FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: ARCHIMEDEAN ACADEMY

District Name: Dade

Principal: Susan E. Simpson

SAC Chair: Sandra Kishinevsky

Superintendent: Alberto M. Carvalho

Date of School Board Approval: Pending

Last Modified on: 10/12/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

Note: The following links will open in a separate browser window.

School Grades Trend Data
Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data
High School Feedback Report
K-12 Comprehensive Research Based Reading Plan

ADMINISTRATORS

List your school's administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and Ambitious but achievable annual measurable objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Susan Simpson	B.S. in Elementary Education Louisiana State University Masters - Educational Leadership – Houston Baptist University Principal Certification State of Florida and Texas	6	10	Year 2012 2011 2010 2009 2008 Grade A A A A A AYP Yes Yes Yea Yes Yes High Reading 95% 96% 97% 95% 92% High Math 89% 95% 97% 95% 93% Learning Gains Reading 88% 79% 80% 85% 78% Learning Gains Math 83% 66% 80% 73% 74% Learning Gains Lower 25 Reading 83% 81% 89% 88% 79 Learning Gains Lower 25 Math 83% 66% 89% 71% 75%
Assis Principal	Christina Briz	BS – Elementary Education, Florida International University; MS – Educational Leadership, Nova	9	9	Year 2012 2011 2010 2009 2008 Grade A A A A A AYP Yes Yes Yea Yes Yes High Reading 95% 96% 97% 95% 92% High Math 89% 95% 97% 95% 93% Learning Gains Reading 88% 79% 80% 85% 78%

| | Southeastern University State of Florida Certification | | | | Learning Gains Math 83% 66% 80% 73% 74% Learning Gains Lower 25 Reading 83% 81% 89% 88% 79 Learning Gains Lower 25 Math 83% 66% 89% 71% 75% |

INSTRUCTIONAL COACHES

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (Percentage data for achievement levels, learning gains, Lowest 25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
N/A					

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

Describe the school-based strategies that will be used to recruit and retain high quality, effective teachers to the school.

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Regular meetings of new teachers with principal	Principal	June 2013	
2	2. Partnering new teachers with veteran staff	Principal	June 2013	
3	3. Higher salary per years of experience	Governing Board	June 2013	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).
*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
4	* partnered with a highly effective teacher * guidance from administration with course selection (for certification) and certification process

Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

When using percentages, include the number of teachers the percentage represents (e.g., 70% (35)).

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
29	0.0%(0)	31.0%(9)	65.5%(19)	3.4%(1)	34.5%(10)	86.2%(25)	10.3%(3)	3.4%(1)	51.7%(15)

Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Adrienne Lazo	Daisy Anillo	Same Grade Level and Subject Area	* common planning time for lesson planning and collaboration * opportunities to observe each other's classes and provide feedback
Sandra Kishinevsky	Jenny Oropeza	Same Grade Level and Subject Area	* common planning time for lesson planning and collaboration * opportunities to observe each other's classes and provide feedback
Monica Rodriguez	Lauren Dominguez	Same Grade Level and Subject Area	* common planning time for lesson planning and collaboration * opportunities to observe each other's classes and provide feedback
Lourdes Galban	Katherine Pearce	Same Grade Level and Subject Area	* common planning time for lesson planning and collaboration * opportunities to observe each other's classes and provide feedback
Alexandra Georgiou	Aristeidis Zentelis	Same Grade Level and Subject Area/Both Greek	* common planning time for lesson planning and collaboration * opportunities to observe each other's classes and provide feedback
Gustavo Palacios	Donal Petersen	Peterson teaches 5th Grade Science, Gustavo is the Head of the Science Department in Middle School	* common planning time for lesson planning and collaboration * opportunities to observe each other's classes and provide feedback
Maria Tsiopoulou	Konstantinos Dimas	Same Grade Level and Subject Area/Both Greek	* common planning time for lesson planning and collaboration * opportunities to observe each other's classes and provide feedback

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

Title I, Part A

N/A

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

N/A

Title III

N/A

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

N/A

Nutrition Programs

N/A

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

N/A

Multi-Tiered System of Supports (MTSS)/Response to Instruction/Intervention (RtI)

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

RtI is an extension of the school's Leadership Team, strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well being, and prevention of student failure through early intervention
RtI leadership is vital, therefore, in building our team we have considered the following:

• Administrator(s) who will ensure commitment and allocate resources;
• Teacher(s) who share the common goal of improving instruction for all students; and
The school's Leadership Team will include additional personnel as resources to the team, based on specific problems or concerns as warranted, such as:
• School reading, math, science, and behavior specialists
• Special education personnel
• School guidance counselor
• Member of advisory group
• PTO President

Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

1. Monitor academic and behavior data evaluating progress by addressing the following important questions:

• What will all students learn? (curriculum based on standards)
• How will we determine if the students have learned? (common assessments)
• How will we respond when students have not learned? (Response to Intervention problem solving process and monitoring progress of interventions)
• How will we respond when students have learned or already know? (Enrichment opportunities).
2. Gather and analyze data to determine professional development for faculty as indicated by student intervention and achievement needs.

3. Hold regular team meetings.

4. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress
5. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.

6. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.

7. Assist with monitoring and responding to the needs of subgroups within the expectations for adequate yearly progress.

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?

1. The Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis.

2. The Leadership Team will monitor the fidelity of the delivery of instruction and intervention.

3. The Leadership Team will provide levels of support and interventions to students based on data.

MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

1. Data will be used to guide instructional decisions and system procedures for all students to:

• adjust the delivery of curriculum and instruction to meet the specific needs of students
• adjust the delivery of behavior management system
• adjust the allocation of school-based resources
• drive decisions regarding targeted professional development
2. Managed data will include:

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

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

Describe the plan to train staff on MTSS.

The district professional development and support will include:

* training for all administrators in the RtI problem solving, data analysis process;
* providing support for school staff to understand basic RtI principles and procedures; and
* providing a network of ongoing support for RtI organized through feeder patterns

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT).

Principal – Susan Simpson
Reading Lead Teacher – Sandra, Kishinevsky, Janette Mauri,Christina Briz, and Monica Rodriguez
ESE/SPED Chair - Arelys Palacios

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).

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

What will be the major initiatives of the LLT this year?

Supplemental Intervention Reading Programs (SIRP): Intended for flexible use as part of differentiated instruction or in more intensive interventions to meet student learning needs in specific areas (phonological awareness, phonics, fluency, vocabulary, and comprehension) will be the major initiative for the 2011-12 school year. This will be part of a prescriptive reading plan for each student.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

*High Schools Only

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

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

Postsecondary Transition

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report

PART II: EXPECTED IMPROVEMENTS

Reading Goals

When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	The results of the 2011-2012 FCAT Reading Test indicate that 22% of students achieved level 3 proficiency. Our goal for the 2012-2013 school year is to maintain level 3 performance at 22% .
2012 Current Level of Performance:	2013 Expected Level of Performance:
22% (40)	22% (40)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The area which displayed the least amount of growth as noted on the 2012 administration of the FCAT reading test was Reporting Category 3, Literary Analysis Fiction/Non Fiction	Teachers in grades 3-5 will use how-to articles, brochures, fliers and other real-world documents to identify text features (subtitles, headings, charts, graphs, diagrams, etc) and to locate, interpret and organize information. Teachers will teach students to identify and interpret elements of story structure within and across texts as characters, setting, climax and plot development.	Administraton	Ongoing classroom assessments focusing on knowledge of word meanings and relationships. Data will be analyzed bi-monthly by administration and utilized to adjust instruction. Ongoing classroom assessments focusing on knowledge of word meanings and relationships. Data will be analyzed bi-monthly by administration and utilized to adjust instruction.	Formative: Student authentic work, District Interim Assessments, FAIR, Teacher developed, and basal chapter tests Summative: Results of this cluster on the 2013 FCAT Reading 2.0

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
		No Data Submitted		

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The results of the 2012 FCAT Reading Test indicate that 73% of students achieved proficiency at or above level 4 and 5. Our goal for the 2013 school year is to maintain the level 4 and 5 performance at 73% proficiency
2012 Current Level of Performance:	2013 Expected Level of Performance:
73% (133)	73% (133)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	An area which showed minimal growth and would require students to improve performance as noted on the 2012 administration of the FCAT reading was Informational Text/Research Process	Teachers will provide increased opportunities for students to participate in enrichment opportunities which will include district-wide activities and contests. This will be reinforced across the curriculum	Literacy Leadership Team and Administration	Ongoing classroom assessments/observations focusing on students' ability to independently organize and interpret information using real world and nonfiction documents. Rubrics will be developed to assess student learning. Administration will analyze data on bi-monthly and utilized the results to adjust instruction	Formative: Student authentic work, District Interim Assessments, FAIR, Teacher developed, and basal chapter tests Summative: Results of this cluster on the 2013 FCAT Reading 2.0

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The results of the 2012 FCAT Reading Test indicate that 88% of students made learning gains. Our goal for the 2013 school year is to increase student achieving learning gains to 93% .
2012 Current Level of Performance:	2013 Expected Level of Performance:
88% (112)	93% (118)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As noted in the 2012 administration of the FCAT Reading Test. Literary Analysis was deemed as the area of greatest deficiency	Teachers will provide opportunities for students to compare non fiction and fictional literature weekly via small group instruction in class. Teachers will use charts, graphs and diagrams available to organize and interpret information.	Literacy Leadership Team and Administration	Ongoing classroom assessments focusing on ability to answer higher order critical thinking questions. Data will be analyzed bimonthly and utilized by administration to adjust instruction	Formative: Student authentic work, District Interim Assessments, FAIR, Teacher developed, and basal chapter tests Summative: Results of this cluster on the 2013 FCAT Reading 2.0 Test

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	The results of the 2012 FCAT Reading Test indicate that 88% of students in the lowest 25% made learning gains. Our goal for the 2013 school year is to increase this level of performance to 93%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
88% (30)	93% (30)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Due to the fact that the Intervention program was before school (7:15 AM) last year, many students reported late.	The Intervention Program will be implemented for 45 minutes daily during the instructional day. Incentives will be given for attendance. Teachers will use the following materials: Voyager and the Intervention Kit as part of the Reading Street Basal Series by Hartcourt.	Literacy Leadership Team And Administration	Ongoing assessments by intervention teacher focusing on independent targeted skills. Data will be analyzed by the intervention teacher bimonthly and utilized to adjust instruction as needed.	Formative: Student authentic work, District Interim Assessments, FAIR, Teacher developed, and basal chapter tests Summative: Results of this cluster on the 2012-13 FCAT Reading 2.0

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target	
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal # The results of the 2010 FCAT Reading Test, used as a baseline, indicate that 97% of students met high standards. Our goal for the next 6 years is to chool year maintain this level of performance. 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	97%	97%	97%	97%	97%	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	N/A

2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Higher Order Thinking and Teaching	K-5	Susan Simpson Principal	Language Arts/Reading Teachers in K-5	September 2012-April 2013 - Once monthly	Follow-up discussion with Reading/ Language Arts Teachers	Principal
Project Based Learning	K-5	Susan Simpson Principal	Language Arts/Reading Teachers in K-5	September 2012-April 2013 - Once monthly	Follow-up discussion with Reading/ Language Arts Teachers	Principal

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00

Comprehensive English Language Learning Assessment (CELLA) Goals

* When using percentages, include the number of students the percentage represents next to the percentage (e.g., 70% (35)).

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	
1. Students scoring proficient in listening/speaking. CELLA Goal #1:	CELLA results for 2012 indicate that 60% of the students who took the assessment were proficient in listening and speaking. Our goal for 2013 is to increase this percentage to 64%.

2012 Current Percent of Students Proficient in listening/speaking:
60%

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	We have a larger population this year of lower level ELL children with limited English spoken in the home.	All ELL children will be included in the Reading tutorials on Tuesdays, Wednesdays and Thursdays using the Extensions in Reading by Curriculum Associates. The focus of the intervention for these students will be on simple, direct language.	Reading Interventions teachers, ELL Chairperson, and	Bimonthly assessments by intervention teacher focusing on speaking and listening. Data will be analyzed monthly by administration, and instruction adjusted as needed.	Formative: Student authentic work, Edusoft Assessments, FAIR, Teacher developed, and teacher observations Summative: Results of this cluster on the 2013 CELLA

Students read in English at grade level text in a manner similar to non-ELL students.	
2. Students scoring proficient in reading. CELLA Goal #2:	CELLA results for 2012 indicate that 49% of the students who took the assessment were proficient in Reading. Our goal for 2013 is to increase this percentage to 54%.

2012 Current Percent of Students Proficient in reading:
49%

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	We have a larger population this year of lower level ELL children with limited English read in the home.	All ELL children will be included in the Reading tutorials on Tuesdays, Wednesdays and Thursdays using the Extensions in Reading	ELL Chairperson and administration	Bimonthly assessments by intervention teacher focusing on speaking and listening. Data will be analyzed monthly by administration, and	Formative: Student authentic work, Edusoft Assessments, FAIR, Teacher

| 1 | | by Curriculum Associates. Key concepts and vocabulary will be emphasized. | | instruction adjusted as needed. | developed, and teacher observations

Summative: Results of this cluster on the 2013 CELLA |

Students write in English at grade level in a manner similar to non-ELL students.

3. Students scoring proficient in writing. CELLA Goal #3:	CELLA results for 2012 indicate that 54% of the students who took the assessment were proficient in Reading. Our goal for 2013 is to increase this percentage to 59%.

2012 Current Percent of Students Proficient in writing:
54%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	We have a larger population this year of lower level ELL children with limited opportunities for them to write in English in the home.	All ELL children will be included in the Reading tutorials on Tuesdays, Wednesdays and Thursdays with a focus on the use of graphic organizers to develop vocabulary, sentence structure, and the writing process.	ELL Chairperson and Administration	Bimonthly assessments by intervention teacher focusing on speaking and listening. Data will be analyzed monthly by administration, and instruction adjusted as needed.	Formative: Student authentic work, Edusoft Assessments, FAIR, Teacher developed, and teacher observations Summative: Results of this cluster on the 2013 CELLA

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of CELLA Goals

Elementary School Mathematics Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	The results of the 2012 FCAT Mathematics Test indicate that 23% of students achieved proficiency. Our goal for the 2013 school year is maintain this level of proficiency at 23%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
23% (41)	23% (42)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As noted on the 2012 Mathematics FCAT the area identified as the greatest barrier to achievement Number : Fractions	Teachers will provide contexts for mathematical exploration and the development of student understanding of number, including fractions, through the use of manipulatives and engaging opportunities for practice via whole group daily instruction.	Leadership Team and Administration	. Math Department Chairperson will conduct department meetings bimonthly to gather teacher feedback on student mastery of concepts, analyze data, and adjust instruction accordingly.	Formative: Student authentic work, Edusoft Assessments, Teacher developed, and basal chapter tests Summative: Results of this cluster on the 2013 FCAT Mathematics 2.0 Test

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	The results of the 2012 FCAT Mathematics Test indicate that 66% of students achieved proficiency. Our goal for the 2013 school year will increase the level to 67%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
66% (121)	67% (122)

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The level 4 and 5 students in grade 5 showed Expressions and Equations as an area of deficiency, as noted on the 2012 FCAT Mathematics Test. The deficiency is due to limited classroom opportunities to engage in activities which develop exploration and inquiry skills.	Teachers will provide opportunities weekly to use patterns, models, and relationships as contexts for writing, solving and developing authentic simple and complex equations via small group instruction.	Lead Mathematics Teacher and Administration	Mathematics Department Chairperson will review ongoing classroom assignments and assessments bimonthly that target application of measurement objectives. Mathematics Department Chairperson will conduct grade level discussions bimonthly to attain teacher feedback on effectiveness of strategy and adjust instruction accordingly.	Formative: Student authentic work, Edusoft Assessments, FAIR, Teacher developed, and basal chapter tests Summative: Results from 2013 FCAT Mathematics 2.0 Test

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning	On the 2012 FCAT Mathematics Test 83% of students made

	gains in mathematics. Mathematics Goal #3a:	learning gains. Our goal for the 2013 school year is to provide appropriate tutorial, remediation, and enrichment opportunities in order to increase the percentage of students making learning gains to 88%

2012 Current Level of Performance:	2013 Expected Level of Performance:
83% (105)	88% (112)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	As noted on the 2012 FCAT Mathematics administration, student performance in the areas fractions and equations were identified as barriers especially in grades 4 and 5.	Mathematics teachers will provide comprehensive practice, remediation opportunities, and enrichment of math benchmarks on a day to day basis, in real time, based on student need, as determined by teacher assessments (GoMath Textbook) and Edusoft Testing. Students will attend Saturday School the 4 Saturdays prior to FCAT administration. Edusoft Test Items from the item bank will be used as preparatory material.	Leadership Team and Administration	Mathematics Department Chairperson will review formative weekly assessment data reports on a bimonthly basis to adjust instruction as needed and to ensure students are making learning gains. Mathematics Department Chairperson will conduct grade level discussions to attain teacher feedback on effectiveness of strategy, and adjust instruction accordingly.	Formative: Student authentic work, Edusoft Assessments, Teacher developed, and basal chapter tests Summative: Results from 2012 FCAT Mathematics 2.0 Test

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	N/A

2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
4. FCAT 2.0: Percentage of students in Lowest 25%	On the 2012 FCAT Mathematics Test 83% of lowest 25% of

	making learning gains in mathematics. Mathematics Goal #4:	students made learning gains. Our goal for the 2013 school year is to provide appropriate interventions, remediation, and enrichment opportunities in order to increase the percentage of lowest 25% students making learning gains to 88%
	2012 Current Level of Performance:	2013 Expected Level of Performance:
	83% (N<30)	88% (N<30)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student intervention program may be compromised by student intervention program not being implemented with fidelity	Mathematics teachers will provide comprehensive practice, remediation opportunities, and enrichment of math benchmarks on a day to day basis, in real time, based on student need, as determined by teacher assessments (GoMath Textbook) and Edusoft Testing. Students will attend Saturday School the 4 Saturdays prior to FCAT administration	Lead Mathematics Teacher and Administration	Review formative weekly assessment data reports to adjust instruction as needed to ensure progress is being made and students are making learning gains.	Formative: Student authentic work, Edusoft Assessments, Teacher developed, and basal chapter tests Summative: Results from 2013 FCAT Mathematics 2.0 Test

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal # 5A : The results of the 2010 FCAT Mathematics Test, used as a baseline, indicate that 97% of students met high standards. Our goal for the next 6 years is to chool year maintain this level of performance.

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	97%	97%	97%	97%	97%	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A
Problem-Solving Process to Increase Student Achievement	

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A
Problem-Solving Process to Increase Student Achievement	

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	N/A

2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

End of Elementary School Mathematics Goals

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Problem Solving in the Context of New Generation Sunshine State Standards	K-5	Lead Mathematics Teacher	K – 5 Teachers	Monthly/ 3rd Wednesday Beginning October 2012 – Ending May 2013	Department planning	Administrator

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Teachers will provide opportunities weekly to use patterns, models, and relationships as contexts for writing, solving and developing authentic simple and complex equations via small group instruction	Mathematical Pattern blocks, fraction pieces, and counters	EESAC Funds	$300.00
			Subtotal: $300.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount

| | | | Subtotal: $0.00 |
| | | | Grand Total: $300.00 |

Elementary and Middle School Science Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	On the 2012 administration of the Science FCAT, 44% of students achieved proficiency (FCAT level 3). The expected level of performance for 2013 is to increase the level of proficiency a 45% .
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
44% (25)	45% (25)

Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Although gains were made, the area of Nature of Science showed the least amount of growth. The use of experiment and inquiry based projects is limited. These activities are thought to enhance the aquisition of this objective.	Teachers in grades K-5 will provide classroom opportunities for students to design and develop science and engineering projects which increase scientific thinking. and the development and discussion of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, models, and various investigative methods scientists use, (i.e., Science Fair, SECME, Fairchild Challenge).	Lead Science Teacher and School Administration	Science Department Chairperson will conduct department meetings bimonthly to gather teacher feedback on student mastery of concepts, analyze data, and adjust instruction accordingly.	Formative: Student authentic work, Edusoft Assessments, Teacher developed, and basal chapter tests Summative: Results of this cluster on the 2013 FCAT Science 2.0 Test

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	N/A
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
N/A	N/A

Problem-Solving Process to Increase Student Achievement	

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	On the 2012 administration of the Science FCAT,44% of students achieved proficiency (FCAT level 4 & 5). The expected level of performance for 2013 is to maintain this level of proficiency
2012 Current Level of Performance:	2013 Expected Level of Performance:
44% (25)	44% (25)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Based on the 2012 FCAT, students needed additional support in the area of Physical Science. This area made significant gains, but does not score as high as other objectives. The overexposure to benchmark that previously scored low has been deemed a barrier	Provide activities for students to design and develop science and engineering projects to increase scientific thinking, and the development and implementation of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, and experimental design in Physical Science Access Focus Calendar to ensure objectives are taught using an efficient scope and sequence	Lead Science Teacher and Administration	Science Department Chairperson will review ongoing classroom assignments and assessments bimonthly that target physical science objectives in all grade levels. Science Department Chairperson will conduct grade level discussions bimonthly to attain teacher feedback on effectiveness of strategy and adjust instruction accordingly.	Formative: Student authentic work, Edusoft Assessments, Teacher developed, and basal chapter tests Summative: Results from 2013 FCAT Science 2.0 Test

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Scientific Thinking (New Generation Sunshine State Standard	Grades K - 5 Teachers	Science Lead Teacher	K-5 Teachers	Once a month/1st Monday Beginning in September 2012	Department planning sessions/Classroom walkthroughs	Administrator
Developing Engineering and Science Projects	Grades 3 - 5	District Science Trainer	3-5 Teachers	November 2012	Participation in Science Fair	Science Lead Teacher and Administration

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Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Teachers in grades K-5 will provide classroom opportunities for students to design and develop science and engineering projects which increase scientific thinking. and the development and discussion of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, models, and various investigative methods scientists use, (i.e., Science Fair, SECME, Fairchild Challenge).	Admission into district and statewide science competitions	EESAC	$300.00
Teachers in grades K-5 will provide classroom opportunities for students to design and develop science and engineering projects which increase scientific thinking. and the development and discussion of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, models, and various investigative methods scientists use, (i.e., Science Fair, SECME, Fairchild Challenge).	Lab equipment and material	EESAC	$500.00
			Subtotal: $800.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00

			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $800.00

Writing Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	On the 2012 administration of the FCAT Writing 99% of students achieved proficiency level of 3 – 5. The expected level of performance for 2013 is to maintain this level of proficiency.
2012 Current Level of Performance:	2013 Expected Level of Performance:
99% (70)	99% (70)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	One area of weakness as noted on the 2013 administration of the FCAT writing test was the Vocabulary/Word Choice in Supporting the Essay. Limited vocabulary hinders students ability to score at a higher level	Teachers will incorporate the use of a variety of word walls including but not limited to: sensory words, rhyming words, multiple meaning words, idioms, surprising language, alliteration, and other forms of figurative language	Literacy Leadership Team and Administration	Administer and score students weekly writing prompts to monitor students' progress and adjust focus as needed	Formative: Student authentic work, District Interim Assessments, Teacher developed weekly writing assessments Summative: Results of the 2013 FCAT Writing 2.0

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:

N/A	N/A

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Vocabulary Development/Word Walls	k-5th grade	Language Arts Lead Teacher	K-4 Grade Teachers	1st Department Meeting in September 2012	Literacy team will meet monthly to monitor student progress and the effectiveness of the writing instruction	Literacy Team and Administration

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Teachers will incorporate the use of a variety of word walls including but not limited to: sensory words, rhyming words, multiple meaning words, idioms, surprising language, alliteration, and other forms of figurative language	Material to develop interactive word walls	EESAC	$200.00
			Subtotal: $200.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $200.00

Attendance Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	Our goal for the 2013 school year is to increase the attendance rate from 96.44% to 96.94%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
96.44% (469)	96.94% (471)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
102	97
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
168	160

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students and parents are unaware of the relationship between excessive tardies and student and academic achievement	Provide increased opportunities to reward students that exhibit regular attendance.	Assistant Principal	Weekly updates to administration by school register	Attendance and Tardy rosters.

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide increased opportunities to reward students that achieve regular attendance	Certificates, Charms, and stickers	EESAC	$200.00
			Subtotal: $200.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $200.00

End of Attendance Goal(s)

Suspension Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	Our goal for the 2011-12 school year is to not exceed the number of total school suspensions (in and out by half.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
0	0
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
0	0
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
3	3
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
3	3

			Problem-Solving Process to Increase Student Achievement		
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	The students suspended during the 2010-11 school year were in our primary grades 1st and 2nd and new to the school. This may be attributed to their not being familiar with school policies and procedures	Utilize the Student Code of Student Conduct by providing incentives for compliance	Administrative team	Monthly monitoring of the number of rewards being earned and the number of suspensions	Suspension rate

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Classroom Management in the Primary Grades	K-3	Christina Briz, Assistant Principal	K-3 Teachers	Once every 9 weeks beginning the first week in August	Follow-up discussions with teachers and review of disciplinary data	Assistant Principal

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Incentives to promote positive behavior	party favors and supplies, lunches, ribbons, stickers, and certificates	EESAC & PTO	$400.00
			Subtotal: $400.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $400.00

End of Suspension Goal(s)

Parent Involvement Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	During the 2012 school year, parent participation in school wide events was 83% . Our goal for the 2013 school year is to increase this percentage to 85%.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
83%	85%

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Communicating with parents on upcoming events and stressing their importance of their attendance is not timely. Thus parents are unaware of events or do not have enough time to plan for attendance.	School faculty and staff develop standard days for emailing information to parents Email contact lists developed by all classroom teachers Master Calendar with all events posted and weekly email reminders	School Administrative Team	Review sign in logs of events to determine attendance	Sign in Sheets at school events and Volunteer hours per family

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00

			Subtotal: $0.00

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Parent Involvement Goal(s)

Science, Technology, Engineering, and Mathematics (STEM) Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	During the 2012 school year, students will continue to compete in local Science Fair competitions with an emphasis on moving toward State and National competitions. Additionally, the school will form a robotics team to compete internally during the 2013 school year.

		Problem-Solving Process to Increase Student Achievement			
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students need additional assistance and resources, beyond the classroom, to develop projects that support enrichment and reinforce independent learning opportunities	Identify professionals in school community to support student learning working side by side with the classroom teachers to assist students with the development of science projects and robotic equipment Recuit parents as sponsors to contribute when appropriate	Administration	Projects will be judged within the internal school community by the Lead Science Teacher and Administration using rubics generated by the National Association of Science Teachers. Projects will also be judged during external competitions	Formative: Student authentic work, , school developed rubic , and competitions placement

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Development of science Fair Projects	K - 5	Lead Science Teacher	K-5	October 2012 – May 2013 – Monthly	Participation in Science Fairs	Administration
Robotics implementation	4 - 5	Lead Science Teacher	4 -5	October 20112 – June 213 Weekly	Robotics Competitions (internal)	Administration

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Identify professionals in school community to support student learning working side by side with the classroom teachers to assist students with the development of science projects and robotic equipment	Robotics Kits	PTO Donations and EESAC	$2,000.00
		Subtotal: $2,000.00	

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Identify professionals in school community to support student learning working side by side with the classroom teachers to assist students with the development of science projects and robotic equipment	Mini-notebook computers for use with Robots	PTO	$1,500.00
		Subtotal: $1,500.00	

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
		Subtotal: $0.00	

Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
		Subtotal: $0.00	
		Grand Total: $3,500.00	

End of STEM Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Mathematics	Teachers will provide opportunities weekly to use patterns, models, and relationships as contexts for writing, solving and developing authentic simple and complex equations via small group instruction	Mathematical Pattern blocks, fraction pieces, and counters	EESAC Funds	$300.00
Science	Teachers in grades K-5 will provide classroom opportunities for students to design and develop science and engineering projects which increase scientific thinking. and the development and discussion of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, models, and various investigative methods scientists use, (i.e., Science Fair, SECME, Fairchild Challenge).	Admission into district and statewide science competitions	EESAC	$300.00
Science	Teachers in grades K-5 will provide classroom opportunities for students to design and develop science and engineering projects which increase scientific thinking. and the development and discussion of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables, models, and various investigative methods scientists use, (i.e., Science Fair, SECME, Fairchild Challenge).	Lab equipment and material	EESAC	$500.00
Writing	Teachers will incorporate the use of a variety of word walls including but not limited to: sensory words, rhyming words, multiple meaning words, idioms, surprising language, alliteration, and other forms of figurative language	Material to develop interactive word walls	EESAC	$200.00
Attendance	Provide increased opportunities to reward students that achieve regular attendance	Certificates, Charms, and stickers	EESAC	$200.00
Suspension	Incentives to promote positive behavior	party favors and supplies, lunches, ribbons, stickers, and certificates	EESAC & PTO	$400.00
	Identify professionals in school community to support student learning working side			

| STEM | by side with the classroom teachers to assist students with the development of science projects and robotic equipment | Robotics Kits | PTO Donations and EESAC | $2,000.00 |

| | | | | Subtotal: $3,900.00 |

Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
STEM	Identify professionals in school community to support student learning working side by side with the classroom teachers to assist students with the development of science projects and robotic equipment	Mini-notebook computers for use with Robots	PTO	$1,500.00
				Subtotal: $1,500.00

Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00

Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00
				Grand Total: $5,400.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

☐ Priority	☐ Focus	☐ Prevent	☐ NA

Are you a reward school: ☐ Yes ☐ No

A reward school is any school that improves their letter grade or any school graded A.

No Attachment

School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting "Yes" or "No" below.

✔ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
The SAC funds are used to support the objective contained in the SIP. Many are pledged toward enrichment activities.	$2,400.00

Describe the activities of the School Advisory Council for the upcoming year

As always, the EESAC will devote itself to the continual monitoring of the School Improvement Plan (SIP). They will also make sure

that funds allocated for distribution to the goals of the SIP are distributed and used with fidelity. The committee will also attends the celebratory events that are outlined in the SIP.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Dade School District
ARCHIMEDEAN ACADEMY
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	96%	95%	97%	85%	373	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	79%	66%			145	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	81% (YES)	66% (YES)			147	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					665	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Dade School District
ARCHIMEDEAN ACADEMY
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	97%	97%	96%	78%	368	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	80%	80%			160	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	89% (YES)	89% (YES)			178	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					706	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested