

Archimedean Upper Conservatory



2014-15 School Improvement Plan

Archimedean Upper Conservatory

12425 SW 72ND ST, Miami, FL 33183

[no web address on file]

School Demographics

School Type

High

Title I

No

Free/Reduced Price Lunch

46%

Alternative/ESE Center

No

Charter School

Yes

Minority

86%

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 | 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 Archimedean Upper Conservatory is a Conservatory of Mathematics and the Greek Language. The mission of the School is to kindle the young mind to the art of thinking through the teaching of Mathematics, Science, English, Greek Language, and other core subjects, thereby enabling students to attain an advanced post secondary education.

Provide the school's vision statement

The vision and purpose of the Archimedean Upper Conservatory, as stated in its charter, aims at high academic achievement for all its students. Archimedean Upper Conservatory offers a rigorous, balanced, and nurturing education of the highest possible quality in an effort to prepare student for successful passage all the way through to the best graduate programs of the world and develop life-long learners capable of sound critical thinking and judgement.

School Environment

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

Different linguistic and cultural backgrounds are respected and celebrated. Critical documents are available in multiple languages and translation is provided during meetings. Cultural events are planned annually to celebrate diversity. The school seeks out to assure students feel safe, successful, empowered and productive in our school environment. Our faculty is as varied in demographics as our student body which also correlates to the Kendall region.

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

School leaders provide opportunities for students to be a part of the culture of participation, responsibility, and ownership in the school. Clubs are student initiated, created and run by them. Once the club is approved a teacher is assigned to the club as a sponsor. Due to our small size and extended day, school becomes students' second home. To assist families balancing long work schedules we provide a safe environment before school from 7:00 A.M. where breakfast is served and students gather to eat, study and chat with their classmates. School personnel/supervision is always available throughout the day and until late evening hours. Student organized events are scheduled after school, such as peer-tutoring, study groups, team meetings and athletic events. Laptops are provided to students to work on their homework until picked up by parents.

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

Keeping students highly motivated while at the same time expecting Academic Excellence is the best deterrent from distractions and mischief. Our teachers are very effective in communicating these expectations. New students soon realize we are sincere in our wish for their success. External distractions such as announcements are kept to a minimum or non-existence. Teachers are encouraged to promote interactive activities and students encouraged to present to the class on a

regular basis.

Most disciplinary issues are addressed in the classroom with a system of warnings. Should further action be needed the student is directed to the AP office where appropriate consequences are administered. When a serious incident occurs the MDCPS Code of Student Conduct is applied.

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

Our school trust counselor is available two days a week and when an emergency arises she is easily accessible.

The administration's open door policy provides academic and emotional support when needed. At times students confide in us about another student who in turn is directed to the counselor. We encourage being pro-active. Teachers are encouraged to look out for any changes in performance which may be a sign of emotional distress. Peer tutoring/mentoring is encouraged. Student center activities such as dances and field trips are scheduled throughout the year.

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 Guidance and Student Services team (Principal, Assistant Principal, College Counselor, Assistant Counselor, Registrar) are meeting regularly (monthly) to gather, review, and analyze data regarding students' attendance, academic performance, and conduct incidents.

In addition the administration along with all involved faculty review and analyze all data from standardized, state, and other high stakes examinations as soon as these data become available. The indicators listed below, in addition to assessment scores significantly below school average are used to identify students in need of assistance.

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 |
|---------------------------------|-------------|----|----|----|-------|
| | 9 | 10 | 11 | 12 | |
| Attendance below 90 percent | 2 | 7 | 4 | 5 | 18 |
| One or more suspensions | 4 | 0 | 0 | 0 | 4 |
| Course failure in ELA or Math | 10 | 11 | 12 | 9 | 42 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | |

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

| Indicator | Grade Level | | | Total |
|--------------------------------------------|-------------|----|----|-------|
| | 9 | 10 | 11 | |
| Students exhibiting two or more indicators | 2 | 1 | 2 | 5 |

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

An array of intervention strategies are used as needed in each case:

- 1) Pull-out sessions in core areas of demonstrated deficiency
- 2) After-school tutoring sessions
- 3) Student meeting(s) with guidance/college counselor
- 4) Parent-student meeting(s) with administration
- 5) Student meeting(s) with psychologist/trust counselor
- 6) Rtl meeting(s) for persistent cases
- 7) Disciplinary actions according to the Code of Student Conduct

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

The school organizes every year a series of presentations for the parents. The presentations cover a range of topics including but not limited to academic program of the school, extracurricular activities, standardized exams, college admissions, financial aid, development of study skills, students well being and emotional health etc.

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

In the past the school has developed several partnerships with the community, including business sponsorships to our academic teams, internships and research opportunities at Florida International University and at the University of Miami, and educational activities provided by the Miami-Dade Police Department.

Up to now the school's efforts to build and sustain partnerships with the community have relied on individual actions and initiatives and have not been part of a systematic process. This year a committee that includes several EESAC members is working to create a institutional advancement plan to expand on existing partnerships, develop new partnerships, identify opportunities for cooperation, and secure resources.

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 |
|-----------------------|---------------------|
| Demopoulos, Demetrios | Principal |
| Bardoutsos, Olga | Assistant Principal |
| Ibarra-Rivera, Lisa | Guidance Counselor |

Duties

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

Principal: Provides a common vision for the use of data-based decision making, ensures that the school-based team is implementing MTSS/Rtl and conducts assessment of Rtl skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS/Rtl implementation, and communicates with parents regarding school-based MTSS/Rtl plans and activities.

Assistant Principal: Assists the principal in the implementation and execution of all student interventions to ensure maximum continuous student achievement and promotion, assists as test chair and ESOL coordinator and is responsible for implementing and following all state and or district procedures and regulations in regards with testing, attends to all disciplinary issues by working cooperatively with students, parents, and faculty to resolve disciplinary as well as attendance issues promoting a safe educational environment.

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

In addition to the Principal, Assistant Principal, and College/Guidance Counselor, all the individuals listed below participate in decision making, and have particular leading roles:

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

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

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

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

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

In preparation for the academic year, the Principal meets with faculty members of the school-based leadership team in order to review data gathered from standard, baseline and progress monitoring assessments, FCAT, EOC, PSAT/SAT and Advanced Placement exams. At the start of the year

students are assigned to classes based on academic performance on prerequisite classes and on the assessment data mentioned above. Students who will require special instruction to achieve their academic goals are identified for participation in set intervention programs. Based on the above information, the team will identify professional development and resources. The team meets regularly (monthly) to collaborate, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills.

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

School Advisory Council (SAC)

Membership

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

| Name | Stakeholder Group |
|----------------------|----------------------------|
| Lisa Ibarra-Rivera | Teacher |
| Afif Nasreddine | Teacher |
| Hector Leon | Teacher |
| Yimali Gonzalez | Teacher |
| Anitha Shetty | Education Support Employee |
| Dimitrios Bardoutsos | Education Support Employee |
| Kendra Guerrero | Student |
| Karen Lowe | Parent |
| Monica Veliz | Parent |
| Octavio Perez | Parent |
| Jesus Perez | Parent |
| Vasilis Mavridis | Business/Community |
| Joseph Gennaro | Business/Community |
| Demetrios Demopoulos | Principal |
| Rishob Guha-Patra | Student |

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

At two points of the academic year, midyear (January) and end-of-the-year (May), all SAC members hold meetings to share and discuss data related to the SIP and evaluate all aspects of the plan. In the midyear meeting, the SAC may recommend a revision of the plan if necessary. At the end-of-the-year

meeting, the SAC begins the evaluation of the year's plan based on released student performance data. As more data become available in June and July, the SAC meets again in August to complete the evaluation of the SIP.

Development of this school improvement plan

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

Preparation of the school's annual budget and plan

All SAC funds (estimated 275x\$5=\$1,375) will be used as needed for the Academic Advancement Project.

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

All the school improvement funds allocated last year (\$1,135) were used to cover part of the cost of registering all our rising freshmen, rising sophomores, and rising juniors to the college-readiness assessments ACT Explore and ACT Plan that they took in May 2014.

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 |
|-----------------------|---------------------|
| Demopoulos, Demetrios | Principal |
| Bardoutsos, Olga | Assistant Principal |
| Ibarra-Rivera, Lisa | Guidance Counselor |

Duties

Describe how the LLT promotes literacy within the school

One of our plans is to apply a "guided-reading" intervention across the curriculum to assist the students in improving their reading skills (comprehension and speed) and their critical and analytical thinking. The plan will be implemented in all course levels, (Regular, Honors, AP), and according to the needs of the students at each level. Since initial placement of students is data driven, groupings of students across curriculum and grade level is as homogenous as possible. This facilitates the instructors' ability to differentiate instruction to the individual level with the appropriate literacy interventions strategies and responsive to the needs of our mostly Hispanic community. Besides the standardized testing such as the Interim Assessments and FAIR testing which provide quarterly data to supervise and monitor progress, student progress and instruction are monitored through classroom observations, guided-reading assignments, the electronic grade-book and parent/student/administrator meetings. Weekly faculty meetings allow teachers and administrators to share specific concerns about individual students literacy level across curriculum and address additional resources

available to instructors as well as resources needed. In the Spring semester selected students (based on their FCAT Reading, EOCs,) are placed in Reading for College Success or Writing for College Success courses to further provide specific literacy fluency strategies.

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

The following strategies apply to all faculty:

- Daily schedule provides for common planning time of faculty of the same department.
- Daily schedule was adjusted this year to provide for a time for a regular weekly faculty meeting time.
- General and/or departmental, and/or cohort faculty meetings are scheduled regularly (weekly)
- School functions and activities are designed in a way to provide opportunities for strengthening working relationships between the faculty.

In addition, the following strategy applies to some faculty members:

- Co-teaching, shared instructional assignment, is occasionally used as a mentoring device and to strengthen collaboration between faculty members.

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

1. Recruit both locally and at the national level by directly asking colleges and universities for referrals or recent graduates and/or adjunct instructors (Principal)
2. Seeking opportunities to allow teachers to take ownership of syllabi, projects, and objectives (Administration)
3. Competitive salaries, bonuses, and incentives towards academic objectives and graduate degrees (School Board, Principal)

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

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

Jessica Noguez (mentee), Afif Nasreddine (mentor) - Shared objectives, shared background
Leonidas Artopoulos (mentee), Demetrios Demopoulos (mentor) - Shared teaching assignment and shared objectives.

Dimitris Timpilis (mentee), Dr. George Kafkoulis (mentor) - Dr. Kafkoulis is a volunteer instructor of Mathematics and consultant for the school's Mathematics department.

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

Renzo Alvarez (mentee), Todd Yamron (mentor) - Shared teaching assignment and shared objectives.

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

All core classes (English Language/Arts, Mathematics, Science, Social Studies and Humanities, and Foreign Languages) are following the course description, objectives, and standards set by the Florida DOE. (In addition, as several of these classes are at the Advanced Placement (AP) level, the syllabi, objectives, and standards are also in alignment with these set by College Board)
Materials and resources used for each class are selected by the list of resources suggested/approved by Florida DOE. Often supplemental resources are used when the school's faculty and administration have convincing evidence that provide quality support to the students learning.

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

Data collected from internal and external assessments over the year are used in students' course placement over the summer during the next school year's planning phase.

Data collected from internal assessments during the school year are used to identify individual students and/or group of students who need supplemental instruction to either reach satisfactory levels or to progress to high levels of mastery. Supplemental and targeted instruction is provided either through pull-out sessions or through after-school sessions.

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: 21,600

The school has an extended day for all students aiming to maximize the instruction time of all subjects, including all core academic subjects. This strategy adds approximately 360 instructional hours per year.

Strategy Rationale

The strategy allows our students to receive an enhanced curriculum that contributes to their academic successes.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Demopoulos, Demetrios, mrdemopoulos@gmail.com

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

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

Strategy: After School Program

Minutes added to school year: 900

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

Strategy Rationale

The tutoring sessions can be an effective tool for smaller group single-level targeted instruction.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Demopoulos, Demetrios, mrdemopoulos@gmail.com

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

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

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

The school provides a diagnostic standardized exam for all incoming freshmen. We use the data from this exam to make better decisions on freshmen course placement and to guide them regarding setting proper academic priorities and objectives.

A part-time guidance counselor has been added to our team to assist only underclassmen in having a better, easier, and faster adjustment to high school.

Parents of freshmen students are required to attend 1-1 meetings with the administration and group presentations of our college counseling department aiming to assist them understand the expectations, challenges, opportunities, and objectives of the program so they too can help the freshmen students start their high school career successfully.

Regarding the outgoing cohorts, the school is fully preparing the students for the transition to higher education via a core-curriculum that is strictly college preparatory (more details on college and career readiness can be found in section I.E.2.b.1,2, & 3)

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

The school assists the students in identifying areas of strong interest. In addition the school provides the students with guidance on targeting higher education institutes based on their individual interests. Prior to the beginning of the school year, reverse planning leads to guidance towards selecting courses that would maximize the potential that each student achieves his/her academic goals. During the school year regular individual meetings with the counselor help the students understand the connection between their current studies and performance and their future academic goals, in order to further motivate the students.

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

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

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

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

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

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

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

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

The school continues encouraging upperclassmen to enroll in one or more Advanced Placement classes in order to be better prepared for the academic expectations at the higher education level. Please see response to item I.E.2.b.3 for more details on the scope, purpose, and objectives of the AP program.

The school provides a series of courses, available to all students, aiming to assist in developing the reading, writing, and mathematics skills required at the higher education level. These courses are

supplemental to the core curriculum ELA and mathematics courses. Our most recent data show near 95% of the school's graduates are considered "college-ready" in both Reading and Mathematics.

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 Curriculum Goal - Improve the writing skills of all students so by graduation all students meet the requirements and expectations colleges and universities have of their writing.
- G2.** Early Warning Systems (EWS) - To improve on our prevention and/or intervention methods for students with poor attendance record, failing core classes, suspensions, and/or performance at the lowest level (level 1) in state exams
- G3.** STEM - Continue increasing the student participation in STEM-related experiences AND the student enrollment in STEM Advanced Placement (AP) classes AND the passing rate in STEM Advanced Placement (AP) examinations.
- G4.** Improve parents' understanding of academic objectives, benchmarks, requirements, and opportunities with regards to students' college admission.

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 Curriculum Goal - Improve the writing skills of all students so by graduation all students meet the requirements and expectations colleges and universities have of their writing. 1a

G049726

Targets Supported 1b

| Indicator | Annual Target |
|---------------------------|---------------|
| Postsecondary Enrollments | 100.0 |

Resources Available to Support the Goal 2

- In addition to the ELA classes, their teachers, and the resources allocated to these classes we consider all of the following to be significant resources towards meeting the goal: - All non-ELA core curriculum classes. - All non-ELA core curriculum teachers. - All Advanced-Placement classes and teachers.

Targeted Barriers to Achieving the Goal 3

- (environment) The electronic/digital communication that is a significant part of the students' communication with others outside the classroom is often grammar- and syntax-free, spelling-blind, short, rushed, and lacking of academic vocabulary.
- (organizational system) High school students have different background when it comes to their elementary and middle-school education. It is often the case that the writing process and writing skills have been the focus of instruction only on years that writing is assessed by high stakes exams (such as in grades 4 and 8 in Florida). Therefore students often enter high school less prepared in writing.
- (organizational system & curriculum) Students often enter high school been accustomed to practice writing only through their ELA classes. Most of their elementary and middle-school classes required very little to no writing at all and most of the assessments in all these classes consist strictly of multiple-choice questions or solving numerical problems. As a consequence most students do not expect to be asked to express their understanding, knowledge, ideas in essays in classes such as mathematics, sciences, and social studies etc.

Plan to Monitor Progress Toward G1. 8

Data from teacher-made writing assessments, PSAT, ACT Aspire, SAT, ACT, ELA Writing Component

Person Responsible

Demetrios Demopoulos

Schedule

Monthly, from 8/18/2014 to 7/1/2015

Evidence of Completion

Student (writing) scores from all the assessments listed above will be collected and analyzed to find if there is a positive effect of the plan.

G2. Early Warning Systems (EWS) - To improve on our prevention and/or intervention methods for students with poor attendance record, failing core classes, suspensions, and/or performance at the lowest level (level 1) in state exams 1a

G049801

Targets Supported 1b

| Indicator | Annual Target |
|-------------------------|---------------|
| One or More Suspensions | 1.5 |
| Attendance Below 90% | 5.0 |
| GPA below 2.0 - H.S. | 5.0 |

Resources Available to Support the Goal 2

- Student Government
- Honor Code policies and practices of other secondary and higher education institutions

Targeted Barriers to Achieving the Goal 3

- (environment) New technologies have made it easier and more common for students to plagiarize/cheat.
- (environment) Some parents do not understand the importance of students attending school everyday.
- (curriculum) It is mandatory for students to take advanced classes in mathematics most of which are not necessary for graduation.

Plan to Monitor Progress Toward G2. 8

Attendance records, incident reports regarding academic integrity, and failing (ELA and mathematics) classes records will be used to determine progress towards the goal.

Person Responsible

Olga Bardoutsos

Schedule

Semiannually, from 1/5/2015 to 6/3/2015

Evidence of Completion

The number of students failing an ELA and/or mathematics course at the end of the year, as well as the distribution of the failing grades over different courses will be used as evidence of progress towards the failing core classes sub-goal. The frequency of academic integrity incidents, the extend of such incidents among cohorts, the severity of such incidents, the frequency of repeat offenders, and ultimately the frequency of suspensions as result of plagiarism/cheating will be used as evidence of progress towards the suspensions sub-goal. The number of students with poor attendance records, as well as the typical extend of the absences of these students, will be used as evidence of progress towards the poor attendance record sub-goal.

G3. STEM - Continue increasing the student participation in STEM-related experiences AND the student enrollment in STEM Advanced Placement (AP) classes AND the passing rate in STEM Advanced Placement (AP) examinations. 1a

G049802

Targets Supported 1b

| Indicator | Annual Target |
|---------------------------------------|---------------|
| Advanced coursework completion - H.S. | 95.0 |
| College Readiness Mathematics | 95.0 |

Resources Available to Support the Goal 2

- Academic institutions, organizations, and businesses (related to STEM)
- Human resources (with STEM background) among the faculty, board, and parents
- (STEM related) academic competitions

Targeted Barriers to Achieving the Goal 3

- (curriculum) The school's demanding core curriculum allows limited time for other STEM-related experiences

Plan to Monitor Progress Toward G3. 8

Student enrollment data (for the new STEM elective courses), student performance in the related STEM competitions, students academic grades data, and students survey regarding their experiences in the STEM courses, all will be used to monitor progress towards the goal.

Person Responsible

Demetrios Demopoulos

Schedule

Quarterly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Collection of the data listed above will be a proof of monitoring progress. Positive correlation between students' academic grades, participation and performance in the STEM courses and competitions will be an indication of satisfactory progress towards the goal.

G4. Improve parents' understanding of academic objectives, benchmarks, requirements, and opportunities with regards to students' college admission. 1a

G049822

Targets Supported 1b

| Indicator | Annual Target |
|---------------------------|---------------|
| Postsecondary Enrollments | 100.0 |

Resources Available to Support the Goal 2

- Human resources as in the schools administration, college counselors, board, and alumni.
- College representatives and alumni

Targeted Barriers to Achieving the Goal 3

- (environment) More than 50% of our students are/will be "first-generation" college students and almost 50% of our students are considered economically disadvantaged.

Plan to Monitor Progress Toward G4. 8

Parents will be surveyed at the end of the year regarding their child's college admission and college enrollment. Data regarding college admissions and college enrollment for the graduating cohort will also be compiled.

Person Responsible

Demetrios Demopoulos

Schedule

On 6/3/2015

Evidence of Completion

Students' rates of acceptance to colleges and universities, students' data on enrollment to colleges and universities will be used.

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 Curriculum Goal - Improve the writing skills of all students so by graduation all students meet the requirements and expectations colleges and universities have of their writing. 1

G049726

G1.B1 (environment) The electronic/digital communication that is a significant part of the students' communication with others outside the classroom is often grammar- and syntax-free, spelling-blind, short, rushed, and lacking of academic vocabulary. 2

B124568

G1.B1.S1 ELA teachers will focus on teaching English grammar, editing, word usage and acquisition of academic vocabulary. The progress of Hispanic students who have average or below average performance in standardized reading and writing assessments will be closely monitored. 4

S140446

Strategy Rationale

The focus on these elements of language will assist our students in developing a more formal academic language. Besides improving their writing skills and their level of college readiness, we also believe that this plan will help all our students improve their performance in the new ELA Florida State Assessments (FSA), including our Hispanic students, the only subgroup that last year did not meet the targeted AMO in Reading (94% vs. 95% passing rate)

Action Step 1 5

All our ELA faculty will incorporate several strategies in the lessons including:

- 1) having students read and process different genres
- 2) having students use sentence frames to summarize text
- 3) assisting students transferring academic language text to social language and back
- 4) providing scaffolding for development of discourse routines
- 5) using authentic and memorable context to introduce and acquire new academic vocabulary
- 6) helping students in using diagrams (such as Venns) to compare and contrast vocabulary
- 7) provide students assistance with transitions handouts

Person Responsible

Olga Bardoutsos

Schedule

Daily, from 8/18/2014 to 6/3/2015

Evidence of Completion

Lesson plans, teachers' resources and handouts, classroom observations, sample students' work and assessments will all be used to demonstrate completion of this activity.

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

The administration and the ELA faculty will be meeting regularly to review the implementation of all indicated strategies as planned.

Person Responsible

Olga Bardoutsos

Schedule

Monthly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Notes/minutes from the specific ELA meetings will be the evidence that the plan is monitored for fidelity of implementation.

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

Regular (monthly) meetings among all ELA faculty and the administration will be used to evaluate each strategy used and assess the degree that each strategy is effective towards the goal. Strategies that are found to be less effective will be revised or replaced. The effectiveness of the entire action plan will be monitored through evaluation of students' work.

Person Responsible

Olga Bardoutsos

Schedule

Monthly, from 8/18/2014 to 6/3/2015


Evidence of Completion

Notes/minutes from the specific ELA meetings, sample students' work, and students' performance in teacher-made and standardized assessments will be the evidence that the plan is monitored for effectiveness.

G1.B2 (organizational system) High school students have different background when it comes to their elementary and middle-school education. It is often the case that the writing process and writing skills have been the focus of instruction only on years that writing is assessed by high stakes exams (such as in grades 4 and 8 in Florida). Therefore students often enter high school less prepared in writing. 2

 B124571

G1.B2.S1 Faculty of all departments (including mathematics, sciences, social studies, and philosophy) will be assisting the ELA teachers in developing the freshmen students writing skills through writing for content learning. 4

 S140124

Strategy Rationale

Given the diversity in our freshmen educational background and level of writing skills, we believe that we will be much more effective in helping our students develop good writing skills if this task is shared among all faculty.

Action Step 1 5

Non-ELA faculty will be using templates and rubrics to assist students in developing writing skills through writing for content learning assignments. The ELA faculty will be responsible for assisting the rest of the faculty in developing/adopting/using such templates and rubrics.

Person Responsible

Demetrios Demopoulos

Schedule

Weekly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Lesson plans, sample students' work, and sample class assessments will be used as evidence of the completion of this plan.

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

The administration along the ELA faculty will regularly (monthly) review writing templates and rubrics used by the rest of the faculty for content learning writing.

Person Responsible

Demetrios Demopoulos

Schedule

Monthly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Review/Evaluation of sample lesson plans, students' writing samples and assessments will be used to monitor for fidelity of implementation.

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

Follow-up workshops between all faculty will be held to evaluate the effectiveness of the plan and optimize its implementation.

Person Responsible

Demetrios Demopoulos

Schedule

Every 2 Months, from 8/18/2014 to 6/3/2015

Evidence of Completion

Notes/minutes from faculty workshops and evaluations and revisions of initial tools (writing templates, rubrics) will be evidence that the plan is monitored.

G1.B3 (organizational system & curriculum) Students often enter high school been accustomed to practice writing only through their ELA classes. Most of their elementary and middle-school classes required very little to no writing at all and most of the assessments in all these classes consist strictly of multiple-choice questions or solving numerical problems. As a consequence most students do not expect to be asked to express their understanding, knowledge, ideas in essays in classes such as mathematics, sciences, and social studies etc. **2**

 B124572

G1.B3.S1 Writing for Content Area Learning. Use of inquiry activities. **4**

 S136528

Strategy Rationale

Research has shown that writing-to-learn activities have a (small) positive statistically significant effect on students' performance across all content areas. Research provides evidence that inquiry activities is an effective instructional practice to develop better writing skills that can be used across all content areas.

Action Step 1 **5**

The content area teachers will be regularly asking students to write summaries and answer questions in writing to increase their ability to explain information, elaborate knowledge leading to deeper understanding of the topic, comment on and interpret information in the written text, communicate what has not been understood, and describe a change of belief they might be experiencing.

In addition all content area teachers will be asking students regularly (almost daily) to produce their own class notes and will provide them with feedback on their notes' completeness and clarity.

Person Responsible

Demetrios Demopoulos

Schedule

Daily, from 8/18/2014 to 6/3/2015

Evidence of Completion

Students classwork, homework, journals, and assessments.

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

Artifacts (of student work) will be collected regularly to monitor for fidelity of implementation

Person Responsible

Demetrios Demopoulos

Schedule

Monthly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Copies of students classwork, homework, journals, and class assessments will be collected to find evidence of regular use of the plan (write-to-learn activities)

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

Students will be surveyed at the beginning and at the end of the implementation time regarding beliefs about scope of writing.

Person Responsible

Demetrios Demopoulos

Schedule

Semiannually, from 8/18/2014 to 6/3/2015

Evidence of Completion

Survey data will be used to measure the effectiveness of the plan.

G2. Early Warning Systems (EWS) - To improve on our prevention and/or intervention methods for students with poor attendance record, failing core classes, suspensions, and/or performance at the lowest level (level 1) in state exams **1**

G049801

G2.B1 (environment) New technologies have made it easier and more common for students to plagiarize/cheat. **2**

B126624

G2.B1.S1 Develop/adopt an Honor Code and organize an Honor Council **4**

S138570

Strategy Rationale

Research has shown that 1) when individuals have to regularly reaffirm their allegiance to an agreed Honor Code they tend to plagiarize/cheat significantly less frequent and to a smaller extend and 2) when committees handling academic dishonesty incidents include peers of the offenders the learning outcomes for everyone involved are amplified

Action Step 1 **5**

Members of the administration of the school, the faculty, and the student government will work together to create and adopt and school wide Honor Code and to form an Honor Council.

Person Responsible

Olga Bardoutsos

Schedule

Monthly, from 8/18/2014 to 12/19/2014

Evidence of Completion

The actual text of the Honor Code and the bylaws of the Honor Council will be used as evidence for the completion of this action step.

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

The school's administration will monitor the use of the Honor Code in assignments and assessments and the function of the Honor Council if and when incidents arise.

Person Responsible

Olga Bardoutsos

Schedule

Biweekly, from 1/5/2015 to 6/3/2015

Evidence of Completion

Artifacts showing the use of the Honor Code and minutes from Honor Council meetings will be collected.

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

Any plagiarism/cheating incidents will be recorded as well as the response/actions taken as a result of such incidents.

Person Responsible

Olga Bardoutsos


Schedule

Every 2 Months, from 1/5/2015 to 6/3/2015


Evidence of Completion

Administration's notes on plagiarism/cheating incidents and Honor Council's decisions on such incidents will be collected to evaluate the effectiveness of the action plan. If needed, use/application of the Honor Code will be expanded/reduced and Honor Council bylaws may be updated.

G2.B2 (environment) Some parents do not understand the importance of students attending school everyday. **2**

 B127673

G2.B2.S1 School will step up the quantity of communication with parents of students who are accumulating significant amount of absences (and tardies) **4**

 S139801

Strategy Rationale

It is important that 1) parents fully understand the importance of students being in class every day and 2) parents understand the inconvenience they cause to the academic operation of the school when students are absent from class.

Action Step 1 **5**

The school's administration and/or guidance/student services personnel will be calling parents of students who accumulate three unexcused absences to discuss the importance of school attendance. If three or more additional unexcused absences are accumulated by the same student, the parents will be called in to school for a meeting. If the student accumulates ten or more absences the student will be given a Saturday detention and parents will be required to come to school and meet again. Additional absences will result in more severe consequences.

Person Responsible

Olga Bardoutsos

Schedule

Daily, from 8/18/2014 to 6/3/2015

Evidence of Completion

Attendance records, communication logs, meeting logs, and disciplinary action records will be used as evidence for the completion of this activity.

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

The administration will be checking to see if the required actions have been followed for students with poor attendance records.

Person Responsible

Demetrios Demopoulos

Schedule

Every 2 Months, from 8/18/2014 to 6/3/2015

Evidence of Completion

Attendance records, communication logs, meeting logs, and disciplinary action records will be used to monitor the fidelity of the implementation of the action plan.

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

The administration will be analyzing data to see if there are trends showing the number of students with poor attendance record is reducing over the year.

Person Responsible

Demetrios Demopoulos


Schedule

Every 2 Months, from 8/18/2014 to 6/3/2015


Evidence of Completion

Data from attendance records, communication logs, and disciplinary records will be analyzed to evaluate if there is a negative correlation between actions taken and poor attendance.

G2.B3 (curriculum) It is mandatory for students to take advanced classes in mathematics most of which are not necessary for graduation. 2

 B127680

G2.B3.S1 Support initiatives for peer-to-peer tutoring and mentoring, both between students of the same cohort enrolled in the same mathematics courses, as well as between students of different cohorts taking different level mathematics courses. 4

 S139810

Strategy Rationale

By encouraging and supporting peer-to-peer tutoring we anticipate that:

- 1) some students who are hesitant to participate in teacher-led review sessions will be more receptive to attend peer-led sessions
- 2) older students who are struggling with the most advanced mathematics courses will gain confidence by tutoring younger students of lower mathematics courses and become more responsible assuming the role of mentors to other (younger) struggling students.

Action Step 1 5

The faculty of mathematics and the administration will assist students in organizing a peer tutoring plan. Tutoring sessions will be regular (weekly). Tutoring sessions will be targeting students who are struggling in their mathematics classes. They will be strongly encouraged to participate.

Person Responsible

Demetrios Demopoulos

Schedule

Weekly, from 8/18/2014 to 6/3/2015

Evidence of Completion

A schedule of all tutoring sessions will be used as evidence of completion of the action plan.

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

Peer-tutoring sessions will be under the monitor of the faculty of mathematics who will be meeting regularly (bi-weekly) with the students-tutors to discuss lesson plans, students participation, outcomes and provide the students with guidance and feedback. Subsequently the faculty will be reporting to the administration regarding the progress of the action plan.

Person Responsible

Demetrios Demopoulos

Schedule

Biweekly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Log of teacher-student planning meetings and notes/minutes from meetings will be used as evidence.

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

Mathematics faculty will be supervising the content that is given emphasis in the tutoring sessions. The administration and faculty will be responsible for promoting the intervention among struggling students and their parents. The participating students' performance will be monitored to determine the effectiveness of the plan.

Person Responsible

Demetrios Demopoulos

Schedule

Biweekly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Notes/minutes from faculty-students planning meetings, student participation records, and participants performance records will all be used to evaluate the effectiveness of the action plan.

G3. STEM - Continue increasing the student participation in STEM-related experiences AND the student enrollment in STEM Advanced Placement (AP) classes AND the passing rate in STEM Advanced Placement (AP) examinations. 1

G049802

G3.B3 (curriculum) The school's demanding core curriculum allows limited time for other STEM-related experiences 2

B126616

G3.B3.S1 Build additional time in the regular school hours for students to participate in STEM-related projects, research, and competitions. 4

S138564

Strategy Rationale

By giving the students the opportunity to dedicate time towards STEM activities during the regular school hours we allow students to participate more in STEM without having to sacrifice preparation time for and performance in their core curriculum.

Action Step 1 5

The school will be offering two new STEM elective courses (Robotics, Mathematics)

Person Responsible

Demetrios Demopoulos

Schedule

Daily, from 8/18/2014 to 6/3/2015

Evidence of Completion

School's active courses list and student enrollment data

Plan to Monitor Fidelity of Implementation of G3.B3.S1 6

New STEM elective courses will be evaluated according to teaching standards

Person Responsible

Demetrios Demopoulos

Schedule

Weekly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Course syllabi, sample lectures, sample lesson plans, sample student work, and learning outcomes will be used.

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 7

Meetings with both the faculty and the students of the new STEM elective courses will be used to reflect on progress of the respective projects, and to identify challenges, opportunities for more growth, and resources needed.

Person Responsible

Demetrios Demopoulos

Schedule

Every 2 Months, from 8/18/2014 to 6/3/2015

Evidence of Completion

Student enrollment and student performance/success in the new STEM elective courses will be used to evaluate the effectiveness of the strategy.

G4. Improve parents' understanding of academic objectives, benchmarks, requirements, and opportunities with regards to students' college admission. 1

G049822

G4.B1 (environment) More than 50% of our students are/will be "first-generation" college students and almost 50% of our students are considered economically disadvantaged. 2

B124758

G4.B1.S1 Provide a series of presentations and workshops aiming to educate all parents regarding the process and the complexities of the college application and admission process. 4

S138560

Strategy Rationale

Based on our data, most of the parents very little to not-at-all familiar with this process. Teaching/educating them about it is the obvious first step.

Action Step 1 5

Develop and deliver a series of college application/admission presentations for parents. Have a real-time translation of the presentation to Spanish to accommodate parents who do not speak English. Generate a summary of key points from these presentations and send by email (quarterly) reminders to parents of these key points.

Person Responsible

Lisa Ibarra-Rivera

Schedule

Quarterly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Entries to school calendar and actual presentation documents/artifacts. Mass emails to parents with reminders.

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

The school's administration will attend and evaluate these presentations. The administration will also preview the summaries of key points to be emailed to parents as reminders.

Person Responsible

Demetrios Demopoulos

Schedule

Semiannually, from 8/18/2014 to 6/3/2015

Evidence of Completion

The administration will provide written feedback on each presentation and on the summaries of key points.

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

Attendance data will be collected for each presentation and parents will be asked to complete a survey with regards to the presentation they attended. Parents will also be surveyed on the helpfulness of the quarterly reminders.

Person Responsible

Lisa Ibarra-Rivera

Schedule

Semiannually, from 8/18/2014 to 6/3/2015

Evidence of Completion

Both rate of parental attendance to the presentations as well as qualitative and quantitative data from the surveys will be used.

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 |
|-------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| G1.B3.S1.A1 | The content area teachers will be regularly asking students to write summaries and answer questions in writing to increase their ability to explain information, elaborate knowledge leading to deeper understanding of the topic, comment on and interpret information in the written text, communicate what has not been understood, and describe a change of belief they might be experiencing. In addition all content area teachers will be asking students regularly (almost daily) to produce their own class notes and will provide them with feedback on their notes' completeness and clarity. | Demopoulos, Demetrios | 8/18/2014 | Students classwork, homework, journals, and assessments. | 6/3/2015 daily |
| G4.B1.S1.A1 | Develop and deliver a series of college application/admission presentations for parents. Have a real-time translation of the presentation to Spanish to accommodate parents who do not speak English. Generate a summary of key points from these presentations and send by email (quarterly) reminders to parents of these key points. | Ibarra-Rivera, Lisa | 8/18/2014 | Entries to school calendar and actual presentation documents/artifacts. Mass emails to parents with reminders. | 6/3/2015 quarterly |
| G3.B3.S1.A1 | The school will be offering two new STEM elective courses (Robotics, Mathematics) | Demopoulos, Demetrios | 8/18/2014 | School's active courses list and student enrollment data | 6/3/2015 daily |
| G2.B1.S1.A1 | Members of the administration of the school, the faculty, and the student government will work together to create and adopt and school wide | Bardoutsos, Olga | 8/18/2014 | The actual text of the Honor Code and the bylaws of the Honor Council will be used as evidence for the completion of this action step. | 12/19/2014 monthly |

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Archimedean Upper Conservatory

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/End Date |
|--------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|
| | Honor Code and to form an Honor Council. | | | | |
| G2.B2.S1.A1 | The school's administration and/or guidance/student services personnel will be calling parents of students who accumulate three unexcused absences to discuss the importance of school attendance. If three or more additional unexcused absences are accumulated by the same student, the parents will be called in to school for a meeting. If the student accumulates ten or more absences the student will be given a Saturday detention and parents will be required to come to school and meet again. Additional absences will result in more severe consequences. | Bardoutsos, Olga | 8/18/2014 | Attendance records, communication logs, meeting logs, and disciplinary action records will be used as evidence for the completion of this activity. | 6/3/2015 daily |
| G2.B3.S1.A1 | The faculty of mathematics and the administration will assist students in organizing a peer tutoring plan. Tutoring sessions will be regular (weekly). Tutoring sessions will be targeting students who are struggling in their mathematics classes. They will be strongly encouraged to participate. | Demopoulos, Demetrios | 8/18/2014 | A schedule of all tutoring sessions will be used as evidence of completion of the action plan. | 6/3/2015 weekly |
| G1.B2.S1.A1 | Non-ELA faculty will be using templates and rubrics to assist students in developing writing skills through writing for content learning assignments. The ELA faculty will be responsible for assisting the rest of the faculty in developing/adopting/using such templates and rubrics. | Demopoulos, Demetrios | 8/18/2014 | Lesson plans, sample students' work, and sample class assessments will be used as evidence of the completion of this plan. | 6/3/2015 weekly |
| G1.B1.S1.A1 | All our ELA faculty will incorporate several strategies in the lessons including: 1) having students read and process different genres 2) having students use sentence frames to summarize text 3) assisting students transferring academic language text to social language and back 4) providing scaffolding for development of discourse routines 5) using authentic and memorable context to introduce and acquire new academic vocabulary 6) helping students in using diagrams (such as Venns) to compare and contrast vocabulary 7) provide students assistance with transitions handouts | Bardoutsos, Olga | 8/18/2014 | Lesson plans, teachers' resources and handouts, classroom observations, sample students' work and assessments will all be used to demonstrate completion of this activity. | 6/3/2015 daily |
| G1.MA1 | Data from teacher-made writing assessments, PSAT, ACT Aspire, SAT, ACT, ELA Writing Component | Demopoulos, Demetrios | 8/18/2014 | Student (writing) scores from all the assessments listed above will be collected and analyzed to find if there is a positive effect of the plan. | 7/1/2015 monthly |
| G1.B3.S1.MA1 | Students will be surveyed at the beginning and at the end of the implementation time regarding beliefs about scope of writing. | Demopoulos, Demetrios | 8/18/2014 | Survey data will be used to measure the effectiveness of the plan. | 6/3/2015 semiannually |
| G1.B3.S1.MA1 | Artifacts (of student work) will be collected regularly to monitor for fidelity of implementation | Demopoulos, Demetrios | 8/18/2014 | Copies of students classwork, homework, journals, and class assessments will be collected to find evidence of regular use of the plan (write-to-learn activities) | 6/3/2015 monthly |

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/End Date |
|--------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|
| G1.B2.S1.MA1 | Follow-up workshops between all faculty will be held to evaluate the effectiveness of the plan and optimize its implementation. | Demopoulos, Demetrios | 8/18/2014 | Notes/minutes from faculty workshops and evaluations and revisions of initial tools (writing templates, rubrics) will be evidence that the plan is monitored. | 6/3/2015 every-2-months |
| G1.B2.S1.MA1 | The administration along the ELA faculty will regularly (monthly) review writing templates and rubrics used by the rest of the faculty for content learning writing. | Demopoulos, Demetrios | 8/18/2014 | Review/Evaluation of sample lesson plans, students' writing samples and assessments will be used to monitor for fidelity of implementation. | 6/3/2015 monthly |
| G1.B1.S1.MA1 | Regular (monthly) meetings among all ELA faculty and the administration will be used to evaluate each strategy used and assess the degree that each strategy is effective towards the goal. Strategies that are found to be less effective will be revised or replaced. The effectiveness of the entire action plan will be monitored through evaluation of students' work. | Bardoutsos, Olga | 8/18/2014 | Notes/minutes from the specific ELA meetings, sample students' work, and students' performance in teacher-made and standardized assessments will be the evidence that the plan is monitored for effectiveness. | 6/3/2015 monthly |
| G1.B1.S1.MA1 | The administration and the ELA faculty will be meeting regularly to review the implementation of all indicated strategies as planned. | Bardoutsos, Olga | 8/18/2014 | Notes/minutes from the specific ELA meetings will be the evidence that the plan is monitored for fidelity of implementation. | 6/3/2015 monthly |
| G2.MA1 | Attendance records, incident reports regarding academic integrity, and failing (ELA and mathematics) classes records will be used to determine progress towards the goal. | Bardoutsos, Olga | 1/5/2015 | The number of students failing an ELA and/or mathematics course at the end of the year, as well as the distribution of the failing grades over different courses will be used as evidence of progress towards the failing core classes sub-goal. The frequency of academic integrity incidents, the extend of such incidents among cohorts, the severity of such incidents, the frequency of repeat offenders, and ultimately the frequency of suspensions as result of plagiarism/cheating will be used as evidence of progress towards the suspensions sub-goal. The number of students with poor attendance records, as well as the typical extend of the absences of these students, will be used as evidence of progress towards the poor attendance record sub-goal. | 6/3/2015 semiannually |
| G2.B1.S1.MA1 | Any plagiarism/cheating incidents will be recorded as well as the response/actions taken as a result of such incidents. | Bardoutsos, Olga | 1/5/2015 | Administration's notes on plagiarism/cheating incidents and Honor Council's decisions on such incidents will be collected to evaluate the effectiveness of the action plan. If needed, use/application of the Honor Code will be expanded/reduced and Honor Council bylaws may be updated. | 6/3/2015 every-2-months |
| G2.B1.S1.MA1 | The school's administration will monitor the use of the Honor Code in assignments and assessments and the function of the Honor Council if and when incidents arise. | Bardoutsos, Olga | 1/5/2015 | Artifacts showing the use of the Honor Code and minutes from Honor Council meetings will be collected. | 6/3/2015 biweekly |
| G2.B2.S1.MA1 | The administration will be analyzing data to see if there are trends showing the number of students with poor attendance record is reducing over the year. | Demopoulos, Demetrios | 8/18/2014 | Data from attendance records, communication logs, and disciplinary records will be analyzed to evaluate if there is a negative correlation between actions taken and poor attendance. | 6/3/2015 every-2-months |
| G2.B2.S1.MA1 | The administration will be checking to see if the required actions have been | Demopoulos, Demetrios | 8/18/2014 | Attendance records, communication logs, meeting logs, and disciplinary | 6/3/2015 every-2-months |

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/End Date |
|--------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|
| | followed for students with poor attendance records. | | | action records will be used to monitor the fidelity of the implementation of the action plan. | |
| G2.B3.S1.MA1 | Mathematics faculty will be supervising the content that is given emphasis in the tutoring sessions. The administration and faculty will be responsible for promoting the intervention among struggling students and their parents. The participating students' performance will be monitored to determine the effectiveness of the plan. | Demopoulos, Demetrios | 8/18/2014 | Notes/minutes from faculty-students planning meetings, student participation records, and participants performance records will all be used to evaluate the effectiveness of the action plan. | 6/3/2015 biweekly |
| G2.B3.S1.MA1 | Peer-tutoring sessions will be under the monitor of the faculty of mathematics who will be meeting regularly (bi-weekly) with the students-tutors to discuss lesson plans, students participation, outcomes and provide the students with guidance and feedback. Subsequently the faculty will be reporting to the administration regarding the progress of the action plan. | Demopoulos, Demetrios | 8/18/2014 | Log of teacher-student planning meetings and notes/minutes from meetings will be used as evidence. | 6/3/2015 biweekly |
| G3.MA1 | Student enrollment data (for the new STEM elective courses), student performance in the related STEM competitions, students academic grades data, and students survey regarding their experiences in the STEM courses, all will be used to monitor progress towards the goal. | Demopoulos, Demetrios | 8/18/2014 | Collection of the data listed above will be a proof of monitoring progress. Positive correlation between students' academic grades, participation and performance in the STEM courses and competitions will be an indication of satisfactory progress towards the goal. | 6/3/2015 quarterly |
| G3.B3.S1.MA1 | Meetings with both the faculty and the students of the new STEM elective courses will be used to reflect on progress of the respective projects, and to identify challenges, opportunities for more growth, and resources needed. | Demopoulos, Demetrios | 8/18/2014 | Student enrollment and student performance/success in the new STEM elective courses will be used to evaluate the effectiveness of the strategy. | 6/3/2015 every-2-months |
| G3.B3.S1.MA1 | New STEM elective courses will be evaluated according to teaching standards | Demopoulos, Demetrios | 8/18/2014 | Course syllabi, sample lectures, sample lesson plans, sample student work, and learning outcomes will be used. | 6/3/2015 weekly |
| G4.MA1 | Parents will be surveyed at the end of the year regarding their child's college admission and college enrollment. Data regarding college admissions and college enrollment for the graduating cohort will also be compiled. | Demopoulos, Demetrios | 5/1/2015 | Students' rates of acceptance to colleges and universities, students' data on enrollment to colleges and universities will be used. | 6/3/2015 one-time |
| G4.B1.S1.MA1 | Attendance data will be collected for each presentation and parents will be asked to complete a survey with regards to the presentation they attended. Parents will also be surveyed on the helpfulness of the quarterly reminders. | Ibarra-Rivera, Lisa | 8/18/2014 | Both rate of parental attendance to the presentations as well as qualitative and quantitative data from the surveys will be used. | 6/3/2015 semiannually |
| G4.B1.S1.MA1 | The school's administration will attend and evaluate these presentations. The administration will also preview the summaries of key points to be emailed to parents as reminders. | Demopoulos, Demetrios | 8/18/2014 | The administration will provide written feedback on each presentation and on the summaries of key points. | 6/3/2015 semiannually |

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.

Technical Assistance Items

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

G1. Core Curriculum Goal - Improve the writing skills of all students so by graduation all students meet the requirements and expectations colleges and universities have of their writing.

G1.B2 (organizational system) High school students have different background when it comes to their elementary and middle-school education. It is often the case that the writing process and writing skills have been the focus of instruction only on years that writing is assessed by high stakes exams (such as in grades 4 and 8 in Florida). Therefore students often enter high school less prepared in writing.

G1.B2.S1 Faculty of all departments (including mathematics, sciences, social studies, and philosophy) will be assisting the ELA teachers in developing the freshmen students writing skills through writing for content learning.

PD Opportunity 1

Non-ELA faculty will be using templates and rubrics to assist students in developing writing skills through writing for content learning assignments. The ELA faculty will be responsible for assisting the rest of the faculty in developing/adopting/using such templates and rubrics.

Facilitator

ELA Faculty (Yimali Gonzalez, Afif Nasreddine, Jessica Noguez)

Participants

All mathematics, sciences, social studies and philosophy faculty.

Schedule

Weekly, from 8/18/2014 to 6/3/2015

G1.B3 (organizational system & curriculum) Students often enter high school been accustomed to practice writing only through their ELA classes. Most of their elementary and middle-school classes required very little to no writing at all and most of the assessments in all these classes consist strictly of multiple-choice questions or solving numerical problems. As a consequence most students do not expect to be asked to express their understanding, knowledge, ideas in essays in classes such as mathematics, sciences, and social studies etc.

G1.B3.S1 Writing for Content Area Learning. Use of inquiry activities.

PD Opportunity 1

The content area teachers will be regularly asking students to write summaries and answer questions in writing to increase their ability to explain information, elaborate knowledge leading to deeper understanding of the topic, comment on and interpret information in the written text, communicate what has not been understood, and describe a change of belief they might be experiencing. In addition all content area teachers will be asking students regularly (almost daily) to produce their own class notes and will provide them with feedback on their notes' completeness and clarity.

Facilitator

Demetrios Demopoulos, Afif Nasreddine, Jessica Nogues, Yimali Gonzalez

Participants

All faculty members

Schedule

Daily, from 8/18/2014 to 6/3/2015

G4. Improve parents' understanding of academic objectives, benchmarks, requirements, and opportunities with regards to students' college admission.

G4.B1 (environment) More than 50% of our students are/will be "first-generation" college students and almost 50% of our students are considered economically disadvantaged.

G4.B1.S1 Provide a series of presentations and workshops aiming to educate all parents regarding the process and the complexities of the college application and admission process.

PD Opportunity 1

Develop and deliver a series of college application/admission presentations for parents. Have a real-time translation of the presentation to Spanish to accommodate parents who do not speak English. Generate a summary of key points from these presentations and send by email (quarterly) reminders to parents of these key points.

Facilitator

Lisa Ibarra-Rivera, College Counselor

Participants

Agostina Morgante, (new) Assistant Counselor

Schedule

Quarterly, from 8/18/2014 to 6/3/2015

Budget Rollup

Summary

| Description | Total |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| Goal 3: STEM - Continue increasing the student participation in STEM-related experiences AND the student enrollment in STEM Advanced Placement (AP) classes AND the passing rate in STEM Advanced Placement (AP) examinations. | 20,000 |
| Goal 4: Improve parents' understanding of academic objectives, benchmarks, requirements, and opportunities with regards to students' college admission. | 250 |
| Grand Total | 20,250 |

Goal 3: STEM - Continue increasing the student participation in STEM-related experiences AND the student enrollment in STEM Advanced Placement (AP) classes AND the passing rate in STEM Advanced Placement (AP) examinations.

| Description | Source | Total |
|--------------------------------------|--------------|---------------|
| B3.S1.A1 - Instructional Cost | General Fund | 16,500 |
| B3.S1.A1 - Resources | General Fund | 3,500 |
| Total Goal 3 | | 20,000 |

Goal 4: Improve parents' understanding of academic objectives, benchmarks, requirements, and opportunities with regards to students' college admission.

| Description | Source | Total |
|-----------------------------------------------------------------------|--------|------------|
| B1.S1.A1 - Supplies for presentations. Funds provided by PTSO. | Other | 250 |
| Total Goal 4 | | 250 |