

I. Current School Status:

A. School Information:

1. School-Level Information:

- a. **School:** Archcreek Elementary School
- b. **Principal's name:** Marie Bazile A
- c. **School Advisory Council chair's name:** Chantal Bertin-Evans
- d. **Names and position titles of the School-based Leadership Team (SBLT):**

Name	Title
Violette V. Wright	Assistant Principal
Chantal Bertin-Evans	Reading Coach
Frederique Vabre	Math Coach
Paul Fabre	Science Coach

2. District-Level Information:

- a. **District:** Miami Dade
- b. **Superintendent's name:** Mr. Alberto M Carvalho
- c. **Date of school board approval of SIP:** 09/29/2013

B. School Advisory Council (SAC):

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

1. Describe the membership of the SAC including position titles:

SAC Chairperson: Chantal Bertin-Evans-Responsibilities: Organize and schedule meetings, communicate with administration and Educational Excellence School Advisory Committee, (EESAC) members concerning issues at the school.

Vice Chairperson: Frederique Vabre-Responsibilities: Assist the Chair to organize and schedule meetings, communicate with administration and EESAC members concerning issues at the school.

2. Describe the involvement of the SAC in the development of this school improvement plan:

The SAC has been instrumental in providing input in the development of this school improvement plan. A draft was submitted for their review and recommendations.

3. Describe the activities of the SAC for the upcoming school year:

The SAC will hold monthly meetings and work collaboratively with the Leadership Team in order to assure that the School Improvement Plan is being implemented according to the input of all stakeholders.

4. Describe the projected use of school improvement funds and include the amount allocated to each project:

Funds will be used for resources, tutoring students, and for student incentives.

5. Verify that your school is in compliance with Section 1001.452, F.S., regarding the establishment duties of the School Advisory Council by selecting one of the boxes below:

In Compliance

6. If no, describe the measures being taken to comply with SAC requirements:

N/A

C. Highly Qualified Staff:

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

1. Administrators:

- a. **# Administrators:** 2
- b. **# Receiving Effective rating or higher:** (not entered because basis is < 10)
- c. **For each of your school's administrators (principal and all assistant principals), complete the following fields:**

Administrator	Credentials	Performance Record
Marie Bazile A Principal	French, Ed. D. Educational Leadership Years as Administrator: 18 Years at Current School: 6	'13 '12 '11 '10 '09 School Grade C B A A A AYP N N N N N High Standards Rdg. 50 48 72 76 66 High Standards Math 50 48 67 68 71 Lrng Gains-Rdg. 60 75 66 72 74 Lrng Gains-Math 55 68 74 69 74 Gains-Rdg-25% 78 83 67 65 71 Gains-Math-25% 53 69 81 72 80
Violette V. Wright Asst Principal	Ed. S. Early Childhood & Special Education, M.S. in Elementary Education Educational Leadership ESOL Endorsement, B.S. in Business Administration Years as Administrator: 9 Years at Current School: 2	'13 '12 '11 '10 '09 School Grade C B A A A AYP High Standards Reading 50 44 62 76 71 High Standards Math 50 47 69 78 77 Learning Gains-Reading 60 77 61 72 77 Learning Gains-Math 55 80 65 64 74 Gains Reading-25% 78 74 66 70 77 Gains-Math-25% 53 78 74 66 73

2. Instructional Coaches:

- a. **# Instructional Coaches:** 3
- b. **# Receiving Effective rating or higher:** (not entered because basis is < 10)

c. For each of your school's instructional coaches, complete the following fields:

Coach	Credentials	Performance Record
Chantal Bertin-Evans Full-time School-based Areas: Reading/Literacy	Liberal Arts ESOL Endorsement Certification Elementary Education K-6 Years as Coach: 1 Years at Current School: 6	'13 '12 '11 '10 '09 School Grade C B A A A AYP N N N N N High Standards Rdg. 50 48 72 76 66 High Standards Math 50 48 67 68 71 Lrng Gains-Rdg. 60 75 66 72 74 Lrng Gains-Math 55 68 74 69 74 Gains-Rdg-25% 78 83 67 65 71 Gains-Math-25% 53 69 81 72 80
Frederique Vabre Full-time School-based Areas: Mathematics	B.A. French Education K-12 A.A. Elementary Education A.S. Childhood Education Years as Coach: 1 Years at Current School: 6	'13 '12 '11 '10 '09 School Grade C B A A A AYP N N N N N High Standards Rdg. 50 48 72 76 66 High Standards Math 50 48 67 68 71 Lrng Gains-Rdg. 60 75 66 72 74 Lrng Gains-Math 55 68 74 69 74 Gains-Rdg-25% 78 83 67 65 71 Gains-Math-25% 53 69 81 72 80
Paul Fabre Full-time School-based Areas: Science	Bilingual Education Elementary Education ESOL Endorsement Years as Coach: 1 Years at Current School: 6	'13 '12 '11 '10 '09 School Grade C B A A A AYP N N N N N High Standards Rdg. 50 48 72 76 66 High Standards Math 50 48 67 68 71 Lrng Gains-Rdg. 60 75 66 72 74 Lrng Gains-Math 55 68 74 69 74 Gains-Rdg-25% 78 83 67 65 71 Gains-Math-25% 53 69 81 72 80

3. Classroom Teachers:

- a. # of classroom teachers: 41
- b. # receiving effective rating or higher: 38, 93%
- c. # Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23): 37, 90%
- d. # certified in-field, pursuant to Section 1012.2315(2), F.S.: 37, 90%
- e. # ESOL endorsed: 18, 44%
- f. # reading endorsed: 4, 10%
- g. # with advanced degrees: 18, 44%
- h. # National Board Certified: 0, 0%
- i. # first-year teachers: 2, 5%
- j. # with 1-5 years of experience: 20, 49%
- k. # with 6-14 years of experience: 17, 41%
- l. # with 15 or more years of experience: 2, 5%

4. Education Paraprofessionals, pursuant to s. 1012.01(2)(e):

- a. # of paraprofessionals: 0
- b. # Highly Qualified, as defined in 20 U.S.C. § 6319(c): 0

5. Other Instructional Personnel:

- a. # of instructional personnel not captured in Administrators, Instructional Coaches, Classroom Teachers or Education Paraprofessionals: 0
- b. # receiving effective rating or higher: (not entered because basis is < 10)

6. Teacher Recruitment and Retention Strategies:

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

- a. Describe your school's strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school; include the person responsible.:
 - 1. Regular meetings for new teachers with administration by grade level Principal 6/6/14
 - 2. Partnering new teachers with experienced instructional staff Assistant Principal 6/6/14
 - 3. Soliciting referrals from current employees Principal 6/6/14

7. Teacher Mentoring Program/Plan:

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

- a. Describe your school's teacher mentoring program/plan including the rationale for pairings and the planned mentoring activities: Teachers are paired with experienced teachers who are teaching the same core curriculum subject area. The school provides common planning to maintain daily conversation regarding lesson planning and instructional delivery. Onsite professional development to include gradebook, school site orientation, modeling of instruction, and observing other teachers.

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

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

- 1. Describe your school's data-based problem-solving processes for the implementation and monitoring of your MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small

group and individual student needs:

MTSS is an extension of Arch Creek’s Leadership Team, strategically integrated in order to support the administration through a process of problem solving of issues and concerns as they arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well-being, and prevention of student failure through early intervention.

At Arch Creek Elementary School, the MTSS team will be composed of the following members:

- Administrator(s)
- Teacher(s) and Coach(es)
- Grade group chairpersons
- Special education personnel
- ESOL Teachers
- School guidance counselor
- School psychologist
- School social worker
- Speech Language Pathologist

2. What is the function and responsibility of each school-based leadership team member as related to the school's MTSS and the SIP? :

The following steps will be considered by the school’s MTSS Leadership Team to address how the school can utilize the MTSS process:

- The team will meet twice a month to update the implementation of the school program(all stakeholders)
- Reading Coach will provide support and assistance to teachers about the curriculum.
- Grade Chairs will work collaboratively with teachers to discuss students in need of additional support
- Suggestions and plan of actions will be presented with possible solutions to any academic and/or behavior issues.
- School Psychologist will update the progress/challenge of students who are being identified for referral, MTSS, and Placement
- The team will monitor academic and behavior data evaluating progress by reviewing universal screening data and link to instructional decisions; review progress monitoring data at the classroom and individual level, to identify students who are meeting or exceeding benchmarks and moderate or high risk for not meeting benchmarks.
- Walk through monitoring and classroom visitations will be used to evaluate both daily instruction and specific interventions. Maintain communication with staff for input and feedback, as well as update on procedures and progress.

Based on the above information the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills.

3. Describe the systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP:

The team will meet and data will be disaggregated and analyzed. Students who are not progressing will be identified and placed according to their academic achievement levels; students who meet or exceed the proficiency level will be also identified and tested for acceptance for gifted; students who are part of the lowest 25th percentile in reading, will benefit from the a more structured differentiated instruction. The MTSS team will provide suggestions to the SIP writing team, in order to address the school’s needs based on the FCAT 2.0 2013 scores.

4. Describe the data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement (e.g., behavior, attendance):

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

- adjust the delivery of curriculum and instruction to meet the specific needs of students
- adjust the delivery of behavior management system
- adjust the allocation of school-based resources
- drive decisions regarding targeted professional development

Managed data will include:

- Academic
 - FAIR assessment
 - Interim assessments
 - State/Local Reading, Writing, Math and Science assessments FCAT 2.0
 - Student grades
 - School specific assessments
- Behavioral data points
 - Student Case Management System
 - Suspensions
 - Referrals by student behavior, staff observations, and administrative context
 - Office referrals per month
 - Climate surveys
 - Attendance

Referrals to special education programs

5. Describe the plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents:

The district professional development and support will include:

- training for all administrators in the MTSS problem solving, data analysis process
- providing support for school staff to understand basic MTSS principles and procedures and
- providing a network or ongoing support for MTSS organized through feeder patterns
- providing workshops via site-based and online trainings.

Administrators, teacher and support personnel will meet regularly in order for a smooth transition to take place from RtI to MTSS. Meeting will be held on a regular basis in a tier step process beginning with teacher to teacher, teacher to MTSS Coordinator, MTSS Coordinator to MTSS Team. Interventions will be available at each grade level using small group intervention and technology based programs. Update will be discussed together as a team twice a month.

E. Increased Learning Time/Extended Learning Opportunities:

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

1. Describe research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy Type	Minutes Added to School Year	Purpose
Weekend Program	2,400	Instruction in core academic subjects
Strategy Description	We will provide Saturday school for Level 1 readers in 3rd, 4th, and 5th grades. SAI funds will be used to expand the Saturday program to all Level 2 students.	

How is data collected and analyzed to determine the effectiveness of this strategy? Based on the results of bi-weekly assessments and data chats, data will be disaggregated by benchmark and necessary adjustments will be made.

Who is responsible for monitoring implementation of this strategy? The administrators are responsible for monitoring and implementing this strategy.

F. Literacy Leadership Team (LLT):

1. Identify the names and position titles of the members of your school-based LLT:

Name	Title
Marie A. Bazile	Principal
Violette V. Wright	Assistant Principal
Chantal Bertin-Evans	Reading Coach
Frederique Vabre	Math Coach
Paul Fabre	Science Coach
Jacque Pierre	UTD Steward
Kendra Dupree	Guidance Counselor
Margaret Crawford	Media Specialist

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

Monitor academic and behavior data evaluating progress by reviewing universal screening data and link to instructional decisions; review progress monitoring data at the classroom level and individual level; identify students who are meeting or exceeding benchmarks and moderate or high risk for not meeting benchmarks.

Based on the above information the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. Ongoing instruction is being provided to all students. Additional support is given to students who have not mastered the skills through differentiated instruction.

Meet at regularly scheduled team meetings.

Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.

Walk through monitoring and classroom visitations will be used to evaluate both daily instruction and specific interventions.

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

3. What will be the major initiatives of the LLT this year?:

Assure the school is on track to meet AMO targets. Focus on math and science in all grade levels.

G. Every Teacher Contributes to Reading Improvement:

1. Describe how the school ensures every teacher contributes to the reading improvement of every student:

N/A

H. Preschool Transition:

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

1. Describe strategies for assisting preschool children in transition from early childhood programs to local elementary school programs, as applicable:

The Florida Kindergarten Readiness Screener (FKLRS) is administered at the beginning of kindergarten to evaluate the transition process. The low performing students are targeted early for further assessment. This program follows the district curriculum preparing children for transition to kindergarten. In addition, in the spring of each school year, a "Transition to Kindergarten Workshop" is offered whereby parents receive information and handouts on ways to ensure a smooth transition from preschool to kindergarten.

I. College and Career Readiness:

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

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

N/A

2. How does the school promote academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful?:

N/A

3. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report \(http://data.fldoe.org/readiness/\)](http://data.fldoe.org/readiness/), which is maintained by the Department of Education, pursuant to Rule 6A-10.038, F.A.C:

N/A

I. Expected Improvements:

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

A. Area 1: Reading:

1. Annual Measurable Objectives (AMOs) - Students scoring at or above Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA:

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	57%	50%	No	61%
American Indian				
Asian				
Black/African American	55%	49%	No	60%

Hispanic	68%	61%	No	71%
White				
English language learners	51%	46%	No	56%
Students with disabilities	25%	33%	Yes	33%
Economically disadvantaged	56%	50%	No	60%

2. Florida Comprehensive Assessment Test 2.0 (FCAT 2.0):

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	83	27%	35%
Students scoring at or above Achievement Level 4	64	21%	25%

3. Florida Alternate Assessment (FAA):

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	0	0%	0%
Students scoring at or above Level 7	0	0%	0%

4. Learning Gains:

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	0	55%	60%
Students in lowest 25% making learning gains (FCAT 2.0)	0	53%	58%

5. Comprehensive English Language Learning Assessment (CELLA):

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	116	45%	51%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	55	22%	30%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	53	20%	28%

6. Postsecondary readiness:

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	0	0%	0%

B. Area 2: Writing:

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	45	46%	51%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	0	0%	0%

C. Area 3: Mathematics:

1. Elementary and Middle School Mathematics:

a. Annual Measurable Objectives (AMOs) - students scoring at or above Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA:

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	56%	50%	No	60%
American Indian				
Asian				
Black/African American	54%	48%	No	59%
Hispanic	71%	72%	Yes	74%
White				

English language learners	51%	48%	No	56%
Students with disabilities	38%	38%	Yes	44%
Economically disadvantaged	55%	49%	No	60%

b. Florida Comprehensive Assessment Test 2.0 (FCAT 2.0):

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	83	27%	35%
Students scoring at or above Achievement Level 4	64	21%	25%

c. Florida Alternate Assessment (FAA):

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	0	0%	0%
Students scoring at or above Level 7	0	0%	0%

d. Learning Gains:

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	0	55%	60%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	0	53%	58%

2. Middle School Acceleration (This target includes Algebra I, Geometry, and Biology):

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications			
Middle school performance on high school EOC and industry certifications			

3. High School Mathematics:

a. Annual Measurable Objectives (AMOs) - students scoring at or above Level 3 on EOC assessments, or scoring at or above Level 4 on FAA:

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	56%		No	60%
American Indian				
Asian				
Black/African American	54%		No	59%
Hispanic	71%		No	74%
White				
English language learners	51%		No	56%
Students with disabilities	38%		No	44%
Economically disadvantaged	55%		No	60%

b. Florida Alternate Assessment (FAA):

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

c. Learning Gains:

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)			
Students in lowest 25% making learning gains (EOC)			

d. Postsecondary readiness:

	2012 Actual #	2012 Actual %	2014 Target %

On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.

4. Algebra I End-of-Course Assessment (EOC):

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

5. Geometry End-of-Course Assessment (EOC):

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

D. Area 4: Science:

1. Elementary School Science:

a. Florida Comprehensive Assessment Test 2.0 (FCAT 2.0):

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	19	18%	23%
Students scoring at or above Achievement Level 4	18	17%	19%

b. Florida Alternate Assessment (FAA):

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	0	0%	0%
Students scoring at or above Level 7	0	0%	0%

2. Middle School Science:

a. Florida Comprehensive Assessment Test 2.0 (FCAT 2.0):

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

b. Florida Alternate Assessment (FAA):

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

3. High School Science:

a. Florida Alternate Assessment (FAA):

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

4. Biology I End-of-Course Assessment (EOC):

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

E. Area 5: Science, Technology, Engineering, and Mathematics (STEM):

1. All levels:

	2013 Actual #	2013 Actual %	2014 Target %
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	4		6
Participation in STEM-related experiences provided for students	4	40%	45%

2. High schools:

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses			
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses			
Students taking one or more advanced placement exams for STEM-related courses			
CTE-STEM program concentrators			
Students taking CTE-STEM industry certification exams			
Passing rate (%) for students who take CTE-STEM industry certification exams			

F. Area 6: Career and Technical Education (CTE):

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	0	0%	0%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	0	0%	0%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		0%	0%
Students taking CTE industry certification exams	0	0%	0%
Passing rate (%) for students who take CTE industry certification exams		0%	0%
CTE program concentrators	0	0%	0%
CTE teachers holding appropriate industry certifications	0	0%	0%

G. Area 7: Social Studies (Area 7 will not be completed in 2013-14):

1. U.S. History End-of-Course Assessment (EOC):

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

2. Civics End-of-Course Assessment (EOC):

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

H. Area 8: Early Warning Systems:

1. Elementary School Indicators:

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	22	4%	3%
Students retained, pursuant to s. 1008.25, F.S.	16	3%	2%
Students who are not proficient in reading by third grade	45	45%	41%
Students who receive two or more behavior referrals	29	5%	4%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	9	1%	1%

2. Middle School Indicators:

	2013 Actual #	2013 Actual %	2014 Target %

Students who miss 10 percent or more of available instructional time			
Students who fail a mathematics course			
Students who fail an English Language Arts course			
Students who fail two or more courses in any subject			
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.			

3. High School Indicators:

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students in ninth grade with one or more absences within the first 20 days			
Students in ninth grade who fail two or more courses in any subject			
Students with grade point average less than 2.0			
Students who fail to progress on-time to tenth grade			
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.			

4. Graduation:

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.			
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)			
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.			
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)			

I. Area 9: Parent Involvement:

1. Describe parental involvement targets for your school:
2. Specific Parental Involvement Targets:

J. Area 10: Additional Targets:

1. Description of additional targets:
2. Specific Additional Targets:

K. Problem Solving:

Goal:	On the 2013 FCAT 2.0 Science 38% of our students scored level 3 or higher. Our goal is to have 43% or our students score level 3 or higher on the 2014 FCAT 2.0 in Science.			
Supported Areas:	Science, Science - Elementary School			
Resources	Teachers, GIZMOS Lab, Science Journals, Essential Labs, AIMS, Discovery Education, Science Probes			
Monitor Goal	Who	What	When	Evidence
	Teachers and Science Coach	Utilize data to set goals and drive instruction; provide students with necessary interventions and enrichment as reflected by assessment data.	Biweekly	Lab reports; Interim Assessments; Edusoft reports
Unselected Barriers	The area of deficiency after analyzing the 2013 administration of the FCAT 2.0 in the category of Physical Science at 56%. All other categories were 60% and above. Many of our parents do not assist their children due to lack of parental involvement because of financial constraints. In addition many students do not take advantage of the extended learning opportunities on Saturdays.			

Goal:	On the 2013 FCAT 2.0 Writing 47% of our students scored 3.5 and higher. Our goal is to have ____% of our students score 3.5 or higher on the 2014 FCAT 2.0 Writing.			
Supported Areas:	Writing			
Resources	Teachers, Tutoring, Writing Journals and Prompts, Mini Lessons			
Monitor Goal	Who	What	When	Evidence
	Teachers and Reading	Strategies will include: graphic organizers, spelling strategies, illustrating and labeling, daily journals and rubrics.	Daily	Monitor regularly by conducting classroom walk-throughs. Meet with teachers during planning to discuss progress and deficiencies.

	Coach			
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Goal:	On the 2013 FCAT 2.0 50% of our students scored level 3 or higher. Our goal is to have 59% of our students score level 3 or higher on the 2014 FCAT 2.0.			
Supported Areas:	Math, Math - Elementary and Middle School, Math - Elementary and Middle AMO's, Math - Elementary and Middle FCAT 2.0, Math - Elementary and Middle Learning Gains			
Resources	Teachers, Math Coach, Edusoft Reports, Tutoring, Gizmos, Think Central & Khan Academy, Math Manipulatives, Success Academy Lessons, Math Journals			
Monitor Goal	Who	What	When	Evidence
	Math Coach	Monitor student weekly journal entries, effective use and implementation of primary and secondary benchmarks.	Daily walkthroughs, modeling instruction, weekly grade-level meetings.	Journal entries and data from various assessments.
Unselected Barriers	Black, Hispanic and Economically Disadvantaged Subgroup: We have limited parental involvement at the school because many parents work two jobs and others go to school at night., FCAT 2.0 Level 3 Subgroup: Students do not take advantage of tutoring opportunities at the school, which makes them at risk., FCAT 2.0 Level 4 and 5 Subgroup: Students do not take advantage of Saturday school because they do not think they are academically at risk., Lowest 25% Subgroup: These students are not proficient in English and have a language barrier because they are new arrivals in the country.			

Goal:	On the 2013 FCAT 2.0 50% of our students scored level 3 or higher. Our goal is to have 61% of our students score level 3 or higher on the 2014 FCAT 2.0.			
Supported Areas:	Reading - AMO's, Reading - FCAT2.0, Reading - Learning Gains, Reading - CELLA, Writing, Math, Math - Elementary and Middle School, Math - Elementary and Middle AMO's, Math - Elementary and Middle FCAT 2.0, Math - Elementary and Middle Learning Gains, Science, Science - Elementary School, STEM, STEM - All Levels			
Resources	Teachers, MacGraw-Hill program, Edusoft reports, Reading Coaches, Tutoring			
Monitor Goal	Who	What	When	Evidence
	Reading Coach and Administrative Team	Following FCIM, we will review results of data and make changes in instruction as needed.	Monitor twice per week by meeting with teachers during common planning and monitor lesson plans, data chats.	FAIR, FCAT, CELLA

Selected Barrier: After analyzing the 2013 administration of the FCAT 2.0 Reading, the lowest category for students was Reading Application which scored 59%. Due to the fact that we have limited parental involvement at the school because of financial constraints. Many of our students do not take advantage of the tutoring programs offered on Saturday.

Strategy: We will follow the Florida Continuous Improvement Model and implement strategies to include: modeling, building background knowledge, collaborative conversations and close reading passages.

Action Step: Who	What	When	Evidence
Teachers, Interventionists	Students will make connections between reading, listening, and speaking, gain deeper understanding of a text and its content by discussing the passage and finding evidence to support statements and arguments.	Ongoing	Selection tests, informal assessments, teacher observations, discussions, and journal entries.
Monitor Fidelity	What	When	Evidence
Reading Coach, Administrators	Students will use collaborative conversations in their daily classroom instruction routines and learn, practice and share their ideas with their peers, using text evidence to support their answers and validate their opinions.	Weekly.	End of selection tests, teacher mini assessments. Group presentations. Diagnostic assessments.
Monitor Effective	What	When	Evidence
Reading Coach, Administrators	Data will be monitored by reviewing mastering of skills and instruction will be adjusted as necessary.	FAIR, Interim Assessment	School authored assessments and End of Chapter selections from the MacGraw-Hill program.

Goal:	On the 2013 FCAT 2.0 50% of our students scored level 3 or higher. Our goal is to have 61% of our students score level 3 or higher on the 2014 FCAT 2.0.			
Supported Areas:	Reading - AMO's, Reading - FCAT2.0, Reading - Learning Gains, Reading - CELLA			
Resources				
Monitor Goal	Who	What	When	Evidence

Goal:	On the 2013 FCAT 2.0 _____ of our Black subgroup scored level 3 or higher. Our goal is to have 60% of our students score level 3 or higher on the 2014 FCAT 2.0.			
Supported Areas:				
Resources				
Monitor Goal	Who	What	When	Evidence

Goal: On the 2013 FCAT 2.0 _____ % of our Hispanic students scored level 3 or higher. Our goal is to have 71% of

	our Hispanic students score level 3 or higher on the 2014 FCAT 2.0.			
Supported Areas:	Supports All Areas			
Resources	Teachers, MacGraw-Hill program, Edusoft reports, Reading Coach, Tutoring			
Monitor Goal	Who	What	When	Evidence
	Administrators-Coaches	Following FCIM, we will review results of data and make changes in instruction as needed.	On Going	FAIR, FCAT, CELLA
Selected Barrier: After analyzing the 2013 administration of the FCAT 2.0 Reading, the lowest category for students was Reading Application which scored 59%. Due to the fact that we have limited parental involvement at the school because of financial constraints. Many of our students do not take advantage of the tutoring programs offered on Saturday.				
Strategy: We will follow the Florida Continuous Improvement Model and implement strategies to include: modeling, building background knowledge, collaborative conversations and close reading passages.				
Action Step: Who	What	When	Evidence	
Teachers, Interventionists	Students will make connections between reading, listening, and speaking, gain deeper understanding of a text and its content by discussing the passage and finding evidence to support statements and arguments.	Ongoing	Selection tests, informal assessments, teacher observations, discussions, and journal entries.	
Monitor Fidelity	What	When	Evidence	
Reading Coach and Administrative team	Following FCIM, we will review results of data and make changes in instruction as needed.	Monitor twice per week by meeting with teachers during common planning and monitor lesson plans, data charts	FAIR,FCAT, CELLA	
Monitor Effective	What	When	Evidence	

I. Coordination and Integration:

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

A. Describe how federal, state, and local funds, services, and programs will be coordinated and integrated in the school. Include Title I, Part A; Title I, Part C Migrant; Title I, Part D; Title II; Title III; Title VI, Part B; Title X Homeless; Supplemental Academic Instruction (SAI); violence prevention programs; nutrition programs; housing programs; Head Start; adult education; CTE; and job training, as applicable to your school:

Title I, Part A

Arch Creek provides services to ensure students requiring additional remediation are assisted through Saturday Academy Programs. The District coordinates with Title II and Title III to ensure and provide staff development as needed. Curriculum Coach develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessments and intervention approaches. The Coach identifies systematic patterns of students' needs while working with District personnel to establish appropriate, evidence-based intervention strategies; assists with all the school screening programs that provide early intervention services for children considered "at risk"; supports in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development and provide support for assessment and implementation monitoring. Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, and encourage parental participation in the decision making processes at the school site. Other component that is integrated into the school-wide program includes the Supplemental Educational Services.

Title I, Part D

Arch Creek coordinates services with district Drop-out Prevention programs.

Title II

District receives supplemental funds for improving basic education programs through the purchase of small equipment. New technology in classrooms will increase the instructional strategies provided to students and new instructional software will enhance literacy and math skills of struggling students. Additionally, funds are used to train qualified mentors for the New Teacher (MINT) Program, for add-on endorsement programs, such as Reading, Gifted, ESOL, as well as training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation and Lesson Study Group implementation and protocols.

Title III

Services are provided through the district for education materials and ELL district support services to improve the education of Immigrants and English Language Learners. Funds at Arch Creek are used to purchase:

- imagine Learning licenses
- provide professional development for Imagine Learning
- Cultural supplementary instructional materials
- Parent Outreach activities.

Title X- Homeless

- The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students.
- The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
- Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
- Each school will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

SAI funds will be coordinated with Title I funds to provide Saturday school for Level 1 readers in 3rd, 4th, and 5th grades. SAI funds will be used to expand the Saturday program to all Level 2 students.

Violence Prevention Programs

The school offers a non-violence, anti-bullying and anti-drug program to students, that incorporates field trips, community service, and counseling.

Nutrition Programs

Arch Creek Elementary adheres to and implements the nutrition requirements stated in the District Wellness Policy. Nutrition education, as per state statute, is taught through physical education. The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy. The school houses a student vegetable garden for exploration and experiments.

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

•N/A

Other

Health Connect in Our School

•Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds.

•Arch Creek has been provided of a School Social Worker (shared between schools) and a Nurse (shared between schools).

V. Professional Development:

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

A. For each professional development activity identified in Part II as a strategy to eliminate or reduce a barrier to a goal, provide the following information::

Item 1: Students will make connections between reading, listening, and speaking, gain deeper understanding of a text and its content by discussing the passage and finding evidence to support statements and arguments.

1. Related Goal, Barrier and Strategy:

On the 2013 FCAT 2.0 50% of our students scored level 3 or higher. Our goal is to have 61% of our students score level 3 or higher on the 2014 FCAT 2.0.

After analyzing the 2013 administration of the FCAT 2.0 Reading, the lowest category for students was Reading Application which scored 59%. Due to the fact that we have limited parental involvement at the school because of financial constraints. Many of our students do not take advantage of the tutoring programs offered on Saturday.

We will follow the Florida Continuous Improvement Model and implement strategies to include: modeling, building background knowledge, collaborative conversations and close reading passages.

2. Topic, focus, and content (action step): Students will make connections between reading, listening, and speaking, gain deeper understanding of a text and its content by discussing the passage and finding evidence to support statements and arguments.

3. Facilitator or leader: Reading Coach

4. Participants (e.g., Professional Learning Community, grade level, schoolwide):

Teachers, Interventionists

5. Target dates or schedule (e.g., early release day, once a month):

Ongoing

6. Strategies for follow-up and monitoring, including person responsible:

Selection tests, informal assessments, teacher observations, discussions, and journal entries. Person Responsible: Teachers, Interventionists

Item 2: Students will make connections between reading, listening, and speaking, gain deeper understanding of a text and its content by discussing the passage and finding evidence to support statements and arguments.

1. Related Goal, Barrier and Strategy:

On the 2013 FCAT 2.0 ____% of our Hispanic students scored level 3 or higher. Our goal is to have 71% of our Hispanic students score level 3 or higher on the 2014 FCAT 2.0.

After analyzing the 2013 administration of the FCAT 2.0 Reading, the lowest category for students was Reading Application which scored 59%. Due to the fact that we have limited parental involvement at the school because of financial constraints. Many of our students do not take advantage of the tutoring programs offered on Saturday.

We will follow the Florida Continuous Improvement Model and implement strategies to include: modeling, building background knowledge, collaborative conversations and close reading passages.

2. Topic, focus, and content (action step): Students will make connections between reading, listening, and speaking, gain deeper understanding of a text and its content by discussing the passage and finding evidence to support statements and arguments.

3. Facilitator or leader: Reading Coach

4. Participants (e.g., Professional Learning Community, grade level, schoolwide):

Teachers, Interventionists

5. Target dates or schedule (e.g., early release day, once a month):

Ongoing

6. Strategies for follow-up and monitoring, including person responsible:

Selection tests, informal assessments, teacher observations, discussions, and journal entries. Person Responsible: Teachers, Interventionists

V. Budget:

A. Based on the strategies identified during the problem-solving process, create a budget for each school-funded activity including:

Item 1: Students will make connections between reading, listening, and speaking, gain deeper understanding of a text and its content by discussing the passage and finding evidence to support statements and arguments.

1. Related Goal, Barrier, Strategy, and Action Step:

On the 2013 FCAT 2.0 50% of our students scored level 3 or higher. Our goal is to have 61% of our students score level 3 or higher on the 2014 FCAT 2.0.

After analyzing the 2013 administration of the FCAT 2.0 Reading, the lowest category for students was Reading Application which scored 59%. Due to the fact that we have limited parental involvement at the school because of financial constraints. Many of our students do not take advantage of the tutoring programs offered on Saturday.

We will follow the Florida Continuous Improvement Model and implement strategies to include: modeling, building background knowledge, collaborative conversations and close reading passages.

Students will make connections between reading, listening, and speaking, gain deeper understanding of a text and its content by discussing the passage and finding evidence to support statements and arguments.

2. Type of resource: Evidence-Based Program

3. Description of resources:

4. Funding source:

5. Amount needed:

Item 2: Students will make connections between reading, listening, and speaking, gain deeper understanding of a text and its content by discussing the passage and finding evidence to support statements and arguments.

1. Related Goal, Barrier, Strategy, and Action Step:

On the 2013 FCAT 2.0 _____% of our Hispanic students scored level 3 or higher. Our goal is to have 71% of our Hispanic students score level 3 or higher on the 2014 FCAT 2.0.

After analyzing the 2013 administration of the FCAT 2.0 Reading, the lowest category for students was Reading Application which scored 59%. Due to the fact that we have limited parental involvement at the school because of financial constraints. Many of our students do not take advantage of the tutoring programs offered on Saturday.

We will follow the Florida Continuous Improvement Model and implement strategies to include: modeling, building background knowledge, collaborative conversations and close reading passages.

Students will make connections between reading, listening, and speaking, gain deeper understanding of a text and its content by discussing the passage and finding evidence to support statements and arguments.

2. Type of resource: Evidence-Based Program

3. Description of resources:

4. Funding source:

5. Amount needed: