from parent events as well as emails sent to parents with volunteer opportunities.

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

Administration along with the PTO will monitor sign-in sheets for parent participation rates at engagement opportunities throughout the year.

Person Responsible

Christina Briz


Schedule

On 6/4/2015


Evidence of Completion

Administration will keep copies of sign in sheets for all school sponsored events.

G4.B2 Parent work schedules have impeded participation in schoolwide activities. **2**

 B130788

G4.B2.S1 Vary times of school events and communicate information about the events early to allow parents to plan in advance to attend. **4**

 S142826

Strategy Rationale

If parents have prior notification of events, they can make plans in advanced and change work schedules in order to be able to attend school sponsored events,

Action Step 1 **5**

Administration will use the Archie email system to send out mass emails with event information as soon as it becomes available to all parents.

Person Responsible

Christina Briz

Schedule

On 6/4/2015

Evidence of Completion

Mass emails

Action Step 2 **5**

Create and provide a yearly calendar outlining all planned school events to parents.

Person Responsible

Christina Briz

Schedule

On 6/4/2015

Evidence of Completion

Copy of the school calendar of events

Plan to Monitor Fidelity of Implementation of G4.B2.S1 6

Monitor preparation of yearly calendar and track use of Archie messages.

Person Responsible

Christina Briz

Schedule

On 6/4/2015

Evidence of Completion

Yearly calendar and Archie messages

Plan to Monitor Effectiveness of Implementation of G4.B2.S1 7

Monitor sign-in sheets for parent participation rates at school sponsored activities throughout the year.

Person Responsible

Christina Briz

Schedule

On 6/4/2015

Evidence of Completion

Administration will keep copies of all school sponsored event Sign-In Sheets.

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	Schedule collaborative grade level meetings to plan STEM related activities.	Lorie, Marlene	11/7/2014	Sign in Sheets	6/4/2015 biweekly
G1.B1.S1.A1	Provide professional development on the use of the Collaborative Conversation Framework including modeling strategies and literature circles.	Simpson, Susan	10/6/2014	Sign In Sheets, Agendas, PowerPoints, Reflections	6/4/2015 monthly
G2.B1.S1.A1	Attendance meetings will be held with the parents of students showing truancy.	Simpson, Susan	8/18/2014	Decrease in student absences	6/4/2015 daily
G1.B2.S1.A1	Provide all teachers a professional development on how to explicitly teach students to answer higher order thinking questions. Probing techniques will be explored.	Simpson, Susan	9/8/2014	Follow up activity	6/4/2015 every-6-weeks

Dade - 0510 - Archimedean Academy - 2014-15 SIP
Archimedean Academy

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B3.S1.A1	Teachers will create a lesson plan infusing the MAFS Standards that include Higher Order Thinking questions.	Simpson, Susan	9/8/2014	Lesson plans	6/5/2015 weekly
G1.B4.S1.A1	Provide a professional development opportunity to all staff members, including administrators, to develop structured and focused curriculum collaboration within grade levels and departments to include Florida State Standards, Pacing Guides, Best Practices and Data Analysis.	Simpson, Susan	9/8/2014	Sign-In Sheets, Agenda, Minutes, Training Materials	6/5/2015 one-time
G2.B2.S1.A1	Students will be provided with intensive Reading intervention.	Borges, Ana	8/31/2014	Student data	6/4/2015 daily
G4.B1.S1.A1	The PTO will send home a letter outlining procedures for becoming a volunteer.	Briz, Christina	8/18/2014	Copies of all parents communication will be kept at the school	8/18/2014 one-time
G2.B3.S1.A1	Teachers will use nomination slips to identify students whom they see exhibiting the monthly core value.	Briz, Christina	8/18/2014	Teacher nomination slips	6/4/2015 daily
G4.B2.S1.A1	Administration will use the Archie email system to send out mass emails with event information as soon as it becomes available to all parents.	Briz, Christina	8/18/2014	Mass emails	6/4/2015 one-time
G3.B1.S1.A2	Create an action plan with STEM related activities and the resources needed for teachers to implement the plan.	Lorie, Marlene	10/1/2014	STEM Related Action Plans, Fieldtrip Forms, Science Lab Schedules, Formative: Student Authentic Work Samples, Classroom Assessments, Benchmark Assessments, and Interim Assessments Summative: 2014 FCAT 2.0 Science.	6/4/2015 every-2-months
G4.B1.S1.A2	Compile an e-mail tree of all volunteers, and use the e-mail tree to communicate volunteer opportunities throughout the school year.	Briz, Christina	8/18/2014	Administration will keep copies of all emailed parent communications	6/4/2015 daily
G4.B2.S1.A2	Create and provide a yearly calendar outlining all planned school events to parents.	Briz, Christina	8/18/2014	Copy of the school calendar of events	6/4/2015 one-time
G1.MA1	Students will be assessed using common core assessment materials.	Simpson, Susan	8/18/2014	work samples, weekly assessments	6/4/2015 monthly
G1.B1.S1.MA1	Teachers will be able to participate in sharing best practices and peer support.	Simpson, Susan	8/18/2014	Teacher surveys	6/4/2015 biweekly
G1.B1.S1.MA1	Teachers will implement the Collaborative Conversation Framework including writing conferences and literature circles across the curriculum.	Simpson, Susan	8/18/2014	Writing samples, lessons	6/4/2015 one-time
G1.B2.S1.MA1	Principal and Assistant Principal will review student work, and conduct classroom walk-throughs on a daily basis	Simpson, Susan	9/8/2014	Observation Checklists	6/5/2015 daily
G1.B2.S1.MA1	Principal and Assistant Principal will review student work, and conduct classroom walk-throughs on a daily basis.	Simpson, Susan	9/8/2014	Teacher observations	6/5/2015 daily
G1.B3.S1.MA1	Lesson Plans will be checked for standards that incorporate critical thinking strategies.	Simpson, Susan	9/8/2014	Lesson plans	6/5/2015 weekly
G1.B3.S1.MA1	Lesson Plans will be monitored	Simpson, Susan	9/8/2014	Lesson plans	6/5/2015 weekly

Dade - 0510 - Archimedean Academy - 2014-15 SIP
Archimedean Academy

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B4.S1.MA1	During offered professional development, teachers/administrators will demonstrate engagement by participating in collaborative conversations, and will demonstrate what was learned through an exit slip. Walkthroughs will include collaborative feedback.	Simpson, Susan	9/8/2014	Student Work, Data Chat Sign-In Sheets, Teacher-made Assessments	6/5/2015 biweekly
G1.B4.S1.MA1	During Grade Level Meetings, Faculty Meetings, and Content Area Meetings teachers will collaboratively plan to increase focus on instruction across departments and grade levels.	Simpson, Susan	9/8/2014	Lesson plans, Walk-through logs, Sign-in sheets, Agendas	6/5/2015 monthly
G2.MA1	Daily Attendance logs will be monitored for decrease in student truancy.	Simpson, Susan	8/18/2014	Decrease in student absences	6/4/2015 weekly
G2.MA2	Student data will be analyzed for learning gains and areas of weakness.	Simpson, Susan	8/18/2014	Student Data	6/4/2015 biweekly
G2.MA3	Student behavior referrals will be reviewed quarterly.	Briz, Christina	8/18/2014	SCAMS	6/4/2015 monthly
G2.B1.S1.MA1	Conduct attendance meetings with truant students and parents.	Simpson, Susan	8/18/2014	Decrease in student absences	6/4/2015 weekly
G2.B1.S1.MA1	Daily phone calls and meetings will be held as necessary with parents of truant students or students who are absent more than 3 days consecutively.	Simpson, Susan	9/8/2014	Decrease in student absences	6/4/2015 daily
G2.B2.S1.MA1	Student data will be analyzed biweekly during meetings with the administration.	Simpson, Susan	8/31/2014	Student Data	6/4/2015 biweekly
G2.B2.S1.MA1	Biweekly meetings with interventionist will be conducted to discuss student progress and concerns.	Simpson, Susan	8/31/2014	Meeting notes and minutes	6/4/2015 biweekly
G2.B3.S1.MA1	Student behavior referrals will be reviewed.	Briz, Christina	8/18/2014	SCAMS	6/4/2015 quarterly
G2.B3.S1.MA1	Teachers will turn in all nomination forms to administration for counting purposes.	Briz, Christina	8/18/2014	Teacher nomination forms	6/4/2015 one-time
G3.MA1	Science Interim Assessments	Lorie, Marlene	8/25/2014	Three Science Interim Assessments are administered throughout the time period detailed in this plan and individual student data is collected to monitor student progress.	5/1/2015 quarterly
G3.MA2	SECME Events	Lorie, Marlene	8/18/2014	Improvement of students success at SECME Events	6/4/2015 one-time
G3.B1.S1.MA1	Collect and Analyze Data	Lorie, Marlene	10/1/2014	Student Authentic Work Samples, Classroom Assessments, Benchmark Assessments, and Interim Assessments	6/4/2015 biweekly
G3.B1.S1.MA1	Informal walk-throughs during science instruction and scheduled activities	Simpson, Susan	10/1/2014	Student Work Samples, Observations	6/4/2015 biweekly
G4.MA1	Compile average attendance at parent engagement opportunities throughout the year.	Briz, Christina	8/18/2014	Event Sign in Sheets	6/4/2015 one-time
G4.B1.S1.MA1	Administration along with the PTO will monitor sign-in sheets for parent participation rates at engagement opportunities throughout the year.	Briz, Christina	8/18/2014	Administration will keep copies of sign in sheets for all school sponsored events.	6/4/2015 one-time
G4.B1.S1.MA1	Administration along with the PTO will monitor volunteer requests and will	Briz, Christina	8/18/2014	Administration will keep copies of all sign in sheets from parent events as	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
	also monitor e-mails sent to interested parents with volunteer opportunities.			well as emails sent to parents with volunteer opportunities.	
G4.B2.S1.MA1	Monitor sign-in sheets for parent participation rates at school sponsored activities throughout the year.	Briz, Christina	8/18/2014	Administration will keep copies of all school sponsored event Sign-In Sheets.	6/4/2015 one-time
G4.B2.S1.MA1	Monitor preparation of yearly calendar and track use of Archie messages.	Briz, Christina	8/18/2014	Yearly calendar and Archie messages	6/4/2015 one-time

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. CORE INSTRUCTION: To increase student achievement by improving core instruction across all content areas.

G1.B2 SCIENCE: Students need opportunities to build rigorous questioning and techniques that address higher cognitive levels

G1.B2.S1 Implement questioning strategies and activities in Science to encourage rigorous student interactions with the science content to deepen understanding of scientific concept. Explicitly teach students to independently form and answer questions that help them analyze, synthesize, evaluate and interpret topics while being exposed to a scientific concept.

PD Opportunity 1

Provide all teachers a professional development on how to explicitly teach students to answer higher order thinking questions. Probing techniques will be explored.

Facilitator

Simpson, Susan

Participants

Science Teachers

Schedule

Every 6 Weeks, from 9/8/2014 to 6/4/2015

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Goal 1: CORE INSTRUCTION: To increase student achievement by improving core instruction across all content areas.	1,825
Grand Total	1,825

Goal 1: CORE INSTRUCTION: To increase student achievement by improving core instruction across all content areas.

Description	Source	Total
B2.S1.A1 - Evidence based writing resource books	School Improvement Funds	1,425
B4.S1.A1 - Instructional resources	School Improvement Funds	400
Total Goal 1		1,825