FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: ARCHIMEDEAN UPPER CONSERVATORY CHARTER SCHOOL

District Name: Dade

Principal: Demetrios Demopoulos

SAC Chair: Lisa Ibarra-Rivera

Superintendent: Alberto M. Carvalho

Date of School Board Approval: Pending

Last Modified on: 10/12/2012

Gerard Robinson, Commissioner
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

Dr. Mike Grego, Chancellor
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
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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	Demetrios Demopoulos	Masters' in Computer Science, Rice University, Texas, (2002) B.S. in Computer Engineering & Informatics, University of Patras, Greece (1997) FLDOE Certification, Elementary Education, 2003-2008 FLDOE Certifiction, Mathematics 6-	4	4	Principal of Archimedean Upper Conservatory: 2012 2011 2010 2009 2008 School Grade ? A A A A High Standards Reading 83 89 82 66 92 High Standards Math N/A 97 99 95 93 Learning Gains Reading N/A 79 68 70 78 Learning Gains Math N/A 97 79 91 74 Gains-R-25 N/A 77 60 57 79 Gains-M-25 N/A 97 79 91 75 Principal of Archimedean Upper Conservatory (2008-present) and Faculty of Mathematics at Archimedean Academy (2002-2008): 2011 2010 2009 2008 2007 School Grade A A A A A AYP Y Y Y Y Y High Standards Reading 89 82 66 92 91 High Standards Math 97 99 95 93 86 Learning Gains Reading 79 68 70 78 78

		12, 2008-2011			Learning Gains Math 97 79 91 74 71 Gains-R-25 77 60 57 79 71 Gains-M-25 97 79 91 75 62
Assis Principal	Olga Bardoutsos	Ed. Specialist, Education Leadership, Florida International University (in progress) Masters' in TESOL, Florida International University (2003) B.A., Business Administration, USF (1981) B.A., French Literature, USF (1981) FLDOE, Certification in Elementary Education, ESOL, English 6-12, French (2007-2010)	3	3	Assistant Principal of Archimedean Upper Conservatory: 2012 2011 2010 2009 2008 School Grade ? A A A A High Standards Reading 83 89 82 95 92 High Standards Math N/A 97 99 95 93 Learning Gains Reading N/A 79 68 85 78 Learning Gains Math N/A 97 79 73 74 Gains-R-25 N/A 77 60 88 79 Gains-M-25 N/A 97 79 71 75 Assistant Principal of Archimedean Upper Conservatory and Faculty of Archimedean Academy: 2011 2010 2009 2008 2007 2006 School Grade A A A A A AYP Y Y Y Y Y High Standards Reading 89 82 95 92 91 High Standards Math 97 99 95 93 86 Learning Gains Reading 79 68 85 78 78 Learning Gains Math 97 79 73 74 71 Gains-R-25 77 60 88 79 71 Gains-M-25 97 79 71 75 62

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.

	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)
No data submitted					

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. Solicit referrals from the Archimedean Schools Community and from the Academic Community of UM and FIU	Principal, Board	August 2012	
2	1. Regular meetings with the faculty to plan and evaluate courses.	Principal	June 2013	
3	1. Seeking opportunities that allow teachers to take ownership of school projects, and collaborate with each other	Principal	June 2013	
4	1. Competitive teacher salaries and stipends towards advanced degrees	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
No data submitted	

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
22	9.1%(2)	50.0%(11)	40.9%(9)	0.0%(0)	68.2%(15)	100.0%(22)	0.0%(0)	0.0%(0)	4.5%(1)

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
Hartman, Kerri	Morgante, Agostina	Shared educational background (Philosophy) and shared students (sophomores)	Co-teaching, Mutual Classroom Observations, Reflections on Lessons
Dasteridou, Magdalini	Tsitoura, Katerina	Shared educational background (Greek Philology), Shared academic objectives for this year (Greek language attainment exams)	Common planning, Collaboration in gathering/creating resources

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

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

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

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

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

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

Lead Faculty (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.

School 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.

School 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 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?

For roles of each individual member of the MTSS/RtI Leadership Team please see above.

In preparation for the academic year, the Principal meets with the Lead Faculty from all departments 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 Lead Faculty 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.

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?

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

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.

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

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

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

Describe the plan to train staff on MTSS.

Professional Development will be provided during teachers' common planning times, and at the start of the year. The Professional Development will be focused on Differentiated Instruction, Data-based Decision Making, Intervention Strategies that work, and problem solving at all tiers of RtI.

Describe the plan to support MTSS.

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

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Principal (Demetrios Demopoulos): Ensures that school's objectives, practices, and assessment are in alignment with district's CRRP and state's Just Read, Florida!
Ensures faculty is taking advantage of all available professional development resources, and communicates all necessary information to parents and students.

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

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

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

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

For roles of each individual member of the Literacy Leadership Team please see above.

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

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

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

The long-term goal is to create a culture of life-long avid readers. This year the school will continue its school-wide reading plan towards this long-term goal that will also address the immediate student needs, as these are measured by standardized tests. Four major components comprise the reading plan: 1) create a learning community of dedicated professionals, 2) create a reading community of students and families, 3) study and apply research related to literacy and 4) develop and maintain a professional development plan for all professionals involved in the literacy plan.

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.

The Reading teacher will be meeting with faculty from each department once a month to discuss and plan on incorporation of teaching Reading in all subjects. Reading and vocabulary objectives will be incorporated in the Social Studies, Science, and Mathematics instruction.

At least one content-related book (other than the textbook(s)) will be included in the syllabus of each course this year to promote reading across all disciplines.

Administration will be monitoring the implementation of the plan through review of meetings' notes and minutes and triangulation with data from lesson plans and classroom observations.

*High Schools Only

Note: Required for High School - Sec. 1003.413(g)(j) F.S.

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

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

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

How 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?

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

The school assists the students in identifying areas of strong interest. In addition the school provides the students with guidance on targeting higher education institutes based on their individual interests. Prior to the beginning of the school year, reverse planning leads to guidance towards selecting courses that would maximize the potential that each student achieves his/her academic goals.

During the school year regular individual meetings with the counselor help the students understand the connection between their current studies and performance and their future academic goals, in order to further motivate the students.

Postsecondary Transition

Note: Required for High School - Sec. 1008.37(4), F.S.

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

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 enroll in at least two (2) 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 two (2) 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, in comparison to 42.5% and 41.9% of the District and the State respectively (2008 data)

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%) sophomores and all juniors of the school participate every October in the PSAT/NMSQT examinations. In 2011 PSAT exams, the combined average PSAT score of the AUC juniors (class of 2012) was 166 and that of the sophomores 149, both of which are higher than the District's and State's combined average SAT score for seniors (class of 2011), and higher than the combined average SAT score for seniors (class 2012) of about 90% of the high schools in the District. In the spring semester, a big portion of the school's freshmen, sophomores, and juniors participate in a mandatory one-semester preparatory course targeting PSAT/NMSQT, SAT, and ACT. By June of 2012 the average SAT score (1760) of the school's rising seniors (class of 2013) ranked them among the top 2 high schools in the district.

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 2012 FCAT 2.0 Reading Test indicate that 15% of students achieved Level 3 proficiency. Our goal for the 2012-2013 school year is to increase the Level 3 student proficiency to 16%
2012 Current Level of Performance:	2013 Expected Level of Performance:
15% (15)	16% (20)

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	Compared to 2011, the 2012 results showed that although several students showed a marked improvement from level 3 to levels 4 or 5, few students were able to move from level 2 to level 3. It is apparent that the students currently at level 2 (there are no level 1 students) need additional support to make significant progress to reach level 3 (or higher) in 2013.	All students who received a level 2 score in the 2012 FCAT 2.0 Reading test will be assigned to a (spring) semester reading intervention class of three to four hours weekly as a supplement to their regular English and the Intensive Reading classes. Additionally, starting in the fall semester, teachers will assign low-scoring students additional, skills-based assignments (on Reading Plus and FCAT Explorer) to improve their reading performance. Finally, a team of all the core areas faculty of the underclassmen will be working together to establish high expectations of all students and communicate clearly and effective these expectations to all students.	RtI Leadership Team	Students will be assigned work on Reading Plus and/or FCAT Explorer starting in the fall to target their individual weaknesses. Teachers will continuously monitor their performance. The performance will be discussed twice monthly in departmental meetings with the administration. Assessment data will be reviewed every two weeks, and adjustments to the intervention plans will be made if necessary.	Formative: Performance on tasks assigned through Reading Plus and FCAT Explorer; Practice tests and performance on the intervention class. Summative: 2013 FCAT 2.0 Reading 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 reading.	

Reading Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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 2.0 Reading Test indicate that 68% of the students achieved levels 4 or 5 proficiency. Our goal for the 2012-2013 school year is to increase the levels 4 or 5 student proficiency to 69%
2012 Current Level of Performance:	2013 Expected Level of Performance:
68%(70)	69%(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	Although as noted in the 2012 FCAT 2.0 Reading test, the performance of the underclassmen students in all content areas of reading was strong, the area in which they had the least strong performance was Reporting Category 4, Informational Text/Research Process. These skills need to be developed in order for more students to attain the higher (4-5) FCAT Reading scores.	Projects and term papers will be used in order to guide students to become better independent readers. A variety of real-world documents, such as newspapers, magazines, technical reports, blogs and websites will be used to learn to locate, validate, analyze, synthesize, interpret and organize information. Some projects and term papers will be a joined assignment among the English class and the classes of History, and Philosophy (Ethics and Logic). In addition the instruction in these classes will encourage questioning the text, building strong arguments, and reciprocal teaching. Finally, students will be assigned to read,	RtI Leadership Team	Rubrics will be developed to asses students learning. Students papers and projects will be used as assessments of their abilities in regards to been independent learning, researching and referencing information. Classroom observations will provide additional assessment.	Formative: Rubric scores; students' projects and papers; quizzes Summative: 2013 FCAT 2.0 Reading Test

		analyze, and report on at least one book in each core class (other than the Language/Arts classes).			

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:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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 gains in reading. Reading Goal #3a:	The results of the 2012 FCAT 2.0 Reading Test indicate that 67% of the students made learning gains. Our goal for the 2012-2013 school year is to increase students making learning gains to 83%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
67%(63)	83%(102)

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 results of the 2012 FCAT 2.0 Reading Test, 82% of the sophomore students made learning gains, while 56% of the freshmen students made learning gains	Teachers of freshmen classes in collaboration with the guidance counselor will incorporate in their lessons strategies on studying, taking notes, managing time, and setting goals throughout the first semester of the year. This intervention will build on top of the required FLVS course on Study Skills and Critical Thinking	RtI Leadership Team	Freshmen performance in interim assessments, FAIR assessments, and midterm examinations will be compared to previous years' data to evaluate the effectiveness of the strategies employed.	Formative: Interim, FAIR, Midterm examinations Summative: 2013 FCAT 2.0 Reading Test

		that all rising freshmen will be taking this summer. In addition, the guidance counselor will arrange for peer counseling and peer tutoring, where successful upper classmen will share their experiences and knowledge with less successful freshmen.			

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:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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 50% of the students in the lowest 25% made learning gains. Our goal for the school year 2012-2013 is to increase students in the lowest 25% making learning gains to 81%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (13)	81%(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
	The majority of the lowest 25% of the students earned in the previous year a score of level 3 and they did not have to enroll in an Intensive Reading class.	All students who received a low level 3 score in the 2012 FCAT 2.0 Reading test will be assigned to a (spring) semester reading intervention class of three to four hours	RtI Leadership Team	FCAT-like passages and practice tests (through EDUSOFT, Reading Plus, and FCAT Explorer) will be used to monitor the performance of the students in all reading	Formative: Practice tests, Reading Plus records. Summative: 2013 FCAT 2.0 Reading Test

1	Apparently several of them could use some additional instruction in English/Reading.	weekly as a supplement to their regular English class.		content areas. Assessment data will be reviewed every two weeks, and adjustments to the intervention plans will be made if necessary. Reading Plus logs and students' records will be reviewed regularly	

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 # 5A :			
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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
No Data Submitted						

Reading Budget:

Evidence-based Program(s) / Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
1a.1 & 4a.1	Teachers additional hourly compensation	School's Salaries Budget	$16,000.00
1a.1, 2a.1, & 4a.1	Reading/Testing Resources	School's Testing Budget	$2,000.00
1a.1 & 4a.1	Jamestown Timed Readers	School's Textbook Budget	$2,000.00
			Subtotal: $20,000.00
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
2a.1	Print Media Subscriptions	PTSO Budget	$2,500.00
			Subtotal: $2,500.00
			Grand Total: $22,500.00

End of Reading Goals

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:	There were 3 ELL students in the 2011-2012 school year. All three students arrived in the middle of the year. One student exited at the end of the year. Our goal for next year is for the other two students to move up at least to the next level of proficiency.
2012 Current Percent of Students Proficient in listening / speaking:	
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
1	Teachers must support individual student needs and provide time one on one.	Students make adequate progress by continuing the inclusive classes where they interact with Non-ELL students. ESOL Strategies for AYP Success Across the Curriculum. Reading Plus allows for tailored support.	Classroom Teacher and the ESOL Chair	Reading Plus, Classroom Assignments, Teacher Made Exams. Practice SAT, and AP exams, Classroom projects and presentations.	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:	The one remaining student is a LI (Low Intermediate) in the Reading Category. Our goal is for her to reach at least a HI level.
2012 Current Percent of Students Proficient in reading:	
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
1	Additional time to complete required readings and Learning vocabulary	Students will be enrolled in Reading for College Success Classes where Vocabulary building is a strong component. ESOL Strategies for AYP Success Across the Curriculum.	ESOL Chair	Reading Plus, Classroom Assignments, Teacher Made Exams. Practice SAT, and AP exams, Classroom projects and presentations.	CELLA, SAT EXAMS, AP EXAMS

Students write in English at grade level in a manner similar to non-ELL students.	
3. Students scoring proficient in writing. CELLA Goal #3:	The one remaining student is a HI (High Intermediate) in the Writing Category. Our goal is for her to reach Proficient level by the Spring of 2013.
2012 Current Percent of Students Proficient in writing:	
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

1	Idiomatic expressions and word order.	Grammar exercises are embedded in the English Language Program. This ESOL student is an11th grader who will be preparing for the SAT as well. All 11th grade students receive additional instruction in these areas. In addition ESOL workbooks are available for individual instruction.	ESOL Chair	Writing Compositions	CELLA, SAT EXAMS, AP EXAMS

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

Florida Alternate Assessment High School Mathematics Goals

** When using percentages, include the number of students the percentage represents next to the percentage (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:	
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

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:	
3. Florida Alternate Assessment: Percent of students making learning gains in mathematics. Mathematics Goal #3:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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				

Algebra End-of-Course (EOC) 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:

1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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:

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Algebra Goal # 3A :

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

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:

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. Algebra Goal #3B:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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:

3C. English Language Learners (ELL) not making satisfactory progress in Algebra. Algebra Goal #3C:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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:	
3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra. Algebra Goal #3D:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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:	
3E. Economically Disadvantaged students not making satisfactory progress in Algebra. Algebra Goal #3E:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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				

Geometry End-of-Course (EOC) 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:	
1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1:	The results of the 2012 EOC Geometry assessment indicate that 55% of the students scored in the upper third (Levels 3-5). Our goal for the 2012-2013 school year is to increase the percentage of students scoring in the upper third (Levels

	3-5) to 59%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
55%(32)	59% (20)

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 new to Archimedean will be taking a Geometry class as part of the Greek component of the curriculum. Given that these students will be learning the content in Greek, while being beginner Greek learners, the EOC Geometry could pose a linguistic challenge for them. Students who have graduated from Archimedean Middle Conservatory (our feeder school) and are now enrolled in the Archimedean Upper Conservatory will be taking a Geometry class as part of the Greek component of the curriculum. Given that these students have different levels of command of Greek, the EOC Geometry could pose a linguistic challenge for them.	Students new to Archimedean, i.e. with none or very-limited knowledge of Greek, will be placed in a separate Geometry class, where additional vocabulary help and ESOL strategies will be used to facilitate their learning and to ensure that they will be able to perform according to their knowledge in the EOC Geometry exam. For all students, a regular (weekly) instructional component on building the necessary vocabulary in English will be incorporated in the Greek Geometry class	Administration	Lesson plans and regular observations of the class will be used to ensure that the strategy is followed. Interim assessments scores will be closely analyzed to measure the effectiveness of the strategy.	Formative: Interim, Midterm examinations Summative: 2013 EOC Geometry Assessment

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:	
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:	The results of the 2012 EOC Geometry assessment indicate that 55% of the students scored in the upper third (Levels 3-5). Our goal for the 2012-2013 school year is to increase the percentage of students scoring in the upper third (Levels 3-5) to 59%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
55%(32)	59%(20)

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
	Students new to Archimedean will be	Students new to Archimedean, i.e. with	Administration	Lesson plans and regular observations of	Formative: Interim, Midterm

1	taking a Geometry class as part of the Greek component of the curriculum. Given that these students will be learning the content in Greek, while being beginner Greek learners, the EOC Geometry could pose a linguistic challenge for them. Students who have graduated from Archimedean Middle Conservatory (our feeder school) and are now enrolled in the Archimedean Upper Conservatory will be taking a Geometry class as part of the Greek component of the curriculum. Given that these students have different levels of command of Greek, the EOC Geometry could pose a linguistic challenge for them.	none or very-limited knowledge of Greek, will be placed in a separate Geometry class, where additional vocabulary help and ESOL strategies will be used to facilitate their learning and to ensure that they will be able to perform according to their knowledge in the EOC Geometry exam. For all students, a regular (weekly) instructional component on building the necessary vocabulary in English will be incorporated in the Greek Geometry class		the class will be used to ensure that the strategy is followed. Interim assessments scores will be closely analyzed to measure the effectiveness of the strategy.	examinations Summative: 2013 EOC Geometry Assessment

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

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Geometry Goal # 3A :				
Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017

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:

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry. Geometry Goal #3B:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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:	
3C. English Language Learners (ELL) not making satisfactory progress in Geometry. Geometry Goal #3C:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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:	
3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry. Geometry Goal #3D:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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:	
3E. Economically Disadvantaged students not making satisfactory progress in Geometry. Geometry Goal #3E:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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 Geometry EOC 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
Use of Instructional Technology	9/Geometry	George Kafkoulis	All faculty teaching Geometry	August through October / Common Planning Time / Bi-weekly or as needed	Classroom observations	Administration

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
1.1 & 2.1	Teachers Additional Hourly Compensation	School's Salaries Budget	$8,000.00
1.1 & 2.1	Testing Resources	School's Testing Budget	$500.00
			Subtotal: $8,500.00
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: $8,500.00

End of Mathematics Goals

Florida Alternate Assessment High School Science Goals

** When using percentages, include the number of students the percentage represents next to the percentage (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:

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

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

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				

Biology End-of-Course (EOC) 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:	
1. Students scoring at Achievement Level 3 in Biology. Biology Goal #1:	The results of the 2012 EOC Biology assessment indicate that 3% scored in the middle third (Level 2 on a 1-3 scale). Our goal for the school year 2012-2013 is to maintain the percentage of students scoring at satisfactory level (Level 3 on a 1-5 scale) at 3%.

2012 Current Level of Performance:	2013 Expected Level of Performance:
3%(1)	3%(1)

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	All the students who will be enrolled in Biology during the 2012-2013 school year will be in their junior year. These students will be taking SAT/SAT II/ACT exams during the year and the majority of them will be taking more than one Advanced Placement exams and the EOC U.S. History assessment as well. Having several exams during the spring semester may pose a challenge for the students. It may be the case that students give higher priority to their SAT/ACT and AP exams than the EOC Biology (and U.S. History) exam.	The Guidance and College Advisor of the school will work closely with the cohort of the juniors to establish effective study routines, realistic schedules and expectations, and will coach the students to stay focused on multiple objectives. In addition, a Biology review session after school will be scheduled twice a month, for the students to review and master the objectives of the course and feel better prepared and less anxious when the examinations period arrives.	Administration	Meetings and interviews with students, as well as interim exams and teacher-made benchmark assessments.	Formative: Interim, Midterm examinations Summative: 2013 EOC Biology Assessment

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:	
2. Students scoring at or above Achievement Levels 4 and 5 in Biology. Biology Goal #2:	The results of the 2012 EOC Biology assessment indicate that 97% of the students scored in the upper third (Level 3 on a 1-3 scale). Our goal for the 2012-2013 school year is to maintain the percentage of students scoring in the upper third (Levels 4-5 on a 1-5 scale) at 97%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
97%(29)	97%(37)

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
	All the students who will be enrolled in Biology during the 2012-2013 school year will be in their junior year. These students will be taking SAT/SAT II/ACT exams during the year and the majority of them will be	The Guidance and College Advisor of the school will work closely with the cohort of the juniors to establish effective study routines, realistic schedules and expectations, and will coach the students to	Administration	Meetings and interviews with students, as well as interim exams and teacher-made benchmark assessments.	Formative: Interim, Midterm examinations Summative: 2013 EOC Biology Assessment

1	taking more than one Advanced Placement exams and the EOC U.S. History assessment as well. Having several exams during the spring semester may pose a challenge for the students. It may be the case that students give higher priority to their SAT/ACT and AP exams than the EOC Biology (and U.S. History) exam.	stay focused on multiple objectives. In addition, a Biology review session after school will be scheduled twice a month, for the students to review and master the objectives of the course and feel better prepared and less anxious when the examinations period arrives.			

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
EOC Biology	11/Biology	District	Biology Teacher	August, October, January, and March (bimonthly meetings)	Lesson Plans, Classroom Observations	Administration
Changes in AP Exam/Inquiry Based	11/Biology	College Board	Biology Teacher	July, October (full-day workshops)	Lesson Plans, Classroom Observations	Administration

Science Budget:

Evidence-based Program(s) / Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
1.1 & 2.1	Biology Testing Resources	School's Testing Budget	$1,000.00
			Subtotal: $1,000.00
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
1.1 & 2.1	Workshop Fees	School's PD Budget	$800.00
			Subtotal: $800.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $1,800.00

End of Science Goals

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:	The results of the 2012 FCAT Writing Test indicate that 100% of the students scored a level 3 or higher. Our goal for the 2012-2013 school year is to maintain the percentage of students scoring a level 3.0 or higher at 100%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100%(40)	100%(56)

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 do not anticipate any barriers at this point regarding the 3.0 FCAT Writing objective.	The Language/Arts faculty will continue working intensively both on the technical and the creative aspects of writing. Students will continue receiving valuable instruction and practice in writing through all Philosophy and Advanced Placement courses.	Administration	Lesson plans and regular observations of the class will be used to ensure that the regular strategies are followed. Interim assessments scores will be closely analyzed to measure the effectiveness of the strategies.	Formative: FCAT-style writing prompts that will be scored according to the FCAT Writing rubric. Also Advanced Placement Essays scored according to the College Board rubrics. Summative: 2013 FCAT Writing 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 4 or higher in writing. Writing Goal #1b:	The results of the 2012 FCAT Writing Test Biology indicate that 88% of the students scored a level 4.0 or higher. Our goal for the 2012-2013 school year is to increase the percentage of students scoring a level 4.0 or higher to 89%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
88%(35)	89%(50)

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 results of the 2012 FCAT Writing all students who did not achieve a level 4.0 or	The faculty will conduct a literature review on research on correlation of gender and	Administration	Lesson plans and regular observations of the class will be used to ensure that the	Formative: FCAT-style writing prompts which will be

1	higher are males. Contrary, more than two thirds of the students who scored a level 5.0 or higher are females.	performance in writing, looking to better understand if there is a trend and why. Instruction strategies as well as writing prompt selection will aim to close any gender gap.		regular strategies are followed. Interim assessments scores will be closely analyzed to measure the effectiveness of the strategies.	scored according to the FCAT Writing rubric. Also Advanced Placement Essays scored according to the College Board rubrics. Summative: 2013 FCAT Writing Test

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
Writing Rubrics	10/English	District	10th Grade English Teacher	October, December (full-day workshops)	Lesson Plans, Classroom Observations	Administration

Writing 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 Writing Goals

U.S. History End-of-Cource (EOC) 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:

1. Students scoring at Achievement Level 3 in U.S. History. U.S. History Goal #1:	Our school will participate in the 2013 EOC U.S. History assessment. We will base our current and expected levels of performance on the Baseline assessment that our students will take at the beginning of the 2012-2013 school year.
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
1	All the students who will be enrolled in U.S. History during the school year 2012-2013 will be in their junior year. These students will be taking SAT/SAT II/ACT exams during the year and the majority of them will be taking more than one Advanced Placement exams and the EOC Biology assessment as well. Having several exams during the spring semester may pose a challenge for the students. It may be the case that students give higher priority to their SAT/ACT and AP exams than the EOC U.S. History (and Biology) exam.	The Guidance and College Advisor of the school will work closely with the cohort of the juniors to establish effective study routines, realistic schedules and expectations, and will coach the students to stay focused on multiple objectives. In addition, a U.S. History review session after school will be scheduled twice a month, for the students to review and master the objectives of the course and feel better prepared and less anxious when the examinations period arrives.	Administration	Meetings and interviews with students, as well as interim exams and teacher-made benchmark assessments.	Formative: Interim, Midterm examinations Summative: 2013 U.S. History District Spring Assessment

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:

2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History. U.S. History Goal #2:	Our school will participate in the 2013 EOC U.S. History assessment. We will base our current and expected levels of performance on the Baseline assessment that our students will take at the beginning of the 2012-2013 school year.
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
	All the students who will be enrolled in U.S. History during the school year 2012-2103 will be in their junior year. These students	The Guidance and College Advisor of the school will work closely with the cohort of the juniors to establish effective study	Administration	Meetings and interviews with students, as well as interim exams and teacher-made benchmark assessments.	Formative: Interim, Midterm examinations Summative: 2013 EOC U.S. History Assessment

1	will be taking SAT/SAT II/ACT exams during the year and the majority of them will be taking more than one Advanced Placement exams and the EOC Biology assessment as well. Having several exams during the spring semester may pose a challenge for the students. It may be the case that students give higher priority to their SAT/ACT and AP exams than the EOC U.S. History (and Biology) exam.	routines, realistic schedules and expectations, and will coach the students to stay focused on multiple objectives. In addition, a U.S. History review session after school will be scheduled twice a month, for the students to review and master the objectives of the course and feel better prepared and less anxious when the examinations period arrives.			

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						

U.S. History 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 U.S. History EOC Goals

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:	The attendance report on the school year 2011-2012 showed that the school average daily attendance was at 94.46%. There were 59 students with excessive absences and 92 students with excessive tardies. Our goal for the school year 2012-2013 is to improve the above statistics as follows: daily school attendance increase to 94.96%, students with excessive absences decrease to 56, and students with excessive tardies decrease to 87.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
94.46%(159)	94.96%(160)
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
59	56
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
92	87

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	Parents do not understand the importance of attending class on a daily basis. Too many tardy due to traffic and preventable situations.	Provide incentives to students for 100% attendance. Saturday detentions for excessive tardies and unexcused absences. Address Attendance during monthly parent parents (PTSO and other events)	Assistant Principal	Monitor attendance through the district reports and on a weekly basis through the grade book attendance.	Gradebook and ISIS Attendance/Truancy Reports

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
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 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:	Based on the data from the school year 2011-2012 no incidents of outdoors suspension were recorded. The goal for the school year 2012-2013 is to maintain the above statistic.
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
0	0
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
0	0

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 our school grows in numbers and in diversity (which we encourage and promote) the school culture will be all the more challenged. Focus must be places in maintaining a safe learning environment.	In continuation of last year's collaboration with Miami-Dade police force, a series of presentations to our students will take place on topics of safety and well-being (bullying, alcohol, substance abuse, over-the-counter medication, relationship abuse and violence, sexting, teenage depression, mental health etc.)	Administration	Log of student code violations.	Incident report logs and school climate survey
2	Incidents of academic integrity have surfaced in the past year (plagiarism, copying, cheating). The increased use of electronic media in- and out- of the classroom could lead to additional student conduct code violations.	The Student Council in conjunction with the school's administration and representatives of the faculty will generate a school Honor Code that the students will abide to. Violations of the Honor Code will be addressed by the Student Council and the faculty representatives.	Administration	Log of Honor Code violations	Honor Code report logs and school climate survey

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						

Suspension 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 Suspension Goal(s)

Dropout Prevention Goal(s)

Note: Required for High School - F.S., Sec. 1003.53

** 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. Dropout Prevention Dropout Prevention Goal #1: **Please refer to the percentage of students who dropped out during the 2011-2012 school year.*	We do not have yet available the current and expected dropout rates. Unofficially the school's first graduation rate (class of 2012) is 97%.
2012 Current Dropout Rate:	2013 Expected Dropout Rate:
N/A	N/A
2012 Current Graduation Rate:	2013 Expected Graduation Rate:
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
	We have identified two types of at-risk students; students with low-GPA and students with very high	Guidance counselor and/or administration will be meeting with all at-risk students and their parents to set	Guidance Office/ Administration	Monitoring the Parent Visits and Communication Logs.	Graduation/Drop-out rates at the end of the school year.

1	expectations that may not always get realized. Both types are at-risk as they may get disappointed, lose confidence and motivation.	realistic goals and to develop plans for recovery in case of poor academic performance.			

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						

Dropout Prevention 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 Dropout Prevention 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.*	According to the school's event attendance log and participation data, the parent participation rate at school events during the school year 2011-2012 was approximately 54%. The goal for the 2012-2013 school year is to increase this rate to 58%.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
54% (84)	58% (101)

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	Given the small size of the school and the aggressive and regular electronic communication from the school to the parents (via mass-emails and the school's website) some parents feel less important to attend meetings and events in-person.	The school will expand last year's strategy of scheduling several informational sessions and workshops for parents in conjunction with more regular events such as P.T.S.O. meetings.	Administration/ Guidance Office	Participation rate of parents in workshops and informational sessions and surveys with parents feedback on these events	Events attendance log and participation data.

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:	The school has already an extensive extracurricular STEM program that builds upon and enhances classroom learning. About 25% of the school's student population participated during the 2011-2012 school year in at least one STEM team/club/activity including Science Olympiad, Science Bowl, Envirothon, Oceanic Bowl, and VEX Robotics. Our goal for the school year 2012-2013 is to increase this percentage to 28%. In addition, during the school year 2011-2012 39% of the school's student population enrolled in at least one STEM Advanced Placement (AP) course (Chemistry, Biology, Physics, Calculus, Statistics) The average passing rate on the respective 2012 AP exams was 37%. Our goal for the school year 2012-2013 is to increase the participation in STEM AP courses to 40% and increase the average passing rates in the respective exams to 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	Given the demanding academic program of the school, students may have limited time to engage in multiple STEM extracurricular activities.	A STEM class (Research) will be offered as an elective course for all students who would like to take advantage and work towards STEM projects and competitions during the regular school hours. In addition, the school's counselor will work with the students, and alongside the STEM faculty and the team coaches, to help them prioritize their objectives and be effective in managing their time in order to maximize their	Administration	Analysis of records of students' participation in STEM projects and competitions, outcomes, achievements, and comparison to their academic record (as measured by GPA, standardized results etc.)	Records of participation in STEM activities.

		achievements.			
2	The rigor of the STEM AP courses in addition to the fact that most of our students enroll in these classes is younger age than usual is a challenge to both increased enrollment and success rate.	The experience of last year showed that students who attended systematically review and tutoring sessions organized by the faculty performed better in the AP exams that their peers who did not attend these sessions. Our plan is to create a schedule of review/tutoring sessions throughout the year for these courses and encourage students to participate more in these sessions. Students for whom this model was successful the year before will address younger students and explain how these sessions helped them.	Administration	STEM AP courses enrollment, extra sessions attendance logs, and students' grades.	AP Yearly School Report on participation and success rate in 2013 AP exams (in STEM).

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
AP STEM Courses	9-12/STEM Courses	College Board	Teachers of AP Courses in STEM	July, October (full-day workshops)	Lesson Plans, Classroom Observations	Administration
Science Olympiad Coaching	9-12/Research	North Carolina Science Olympiad	Science Olympiad Coach	October	Classroom Observations	Administration

STEM 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
1.1	Workshop for Science Olympiad Coach	School's PD Budget	$1,000.00
1.2	Workshops for STEM AP Teachers	School's PD Budget	$800.00
			Subtotal: $1,800.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $1,800.00

End of STEM Goal(s)

Career and Technical Education (CTE) 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. CTE CTE Goal #1:	The goal for the school year of 2012-2013 is to explore the possibility of developing some CTE courses (Web Design and Research) out of similar elective courses that are currently in existence.

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 school will need additional resources to provide a proper training for the CTE courses.	The school will seek collaboration with a major university in the area within the context of the CTE courses.	Administration	Log of projects/internships/presentations	Quantity & Quality of Collaboration between the school and the higher education institution.

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						

CTE 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 CTE 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
Reading	1a.1 & 4a.1	Teachers additional hourly compensation	School's Salaries Budget	$16,000.00
Reading	1a.1, 2a.1, & 4a.1	Reading/Testing Resources	School's Testing Budget	$2,000.00
Reading	1a.1 & 4a.1	Jamestown Timed Readers	School's Textbook Budget	$2,000.00
Mathematics	1.1 & 2.1	Teachers Additional Hourly Compensation	School's Salaries Budget	$8,000.00
Mathematics	1.1 & 2.1	Testing Resources	School's Testing Budget	$500.00
Science	1.1 & 2.1	Biology Testing Resources	School's Testing Budget	$1,000.00
				Subtotal: $29,500.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Science	1.1 & 2.1	Workshop Fees	School's PD Budget	$800.00
STEM	1.1	Workshop for Science Olympiad Coach	School's PD Budget	$1,000.00
STEM	1.2	Workshops for STEM AP Teachers	School's PD Budget	$800.00
				Subtotal: $2,600.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	2a.1	Print Media Subscriptions	PTSO Budget	$2,500.00
				Subtotal: $2,500.00
				Grand Total: $34,600.00

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 (Uploaded on 10/12/2012)

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
State Funding ($5 per student). These funds will be used towards the new SAC project (foundation for institutional advancement) described above.	$960.00

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

The SAC will meet 4-6 times during the school year of 2012-2013. In addition to composing, revising, monitoring and evaluating the current SIP, SAC will continue working towards the development of projects and ideas that enhance the quality of education the students receive. During the 2012-2013 school year, SAC will work on an idea introduced last year regarding the creation of a foundation of institutional advancement.

AYP DATA

Adequate Yearly Progress (AYP) Trend Data 2011-2012
Adequate Yearly Progress (AYP) Trend Data 2010-2011
Adequate Yearly Progress (AYP) Trend Data 2009-2010

SCHOOL GRADE DATA

No Data Found

Dade School District
ARCHIMEDEAN UPPER CONSERVATORY CHARTER SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	89%	97%	94%	84%	364	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%	97%			176	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?	77% (YES)	97% (YES)			174	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					714	
Percent Tested = 97%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Dade School District
ARCHIMEDEAN UPPER CONSERVATORY CHARTER SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	82%	99%	98%	34%	313	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	68%	79%			147	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?	60% (YES)	79% (YES)			139	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					599	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested