Florida Department of Education



School Improvement Plan (SIP) Form SIP-1

2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: Endeavor Academy	District Name: Hernando County
Principal: Mr. Robert Dill	Superintendent: Mr. Bryan Blavatt
SAC Chair: Mrs. Diane Yoder	Date of School Board Approval: Nov. 6, 2012

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

School Grades Trend Data (Use this data to complete Sections 1-4 of the reading and mathematics goals and Sections 1 and 2 of the writing and science goals.)

Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data (Use this data to inform the problem-solving process when writing goals.)

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)/	Number of	Number of	Prior Performance Record (include prior School Grades, FCAT/
			Years at		statewide assessment Achievement Levels, learning gains, lowest
		Certification(s)	Current School	Years as an	25%), and AMO progress, along with the associated school year)
				Administrator	

Assistant	Mr. Robert Dill	B.S. Criminal Justice	1	12	Principal- Endeavor Academy (2011-2012) School received no grade
Principal		MTSU 1989; B.S.	-		for year. Making High Standards: 44% made state learning gains
		Social Studies MTSU			in Reading; 36% made state learning gains in Math. One hundred
		1991; M.S. Educational			percent of Economically Disadvantaged students were proficient in
		Leadership UTK 1999;			Reading and Math.
		Ed.S JSU Educational			114444118 4114 1114411
		Leadership 2006			Mr. Dill samued at Challenger VO during the 2010 2011 sales of
		Ecadership 2000			Mr. Dill served at Challenger K8 during the 2010-2011 school
					year. Challenger achieved "A" status and met AYP. 93% of the
					student population met high standards in Reading. 95% of the
					student population met high standards in Math. 97% of the student
					population met high standards in Writing. 81% of the student
					population met high standards in Science. Challenger has achieved
					"A" status since opening during the 2005-2006 school year and is in
					the top 2% of schools in Florida assessed using FCAT. 71% of the
					students made Learning Gains in Reading. 75% of the students made
					Learning Gains in Math. 78% of the lowest quartile made Learning
					Gains in Reading. 84% of the lowest quartile made Learning Gains
					in Math.

2012-2013 School Improvement Plan (SIP)-Form SIP-1 <u>Instructional Coaches</u>

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 ambitious but achievable annual measurable objective (AMO) progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

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

Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date
To recruit and retain highly qualified teachers at Endeavor	Mr. Robert Dill	August 13, 2012 Return of teaching staff from 2011-2112
Academy, open positions will be posted internally through		academic year
the district employment opportunity website. Detailed		
interviews are conducted to assure potential employees are		
of high quality. If no internal candidates apply, then the		
position will be opened to the public and only highly qualified		
individuals will be interviewed.		

2012-2013 School Improvement I lan (SH)-Form SH	<u>-1</u>	
To recruit and retain highly qualified teachers at Endeavor Academy, the administration will offer new teachers an orientation day designed to acclimate new instructors to the specific procedures and policies at Endeavor Academy	Mr. Robert Dill	As new staff is hired, they will be oriented for a day before entering the classroom.
To recruit and retain highly qualified teachers at Endeavor	Mr. Robert Dill	All instructional staff members
Academy, the administration will frequently provide		will be required to attend professional development throughout the year. PD 360
meaningful professional development opportunities that are		will be utilized to address
C I F T T T T T T T T T T T T T T T T T T		
specific to the needs of the entire instructional staff.		specific areas of growth
		amongst individual staff.

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who are NOT highly effective. *When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching	Provide the strategies that are being implemented to
out-of-field/ and who are not highly effective.	support the staff in becoming highly effective
0	

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]).

				%					
tal	of	of	of	of	of	Hi	Re	Na	ES

June 2012

Rule 6A-1.099811

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Nu	st-	ach	ach	ach	ach	ly	ng	nal	En
m	Ye	ers	ers	ers	ers	Ef	En	В	dor
ь	ar	wi	wit	wi	wi	fe	dor	oa	sed
er	Te	th	h 6-	th	th	cti	sed	rd	
of	ac	1-5	14	15+	Ad	ve	Te	Ce	Tea
In	he	Ye	Ye	Ye	va	Te	ac	rtif	che
str	rs	ars	ars	ars	nc	ac	her	ied	rs
uc		of	of	of	ed	he	S	Te	
tio		Exp	Exp	Exp	De	rs		ac	
nal		erie	erie	erie	gre			he	
St		nce	nce	nce	es			rs	
aff									
8	0%	12	50	38	25	63	25	0%	12
		%	%	%	%	%	%		%
		(1)	(4)	(3)	(2)	(5)	(2)		(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	Mentee	Rationale for	Planned
Name	Assigned	Pairing	Mentoring
			Activities

2012-2013 3	choor impro	venient i ian	(511)-1 01 111
Mr. Jason	Currently,	No CET	Monthly
Galisky	there are	trained	mentoring
(District	no 1st year	personnel on	with
Mentor)	teachers at	Endeavor's	instruction
	Endeavor.	campus.	based
			lesson
			plans, and
			orientation
			to district
			policies
			and
			procedures
			and
			appropriate
			integration
			of
			instruction
			al activities
			will be
			implem
			ented as
			needed.

2012-2013 School Improvement Plan (SIP)-Form SIP-1 Additional Requirements

Coordination and Integration-Title I Schools Only

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

Title I, Part A
N/A
Title I, Part C- Migrant
N/A
Title I, Part D
N/A
Title II
Endeavor Academy will use differentiated Title II site allocation to support ongoing research-based professional development programs involving
Effective Use of Formative Assessment Data to Differentiate and Drive Instruction, MTSS, and Common Core Standards. Teachers will also
participate in district-wide Title II funded professional development programs as aligned with their IPDPs.
Title III
Services for English Language Learners will be integrated through a Development Language Arts through ESOL model. The monitoring for
compliance of programs and services under the Consent Decree and state board rules will be coordinated by the ESOL Lead teacher/ESOL contact in
accordance with the State and School Board approved District ELL Plan.
Title X- Homeless
THE A- HOHICLESS
Compulsor and A and arrive Instruction (CAI)
Supplemental Academic Instruction (SAI)

Violence Prevention Programs

The District Student Services Department provides substance abuse prevention and intervention programs for students and families. These programs include substance abuse evaluations, drug testing, drug awareness classes for parents and students, crisis intervention services, substance abuse prevention instruction, drug intervention training for parents, substance abuse protocol training for staff, tobacco awareness classes, Involuntary Marchman Act petitions, and treatment referral services. Furthermore, bullying and harassment, including sexual harassment, prevention and intervention programs are established in the school district. The District Student Services Department also provides programs for anger management and conflict resolution.

Nutrition Programs

As part of the district's Food and Nutrition Department, cafeteria staff provide balanced meals and professional service, and maintain sanitary conditions. Students who qualify to participate in the U.S. Department of Agriculture's National School Lunch Program are provided free and/or reduced priced breakfast and lunch.

Housing Programs

N/A

Head Start

N/A

Adult Education

The District's Adult and Community Education Department provides opportunities for Hernando County residents to participate in free classes for GED preparation, Adult ESOL, co-enrolled classes, Adult Basic Education, and Family Literacy. Co-enrolled classes are located at the five high schools in the district. Other adult classes (HEART Literacy) are located at four non-school community sites. Services for Adults with Disabilities are contracted to ARC of the Nature Coast.

Career and Technical Education

The Hernando County School District uses Carl D. Perkins annual entitlement funds to support four high school CTE Specialists and provide program support and professional development, and to pay for CTE students' testing and certification fees. Endeavor Academy is not a site location for a CTE program; however some students at Endeavor Academy have the opportunity to participate in Gas Engines class.

Job Training

N/A

School-Based MTSS/RtI Team

2012-2013 School Improvement Plan (SIP)-Form SIP-1 Identify the school-based MTSS leadership team.

Mr. Robert Dill, Principal

Mrs. Allison Gibson, School Psychologist

Mrs. Sandra Hurst, Social Worker

Mr. Pete Ruiz, Violence Prevention

Mr. Marion Jones, Violence Prevention

Ms. Deanne LaBarr, Assessment

Ms. Kimberly Kessler, ESE Specialist

Ms. Erin Arey, Mathematics

Ms. Kim Webster, Language Arts & Writing

Mr. Howard Thomas, Small Engines and Wood Projects

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?

The SBLT serves to regularly monitor the SIP, looking at progress monitoring data on a regular basis to determine if SIP strategies are effective, or if any changes need to be made. The MTSS Team reviews school-wide data and grade-level data and uses the data to implement strategies to improve student achievement. Since the student population at Endeavor changes on an on-going basis, the MTSS Team also focuses on individual student data to provide targeted interventions to students.

Assistant Principal, Mr. Robert Dill

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

General Education Teachers, Mr. Kevin Torres, Ms. Kimberly Kessler, Ms. Kim Webster, Mr. Howard Thomas, Mr. Dan Rushton, and Ms. Erin Arey

Provide information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention, collaborate with other staff to implement Tier 2 supports, and integrate Tier 1 materials/instruction with Tier 2/3 activities.

Exceptional Student Education, Ms. Kimberly Kessler

- Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.

Reading Teacher, Mr. Kevin Torres

- Provides guidance on K-12 reading plan, facilitates and supports data collection activities; assists in data analysis, provides and supports the implementation of Tier 1, Tier 2, and Tier 3 support plans

Assessment Teacher, Deanne LaBarr

- Organizes school-wide assessments and scheduling, disseminates and disaggregates results to staff to facilitate data-driven instruction, and provides professional development and technical support to teachers and staff regarding data collection, management, and display.

June 2012 Rule 6A-1.099811 Revised April 29, 2011

Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe how the RtI problem-solving process is used in developing and implementing the SIP?

The MTSS Leadership Team analyzes data, identifies students in need of support, sets goals, develops intervention plans and assessment strategies and ensures intervention fidelity. The staff monitors progress using the 3-tiered MTSS model. The principal and MTSS Team reviews data including academic and social/emotional areas of weakness that must be addressed. The team also works together on the development and monitoring of the School Improvement Plan.

MTSS Implementation

2012-2013 School Improvement Plan (SIP)-Form SIP-1 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. Tier I – Use of data from: Performance Matters, TERMS, GradeQuick, FAIR, Read 180, Learning Plans on Demand, Voyager, Subject appropriate pretest/post-test assessments, FCAT Mini-lesson assessments, Behavior Modification Point System. Tier II – Subgroup of Tier 1: Performance Matters data, TERMS, GradeQuick, Behavior Modification Point System, regular pretest/post-test assessments appropriate for subject, FCAT Mini-lesson assessments, FAIR Testing (Reading), Read 180 data, FCAT Explorer practice lessons, Voyager Data, and ESE IEP. Tier III – Individual students within the Tier 2 subgroup: Performance Matters data, regular pretest/post-test assessments appropriate for subject, FCAT Mini-Lesson Assessment, FAIR Testing (reading), Read 180 data, FCAT Explorer practice lessons, Voyager, Behavior Modification Point System, FBA documentation, and ESE IEP. TERMS – HCSB district database. RtI: B-Data system for office discipline referrals and reports. Behavior Modification Point System – Students participate in a behavior modification/PBS point system in which they earn daily points to support good behavior, high academic achievement, and an acceptable attendance rate. Florida Assessment in Reading (FAIR) – FAIR is a web-based assessment that provides teachers with screening, progress monitoring and diagnostic information that is essential to guiding instruction. Performance Matters—A portal that provides students, parents/guardians and teachers with on-line access to student demographic data, historical course grades, and historical

achievement data. It also includes web-based progress monitoring assessments in math, science, and social studies.

FCAT – Florida Comprehensive Assessment Test that measures student knowledge and understanding of reading, writing, math and science. The primary goal of these assessments is to provide information about student learning in Florida, as required by Florida law (Section 1008.22, Florida Statutes).

EOC-End of Course assessments that measure student mastery of Algebra I, Geometry, Biology, and U.S. History standards.

Learning Plans on Demand- LPOD is a diagnostic assessment software that identifies learning gaps for an individual student, and then gives specific remedial activities designed to target the area in need of improvement.

Describe the plan to train staff on MTSS.

Most members of the MTSS Team will participate in District MTSS Trainings. Staff trainings have already been conducted on progress monitoring using reports in Compass, LPOD, Performance Matters, and TERMS. All staff members are required to participate in MTSS meetings.

Describe the plan to support MTSS.

Endeavor administration will consult with members of the SBLT. Additionally, the School Psychologist will serve as an MTSS coach for the school on a weekly basis.

School-Based Literacy Leadership Team

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

Principal, Mr. Robert Dill

Reading Teacher, Mr. Kevin Torres

ESE Inclusion Teacher, Ms. Kimberly Kessler

English Teacher, Ms. Kim Webster

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

Reading data is analyzed, targeted subgroups are established. Specific reading interventions or support are developed within these team meetings.

June 2012 Rule 6A-1.099811 Revised April 29, 2011

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

The LLT will promote reading across the curriculum in the following ways: Black History Month Literary Awareness, Most Improved Reader Award, and utilizing a Literacy Lounge.

Black History Month Literary Awareness – Endeavor Academy students will discover more about Black History with timelines, trivia, and famous African American Biographies. The students will create a presentation utilizing the facts gathered during their discovery of Black History and inform invited members of the school board and community.

Most Improved Reader Award – Each school in our district nominates one student to attend the annual Most Improved Reader Award Banquet. The student who attends the banquet is individually recognized for improvements made in reading. This program is sponsored by H.E.A.R.T. Literacy.

Literacy Lounge - Endeavor Academy provides a Literacy Lounge containing age and content appropriate books for students

Public School Choice

• Supplemental Educational Services (SES) Notification

Upload a copy of the SES Notification to Parents in the designated upload link on the "Upload" page.

*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.

N/A

*Grades 6-12 Only Sec. 1003.413 (2)(b) F.S

For schools with grades 6-12, how does the school ensure that every teacher contributes to the reading improvement of every student?

In providing primarily computer-based instructional support, Endeavor students are required to read and analyze a large amount of information through instructional software such as Compass Learning, Read 180, and the Voyager series. Because each curriculum requires reading skills, Endeavor utilizes highly qualified instructors to provide individual tutoring in reading across the curriculum as needed. In addition, every student who is below level 3 in Reading on FCAT will receive 90 minutes of reading instruction daily. The Language Arts teacher will also focus on reading skills within that curriculum for a portion of the Language Arts block, and will provide targeted remediation based on individual student needs.

*High Schools Only

Note: Required for High School-Sec. 1003.413(2)(g), (2)(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?

Endeavor Academy students are taught behavior and coping skills, to help them experience success and to facilitate reinstatement to their zoned schools. Emphasis is placed on life skills, career choices, and the importance of post-secondary education. Students will also have the opportunity to take the Armed Services Vocational Aptitude Battery (ASVAB). Students are enrolled in career technical courses offered on campus in gas engines.

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?

Middle school students take a career and education planning course in the seventh or eighth grade that results in the completion of the electronic personal education plan (EPEP) at FACTS.org. The school's assessment coordinator reviews and ensures middle school students have completed EPEP. The assessment coordinator also provides ongoing advisement regarding appropriate coursework for high school students, so that they may achieve their goal of graduation

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.

Endeavor Academy is not included in the annual High School Feedback Report.

2012-2013 School Improvement Plan (SIP)-Form SIP-1 PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

	Problem- Solving Process to Increase Student Achievem ent					
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:		Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

2012-2013 School	Improven	ient Plan (S	SIP)-Form SIP-1				
1A. FCAT 2.0:	1A.1.	1A.1.	1A.1.	1A.1.	1A.1.		
Students scoring at							
Achievement Level 3 in reading.	Students do not possess the foundation al skills to read well indepen dently in	area teachers will guide students	Administration Instructional Staff	Classroom walk-	Data from FAIR, Performance Matters, Compass		
Reading Goal #1A:	2012 Current Level of	2013 Expected Level of					
The percentage of students scoring at Achievement Level 3 in Reading will increase from 13% (8) to 15%	Performance:*	Performance:*					
	13% (8)	15%					
		1A.2.	1A.2.	1A.2.	1A.2.	1A.2.	
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	

2012-2013 School	chool Improvement Plan (SIP)-Form SIP-1								
1B. Florida	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.				
Alternate									
Assessment:									
Students scoring at									
Levels 4, 5, and 6 in									
reading.									
Reading Goal #1B:	Level of	2013 Expected Level of Performance:*							
None of the	r criormance.	r criormanec.							
students at									
•									
in Endeavor									
participate in the									
Florida Alternate									
Assessment									
	current level of	Enter numerical data for expected level of performance in this box.							
			1B.2.	1B.2.	1B.2.	1B.2.			
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.			

Based on the analysis of	Anticipated	Strategy	Person or Position	Process Used to Determine	Evaluation Tool	
student achievement data and reference to "Guiding	Barrier					
Questions," identify and			Responsible for Monitoring	Effectiveness of Strategy		
define areas in need of						
improvement for the						
following group:						
2A. FCAT 2.0:	2A.1.	2A.1.	2A.1.	2A.1.	2A.1.	
Students scoring						
at or above	Studente	Students	Administration	FCAT Explorer	FCAT Explorer	
4 in reading.	are not	will be		progress momentum	reports.	
	prepared	exposed				
		to FCAT-				
		style				
		questions				
	ity, and	through				
	format of	the use				
	FCAT 2.0					
		Explorer.				
D 1: C 1//24		2013 Expected				
Reading Goal #2A:	Level of	Level of				
	Performance:*	Performance:*				
T1						
The percentage of						
students scoring						
at or above						
Achievement						
Level 4 in reading						
will increase from						
0% to 5%						

2012-2013 SCHOOL			I I I I I I I I I I I I I I I I I I I	1	1	1	
	0%	5%					
		2A.2.	2A.2.	2A.2.	2A.2.	2A.2.	
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	
AD 51 11	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		
-201101100	2B.1.	2B.1.	ZB.1.	2B.1.	2B.1.		
Alternate Assessment:							
Students scoring at							
or above Level 7 in							
reading.							
	2012 Current	2013 Expected					
	Level of	Level of					
None of the	Performance:*	Performance:*					
students at							
Endeavor							
Academy							
participate in							
Florida Alternate							
Assessment							
		Enter numerical					
	data for current level of	data for expected level of					
	performance in	performance in					
			2B 2	2B 2	2B 2	2B 2	
			<u></u> .	20.2.		, D. J.	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	
	data for current level of performance in this box.	data for expected level of performance in this box. 2B.2.	2B.2. 2B.3.			2B.2. 2B.3.	

Based on the analysis of	Anticipated	Strategy	Person or Position	Process Used to Determine	Evaluation Tool	
student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following group:	Barrier		Responsible for Monitoring	Effectiveness of Strategy		
3A. FCAT 2.0:	3A.1.	3A.1.	3A.1.	3A.1.	3A.1.	
Percentage of						
reading.	prepared for the length and complexit y of FCAT 2.0			benchmark assessment through learning plans on demand, FAIR, Performance Matters	Learning Plans on Demand reports FAIR data Performance Matters data	
					Compass data	

2012-2013 SCHOOL	improven	ient i ian (311 <i>)</i> -1 01 III 311 -1				
Reading Goal #3A: The percentage of students making learning gains in reading will increase from 44% (7) showing	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	311 j-F 01 iii 311 -1				
state gains to 46% making state gains.							
	44%	46%					
		3A.2.	3A.2.	3A.2.	3A.2.	3A.2.	
		3A.3.	3A.3.	3A.3.	3A.3.	3A.3.	
3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.	3B.1.	3B.1.	3B.1.	3B.1.	3B.1.		

Reading Goal #3B:	2012 Current. Level of Performance:*	2013 Expected Level of Performance:*	71)-1 VIIII (511 -1				
	data for current level of performance in	Enter numerical data for expected level of performance in this box.					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

Based on the analysis of	Anticipated	Strategy	Person or Position	Process Used to Determine	Evaluation Tool	
student achievement data	Barrier	Strategy		1100000 0000 10 20001111110	Evaluation 1001	
and reference to "Guiding			Responsible for Monitoring	Effectiveness of Strategy		
Questions," identify and define areas in need of						
improvement for the						
following group:						
4A. FCAT 2.0:	4A.1.	4A.1.	4A.1.	4A.1.	4A.1.	
Percentage of						
students in lowest	Students	Teachers	Instructional Staff	Progress Monitoring	Data from FAIR,	
25 /6 making						
FC41 111115 5411115 111		will			Performance Matters,	
reading.	-	provide		FAIR, Performance	Compass and	
	the	scaffold		Matters, Compass, and	Voyager	
	foundation	ing and		Voyager		
	al skills to	support				
	read well	across				
	independe	content				
		areas				
		necessary				
		for				
		students to				
		generalize				
		the use of				
		strategies				
		that good				
		readers				
		use to				
		comprehe				
		nd text.				

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Reading Goal #4A:	2012 Current Level of	2013 Expected Level of	,	,	<u></u>	<u></u>	
	Level of	<u>Level of</u>	1	1	1	1 '	1
If applicable 50%	Performance:*	Performance:*	1	1	1	1 '	1
If applicable, 50%	'	1 '	1	1	1	1 '	1
of students in the	'	1 '	1	1	1	1	1
lowest quartile	'	1 '	1	1	1	1 '	1
will make learning	, , , , , , , , , , , , , , , , , , ,	1 '	1	1	1	1	1
	1 /	1 '	1	1	1	1	1
gains in reading.	· /	1 '	1	1	1	1	1
	1	1 '	1	1	1	1	1
	1	1 '	1	1	1	1	1
	1	1 '	1	1	1	1	1
	1	1 '	1	1	1	1	1
	·	1'	1	1	1'	1'	<u></u>
	N/A (not	50%	,	,			
	enough	ſ ' ' '	1	1	1	1	1
	tilougii ,	1 '	1	1	1	1	1
	students to	1 '	1	1	1	1	1
	calculate)	1'	1	1	1'	1'	<u></u>
	, ·	4A.2.	4A.2.	4A.2.	4A.2.	4A.2.	
	· /	1 '	1	1	1	1	1
	+	4A.3.	4A.3.	4A.3.	4A.3.	4A.3.	1
	1 '	AA.3.	AA.3.	4A.3.	AA.3.	AA.3.	1
	·	1′	'	1'	1'	1'	
4B. Florida	4B.1.	4B.1.	4B.1.	4B.1.	4B.1.		
Alternate	1	1 '	1	1	1	1	1
Assessment:	· /	1 '	1	1	1	1	1
Percentage of	1	1 '	1	1	1	1	1
students in lowest	1	1 '	1	1	1	1	1
25% making	·	1 '	1	1	1	1	1
learning gains in	1	1 '	1	1	1	1	1
reading.	· /	1 '	1	1	1	1	1
Reading Goal #4B:	2012 Current	2013 Expected		—		 	
Reading Cour in 12.	Level of	Level of	1	1	1	1	1
C (1	Performance:*	Performance:*	1	1	1	1	1
None of the	1	1 '	1	1	1	1	1
students at	1	1 '	1	1	1	1	1
Endeavor	·	1 '	1	1	1	1	1
Academy	·	1 '	1	1	1	1	1
	·	1 '	1	1	1	1	1
participate in the	1	1 '	1	1	1	1	1
Florida Alternate	1	1 '	1	1	1	1	1
Assessment	· /	1 '	1	1	1	1	1
					4		

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	Enter numerical	Enter numerical					
į.	data for	data for					
į.	current level of	expected level of					
,	performance in	performance in					
į.	this box.	this box.					
		4B.2.	4B.2.	4B.2.	4B.2.	4B.2.	
		4B.3.	4B.3.	4B.3.	4B.3.	4B.3.	
		4D.3.	HD.3.	4D.3.	4D.3.	HD.3.	
			i			i e e e e e e e e e e e e e e e e e e e	

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
5A. In six years	Baseline data						
school will reduce							
their achievement	2010-2011						
gap by 50%.	2010 2011						
Reading Goal #5A:							
Enter narrative for the goal in this box.							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

2012-2015 School Improvement Plan (SIP)-Form SIP-1								
5B. Student	5B.1.	5B.1.	5B.1.	5B.1.	5B.1.			
subgroups by								
ethnicity (White,	White: see below	Continue 90%	Administration	Continuous behavior	Behavior Points data			
Black, Hispanic,		Attendance requirement		Continuous ochavior				
Asian, American	Black: No data	for successful dismissal		monitoring				
Indian) not making								
satisfactory progress		from Endeavor						
in reading.	Hispanic: see below	Academy			Terms data			
				Daily points cards				
	Asian: No data			Dairy points cards				
	American Indian: No.	Continue adverse loss						
	data	of cumulative program		Points system				
		points for unexcused		spreadsheet				
		absences at Endeavor						
	Students enter	Academy						
	Endeavor Academy							
	with disciplinary							
	and attendance							
	deficiencies that have	Adhere to a strict,						
	impeded consistent	consistent, structured						
	and continual	and well-supervised						
	and Communi	rigorous academic						
	progress in reading.	environment with						
		limited transitions						

	Improvement Plan (S						
Reading Goal #5B:	2012 Current Level of	2013 Expected Level of					
	Performance:*	Performance:*					
TE1 .							
The percentage							
of students in							
ethnic subgroups							
not making							
satisfactory							
progress in							
reading will							
decrease from							
100% (1) to 50%.							
10070 (1) 10 30%.							
	White: 100% (1)	White: 50%					
	Willie. 10078 (1)	W III.C. 5070					
	Black: no data	Black: no data					
	Hispanic: 100% (1)	Hispanic: 50%					
	Asian: no data	Asian: no data					
	Asiaii. 110 data	Asian. no data					
	American Indian: no	American Indian: no					
	data	data					
		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
		5D 2	5D 2	5D 2	5D 2	5D 2	
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	
Based on the analysis of	Anticipated Barrier	Strategy	Person or Position	Process Used to Determine	Evaluation Tool		
student achievement data	Anticipated Barrier	Sualegy	1 CISOH OF 1 OSHIOH	1 rocess Osca to Determine	Evaluation 1001		
and reference to "Guiding				7.00			
Questions," identify and			Responsible for Monitoring	Effectiveness of Strategy			
define areas in need of							
improvement for the							
following subgroup:							

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2012-2013 School	2012-2013 School Improvement Plan (SIP)-Form SIP-1								
5C. English	5C.1.		5C.1.	5C.1.	5C.1.		· '		
Language Learners		1	1	!	1	1	1 [1		
(ELL) not making		1	1	!	1	1	I = I'		
satisfactory progress		1	1	!	1	1	I = I'		
in reading.			1	!	1	1 1	I = I'		
Reading Goal #5C:	2012 Current Level of	2013 Expected Level of			-		[
Redding Godi 115 C.	Performance:*	Performance:*	1	!	1	1 1	I = I'		
NT/A (1	!	1	1 !	I = I'		
N/A (none of the		1	1	!	1	1	I = I'		
students in both		1	1	!	1	1	I = I'		
surveys were			1	!	1	1 !	I = I'		
ELL)			1	!	1	1 !	I = I'		
,			1	!	1	1 !	I = I'		
		1	1	!	1	1	I = I'		
			1	!	1	1	I = I'		
		1	1	!	1	1	1 [1		
			1	!	1	1 !	1		
		1	1	!	1	1	1 1		
	Enter numerical data for current	Enter numerical data for expected level							
	level of performance in this box.	of performance in this box.	1	!	1	1 1	I = I'		
-		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.			
		SC.2.	BC.2.	SC.2.	pc.2.	SC.2.	1		
					<u> </u>	<u> </u>			
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.			
			1	!	1	1	I = I'		
Based on the analysis of	Anticipated Barrier	Strategy	Person or Position	Process Used to Determine	Evaluation Tool	 	 		
student achievement data	Finterpated Barrier	Suategy	1 013011 01 1 0310011	110ccss osca to Determine	Evaluation 1001	1	1		
and reference to "Guiding		1	Responsible for Monitoring	Effectiveness of Strategy	1	1	1		
Questions," identify and		1	Responsible for Monitoring	Effectiveness of Strategy	1	1	1		
define areas in need of improvement for the		1	1	!	1	1	1		
following subgroup:		1	1	!	1	1	1		
5D. Students	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.				
with Disabilities			1	!	1	1 !	1		
(SWD) not making		1	1	!	1	1	1		
satisfactory progress			1	!	1	1	1 1		
		!	1	!	1	1 1	(I		
in reading.		l i		1	· ·	1 h			

Reading Goal #5D: N/A (none of the students in both surveys were SWD)	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
	-	5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	

Based on the analysis of	Anticipated Barrier	Strategy	Person or Position	Process Used to Determine	Evaluation Tool	
student achievement data and reference to "Guiding	Barrier					
Questions," identify and			Responsible for Monitoring	Effectiveness of Strategy		
define areas in need of						
improvement for the						
following subgroup:						
5E. Economically	5E.1.	5E.1.	5E.1.	5E.1.	5E.1.	
Disadvantaged						
students not making	Students	Tanahara	Instructional Staff	Progress Monitoring	Data from FAIR,	
	Students		instructional Staff	i rogress wronitoring	Performance Matters,	
in reading.	do not	will		through the use of	-	
	possess	provide		FAIR, Performance	Compass and	
	-	scaffold		Matters, Compass, and	Voyager	
	foundation			Voyager		
	al skills to					
	read well					
	independe					
		areas				
		necessary				
		for				
		students to				
		generalize				
		the use of				
		strategies				
		that good				
		readers				
		use to				
				l		
		comprehe		l		
		nd text.	ĺ	l		

2012-2015 School	Improven	icht i lan (i	511 <i>)</i> -1 01 III 511 -1				
Reading Goal #5E:	2012 Current Level of Performance:*	2013 Expected					
	Performance:*	<u>Level of</u> Performance:*					
The percentage							
of Economically							
Disadvantaged							
students							
not making							
satisfactory							
progress in							
reading will							
decrease from							
100% to 50%.							
	1000/	500/					
		50%					
	(2 of 2						
	students						
	in both						
	surveys)						
		5E.2.	5E.2.	5E.2.	5E.2.	5E.2.	
		5E.3.	5E.3.	5E.3.	5E.3.	5E.3.	
				ļ	!		

Reading Professional Development

Professional Development (PD) aligned with

June 2012 Rule 6A-1.099811 Revised April 29, 2011 2012-2013 School Improvement Plan (SIP)-Form SIP-1
Strategies through
Professional
Learning
Community (PLC)
or PD Activities

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

PLC activity. PD Content/Topic	Grade Level/ Subject	PD Facilitator	PD Participants	Target Dates (e.g., early release) and Schedules (e.g., frequency of	Strategy for Follow-up/Monitoring	Person or Position Responsible
and/or PLC Focus	J	and/or	(e.g., PLC, subject, grade level,	meetings)		for Monitoring
Data Chats	6-12	PLC Leader Reading Teacher	or school-wide) Instructional Staff	Monthly	Progress Monitoring Assessments	Administration

Reading Budget (Insert rows as needed)

Total: \$2233.33			
Subtotal:			
Strategy	Description of Resources	Funding Source	Amount
Other	Description of Resources	Funding Course	Amount
Subtotal: \$183.33			
G 14 4 1 2422 22			
Standards-Based Reading Instruction	Common Core Standards Training	Title II	\$183.33
Strategy	Description of Resources	Funding Source	Amount
Professional Development			
Subtotal: \$2,050.00			
reauling in Content Areas	Compass Odyssey Program	riesb anocated funds	\$2,050.00
Strategy Reading in Content Areas	Description of Resources Compass Odyssey Program	Funding Source HCSB allocated funds	Amount
Technology	Danieli a CD	For East County	A
Subtotal:			
Strategy	Description of Resources	Funding Source	Amount
Evidence-based Program(s)/Materials(s)			
materials and exclude district funded activities/materials.			
Include only school funded activities/			

End of Reading Goals

2012-2013 School Improvement Plan (SIP)-Form SIP-1 Comprehensive English Language Learning Assessment (CELLA) Goals

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

CELLA Goals	Problem-Solving Process to Increase Language Acquisition					
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.	-	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

2012-2013 School	Improvement Plan (SIP)-Form SIP-1			
1. Students scoring	1.1.	1.1.	1.1	1.1.	1.1.
proficient in					
listening/speaking.	Multiple listening	Supplemental training	Administration	Classroom Walk-	Walk Through
	and speaking	will be conducted		Through	Checklist
	opportunities need	during the school year			
	to be provided	for extended day/			
	consistently for	year teachers and	Instructional Staff		
	ELLs during	paraprofessionals		Instructional Planning	Compass Learning
	mainstream English/	on using targeted			Paths
	Language Arts	instructional strategies			
	classes, core classes,	1 +	ESOL Lead Teacher		
	and supplemental	listening and speaking			
	extended day/year	for ELLs.			CELLA
	programs (not				
	offered at Endeavor				
	Academy, but				
	available at other	Additional one-on-one			
	locations in the	reading opportunities			
	district).	and practice, including			
		multiple listening and			
		speaking opportunities			
		will be provided during			
		English/Language Arts			
		and/or supplemental			
		extended day/year			
		programs.			
		Professional			
		development will be			
		provided to mainstream			
		classroom teachers			
		focusing on best			
1		practices, targeted	I		

2012-2013 SCHOOL	<u>improvement Pian (s</u>	51F)-F0FIII 51F-1				
		instruction, and				
		effective strategies				
		to support ELLs in				
		deficient areas while				
		still maintaining				
		support in other				
		assessed areas.				
CELLA Goal #1:	2012 Current Percent of Students					
	Proficient in Listening/Speaking:					
If applicable,						
all students will						
score proficient						
in listening and						
speaking.						
	N/A (no participants)					
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.2.	1.2.	1.4.	1.4.	1.2.
		l	L			
			Supplemental Extended			Walk Through
		approach, derived	day/year programs		Through	Checklist
		from CELLA data,	that are prescriptive			
			toward ELLs' areas of			
				Instructional Staff		
			ı , Ç		T.,	CELLA
			listening and speaking,			CELLA
			and that emphasize		Planning	
		supplemental extended	developing ELLs'			
		day/year programs (not	English language	ESOL Lead Teacher		
		offered at Endeavor	proficiencies.			
		Academy, but available	μ			
		at other locations in the				
		school district).				

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2012-2013 School Improvement Plan (S	SIP)-Form SIP-1			
Students read grade- Anticipated Barrier	Strategy	Person or Position	Process Used to Determine	Evaluation Tool
level text in English in a manner similar to non-ELL				
students.		Responsible for Monitoring	Effectiveness of Strategy	
	2.1.	2.1	2.1.	2.1.
proficient in reading.				
Additional training	Supplemental training	Administration	Classroom Walk-	Walk Through
for mainstream	will be conducted		Through	Checklist
English/Language	during the school year			
Arts and core content	for extended day/			
classroom teachers	year teachers and	Instructional Staff		
in best practices,	paraprofessionals		Instructional Planning	Compass Learning
_	on using targeted			Paths
I -	instructional strategies			
		ESOL Lead Teacher		
1 -	listening and speaking			
	for ELLs.			CELLA
	Professional			
	development will be			
I	provided to mainstream			
	classroom teachers			
	focusing on best			
	practices, targeted			
I	instruction, and			
I	effective strategies			
	to support ELLs in			
	deficient areas while			
I I	still maintaining			
I	support in other			
	assessed areas.			

	Improvement Plan (S					
CELLA Goal #2:	2012 Current Percent of Students					
	Proficient in Reading:					
If applicable,						
all students will						
score proficient in						
reading.						
	N/A (no participants)					
	1 1/11 (no participants)					
		2 2 4 : ::	2.2.	2.2	h a	2.2
		2.2. It proscriptive	2.2.	2.2.	2.2.	2.2.
		approach, derived	Cunnlamantal Extandad			
		from CELLA data,	Supplemental Extended	Administration	Classroom Walk-	Walk Through
			day/year programs		Through	Checklist
		of deficiencies related	that are prescriptive			
		to reading is needed in	toward ELLs' areas of			
		supplemental extended	deficiencies, including	Instructional Staff		
		puppiemental extended	listening and speaking,	ilistructional Staff	l	
		May vear brograms.	and that emphasize		Instructional	CELLA
					Planning	
			developing ELLs'			
			English language	ESOL Lead Teacher		
			proficiencies.			
Students write in	Anticipated Barrier	Strategy	Person or Position	Process Used to Determine	Evaluation Tool	
English at grade				Ties it ag		
level in a manner			Responsible for Monitoring	Effectiveness of Strategy		
similar to non-						
ELL students.						
ELL SIUGEIIIS.					ĺ	

2012-2013 School Improvement Pla	an (SIP)-Form SIP-I				
3. Students scoring 2.1.	2.1.	2.1.	2.1	2.1	
proficient in writing.					
Additional trainin for mainstream English/Language	will be conducted	Administration		Walk Through Checklist	
Arts and core conclassroom teacher	tent for extended day/ s year teachers and	Instructional Staff	Instructional Disco-	Commaga Lagraria	
in best practices, targeted instruction and effective	instructional strategies	ESOL Lead Teacher	Instructional Planning	Paths	
strategies in reading for ELLs is neede				CELLA	
	Professional development will be				
	provided to mainstream	ı			
	classroom teachers focusing on best				
	practices, targeted instruction, and				
	effective strategies to support ELLs in				
	deficient areas while				
	still maintaining support in other				
	assessed areas.				

2012-2013 School	improvement Pian (S					
CELLA Goal #3: If applicable, all students will score proficient in writing.	2012 Current Percent of Students Proficient in Writing:					
	N/A (no participants)					
		2.2.	2.2.	2.2.	2.2.	2.2.
		approach, derived	Supplemental Extended day/year programs that are prescriptive			Walk Through Checklist
		targeting students areas of deficiencies related to reading is needed in supplemental extended day/year programs.	toward ELLs' areas of deficiencies, including listening and speaking, and that emphasize developing ELLs'		misti uctionai	Compass Learning Paths
			English language proficiencies.	ESOL Lead Teacher		CELLA

CELLA Budget (Insert rows as needed)

Total: \$14, 771.23			
Subtotal: \$14,771.23			
ESOL Strategy Integration	Instructional and Curriculum Development Consultant	Fund 110 General Fund	\$14, 771.23
Strategy	Description of Resources	Funding Source	Amount
Other			
Subtotal:			
Strategy	Description of Resources	Funding Source	Amount
Professional Development	Description of Passauras	Funding Course	Amount
Subtotal:			
Strategy	Description of Resources	Funding Source	Amount
Technology			
Subtotal:			
Strategy	Description of Resources	Funding Source	Amount
funded activities/materials. Evidence-based Program(s)/Materials(s)			
activities/materials and exclude district			
Include only school-based funded	,		

End of CELLA Goals

2012-2013 School Improvement Plan (SIP)-Form SIP-1 <u>Middle School Mathematics Goals</u>

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

dle School	Mathemat	iProbans- Solving Process to Increase Student Achievem ent					
student ach and referen Questions, define are improve	the analysis of hievement data nee to "Guiding s," identify and eas in need of ement for the ving group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

2012-2013 School	Improvem	ient Plan (S	SIP)-Form SIP-1			
	1A.1.	1A.1.	1A.1.	1A.1.	1A.1.	
Students scoring at						
Achievement Level 3	Identifyin	Mathemat	Mathematics teacher	Teachers will use	Performance Matters	
in mathematics.	g the	ics teacher		Performance Matters to	data	
		will		assess		
	mathe	review the				
	matical	academic		students.		
		histories			Learning Plans on	
		of new				
	deficie	students			Demand data	
•		to ensure		Teachers will use		
		correct				
		placement		Learning Plans on		
		and			Compass Odyssey	
		interventio		Demand to assess		
		ns.			data	
				Stadents.		
		Math		Teachers will use		
		teacher		reactions with use		
		will assess		Compass Odyssey to		
		students		assess students		
		using		assess students		
		Learning				
		Plans on				
		Demand				
		and				
		Performan	1			
		ce Matters				
		MEGG				
		MTSS				

2012-2013 SCHOOL	mprovem	chi i ian (c	911 <i>)</i> =1 01 III 311 =1				
Mathematics Goal #1A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
The percentage of							
students scoring at Achievement							
Level 3 in							
mathematics will							
increase from 14% (2) to 16%							
(2) to 1070							
	14%	16%					
		1A.2.	1A.2.	1A.2.	1A.2.	1A.2.	
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	
1B. Florida Alternate	1B.1.	1B.1.	1B.1.	1B.1.	1B.1.		
Assessment:							
Students scoring at Levels 4, 5, and 6 in							
mathematics.							

2012-2013 SCHOOL			JII / I OI III SII I				
Mathematics Goal #1B:	Level of	2013 Expected Level of Performance:*					
None of the							
students at							
Endeavor Academy							
participate in							
Florida Alternate							
Assessment							
Assessment							
	77 · 1	T					
	Enter numerical data for	Enter numerical data for					
	current level of performance in	expected level of performance in					
	this box.	this box.					
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	
Based on the analysis of	Anticipated	Strategy	Person or Position	Process Used to Determine	Evaluation Tool		
student achievement data	Barrier	Strategy	1 013011 01 1 03111011	110ccss Osca to Determine	Lvaiuation 1001		
and reference to "Guiding			Responsible for Monitoring	Effectiveness of Strategy			
Questions," identify and define areas in need of			responsible for momenting	21100111011035 01 Strategy			
improvement for the							
following group:							

2012-2013 School		ient Plan (S	SIP)-Form SIP-1			
2A. FCAT 2.0:	2A.1.	2A.1.	2A.1.	2A.1.	2A.1.	
Students scoring						
at or above	Students	The	Classroom Teachers	Teachers will use	Mini-Lessons	
Achievement	lack	implement		Compass Odyssey,		
Levels 4 and 5 in	prerequisit					
mathematics.	e			Performance Matters		
		use of	Administration	and Learning Plans	Assessments	
	knowledge		1 tanninstration	on Demand to assess	1 155C55IIICIIt5	
	necessary			students and develop		
	_	Ouyssey		_		
	to			instructional plans.	D	
					Performance Matters	
	master				Data	
	skills in	The				
		implement				
		ation and				
	demo				Walk Through Check	
	nstrate	Use of			Sheet	
	proficienc	Learning				
		Plans on				
	ľ	Demand				
		and				
		Performan				
		ce Matters				
		CC Iviancis				
		. 00				
		Differe				
		ntiated				
		Instruction				
		Increase				
		frequency				
		of				

2012-2013 School	Improvem	ient Plan (S	SIP)-Form SIP-1				
		opportu nities for students to demonstr ate higher level thinking skills.					
<i>1721</i> 1.	Performance:*	2013 Expected Level of Performance:*					
The percentage of students scoring at or above Achievement Levels 4 and 5 in mathematics will increase from 0%							
to 5%							
		5%					
			2A.2.		2A.2.	2A.2.	
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	

			SIP)-Form SIP-I				
2B. Florida	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		
Alternate							
Assessment:							
Students scoring at							
or above Level 7 in							
I .							
mathematics.	2012 C	2012 F					
	2012 Current Level of	2013 Expected Level of					
#2B:		Performance:*					
	errommanee.						
None of the							
students at							
Endeavor Academy							
participate in							
Florida Alternate							
Assessment							
	Enter numerical	Enter numerical					
	data for	data for					
		expected level of performance in					
	this box.	this box.					
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
		DD 2	DD 2	DD 2	OD 2	DD 2	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	
Based on the analysis of	Anticipated	Strategy	Person or Position	Process Used to Determine	Evaluation Tool		
student achievement data	Barrier]					
		ĺ	Danasaikla fan Manitania a	Effectiveness of Strategy			
and reference to "Guiding			Responsible for Monitoring				
Questions," identify and			Responsible for Monitoring	Effectiveness of Strategy			
and reference to "Guiding Questions," identify and define areas in need of improvement for the			Responsible for Monitoring	Effectiveness of Strategy			
student achievement data	Anticipated Barrier	2B.3. Strategy				2B.3.	

			51P)-F0rm 51P-1			
3A. FCAT 2.0:	3A.1.	3A.1.	3A.1.	3A.1.	3A.1.	
Percentage of						
students making	Student	Targeted	Mathematics Teacher	Pre-assessment and	Learning Plans on	
learning gains in	lack	math		post-assessment of		
mathematics.				benchmark results	Demand,	
	prereq	remediatio		through Learning	Performance Matters,	
			Administration	Plans on Demand and	and Compass data.	
	knowledge		rammstration	Performance Matters.	and Compass data.	
				renormance watters.		
		diagnostic				
		math tests				
	fundament					
		Performan				
		ce Matters				
	skills prior	and				
	to entering	LPOD.				
	the					
	program at					
	Endeavor					
	Academy.	Mathe				
		matics				
		instruction				
		1S				
		integrated				
		in science				
		classes.				

2012-2013 School			911 <i>J</i> -1 01 III 911 -1				
#3A:	Level of Performance:*	2013 Expected Level of Performance:*					
The percentage of							
students making							
learning gains in							
mathematics will increase from							
36% (4) showing							
state gains to 38%							
making state gains							
making state gains							
	36%	38%					
		3A.2.	3A.2.	3A.2.	3A.2.	3A.2.	
		3A.3.	3A.3.	3A.3.	3A.3.	3A.3.	
3B. Florida	3B.1.	3B.1.	3B.1.	3B.1.	3B.1.		
Alternate							
Assessment:							
Percentage of students making							
learning gains in							
mathematics.							

Mathematics Goal	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	on one of				
	data for current level of performance in	Enter numerical data for expected level of performance in this box.					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

				_		
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
define areas in need of						
improvement for the						
following group:		4.4.1	44.1		44.1	
4A. FCAT 2.0:	4A.1.	4A.1.	4A.1.	4A.1.	4A.1.	
Percentage of		. 1			r : 51	
students in lowest 25% making	Student	\sim	Mathematics Teacher	Pre-assessment and	Learning Plans on	
12.5 70 HIAKHIY	lack	math		post-assessment of	Daman d	
mathematics.				benchmark results	Demand,	
	prereq	remediatio		IUII OUZII LEAHIIIIZ	Performance Matters,	
	uisite	n based on	Administration	Plans on Demand and	and Compass data.	
	uisic			Performance Matters.		
	knowledge	diagnostic				
		math tests				
	01	such as				
	rundament					
	al math	Performan				
		ce Matters				
	skills prior	and				
	to entering	LPOD.				
	the					
	program at					
	Endeavor					
		Mathe				
	Licauciliv.	matics				
		instruction				
		111011 4011011				
		10				
		10 into acrete 1				
		integrated				
		in science				
		classes.				

2012-2013 School)11				
Mathematics Goal #4A: If applicable, 50% of students in the lowest quartile will make learning gains in math.	Level of Performance:*	2013 Expected Level of Performance:*					
	enough students to calculate)						
						4A.2. 4A.3.	
4B. Florida Alternate Assessment: Percentage of students in lowest 25% making learning gains in mathematics.	4B.1.	4B.1.	4B.1.	4B.1.	4B.1.		

Mathematics Goal #4B: None of the students at Endeavor Academy participate in Florida Alternate Assessment	Level of	2013 Expected Level of Performance:*					
	current level of	Enter numerical data for expected level of performance in this box.					
			4B.2.	4B.2.	4B.2.	4B.2.	
		4B.3.	4B.3.	4B.3.	4B.3.	4B.3.	

Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
following years 5A. In six years, school will reduce their achievement gap by 50%.	Baseline data 2010-2011						
Mathematics Goal #5A:							
Enter narrative for the goal in this box.							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:		Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

	5B.1.		5B.1.	5B.1.	5B.1.	
subgroups by		PB.1.	PD.1.			
	White: N/A	Continue 90%				
Acian American	Black: N/A	Attendance requirement for successful dismissal				
satisfactory progress	Hispanic: see below	from Endeavor Academy				
	Asian: N/A					
	American Indian: N/ A	Continue adverse loss of cumulative program points				
	Students enter Endeavor Academy with disciplinary and attendance deficiencies that have	1				
	and continual	rigorous academic environment with limited transitions				

2012-2013 School	Improvement Plan (S	31P)-Form SIP-1					
Mathematics Goal	2012 Current Level of	2013 Expected Level of		(, 	()	<i>i</i>
#5B:	Performance:*	Performance:*		1	, J	ı J	1
1102.	1	1		1	, J	ı J	<i>t</i> ['
	1	1		1	, J	ı J	1 [
The percentage	1	1		()	, J	, J	ι
of students in	1	1		()	, J	, J	ι
	1	1		()	, J	, J	ι 1'
ethnic subgroups	1	1		1	, J	ı J	ι 1'
not making	1	1		()	, J	, J	ι 1'
satisfactory	1	1		1	, J	ı J	1 [
	1	1		()	, , , , , , , , , , , , , , , , , , , ,	, J	1 1
progress in math	1	1		()	, J	, J	ι 1'
will decrease from	1	1		()	, , , , , , , , , , , , , , , , , , , ,	, J	<i>i</i> ['
100% to 50%.	1	1		()	, , , , , , , , , , , , , , , , , , , ,	, J	1 1
10070 10 5070.	1	1		1	, J	ı J	ι 1'
	1	1	<i>(</i>	()	, J	4 J	ι
	1	1		()	, J	, J	i = 1
	1	1	<i>(</i>	()	, J	4 J	ι
	1	1	<i>(</i>	()	, J	4 J	ι
	1	1		1	, J	ı J	ι 1'
	<u>(</u>	<u>1 </u>		<u>(</u>	<u></u>		<u> </u>
	White: no data	White: no data	1		1	(T	<i>i</i>
	Willies no data	1 The data	<i>(</i>	()	, J	4 J	ι
	L	L	<i>(</i>	()	, J	4 J	1
	Black: no data	Black: no data		1	, J	ı J	1
	1	1		()	, J	, J	1
	Tianania: 1000/	Irriamonia: 1000/	<i>(</i>	()	, J	4 J	1
	Hispanic: 100%	Hispanic: 100%		()	, J	, J	1
	1	1		()	, J	, J	1
	Asian: no data	Asian: no data		1	, J	ı J	<i>t</i> ['
	risian. no data	Asian. no data		()	, , , , , , , , , , , , , , , , , , , ,	, J	<i>t</i> ['
	1	1		1	, J	ı J	<i>t</i> ['
	American Indian: no	American Indian: no		()	, , , , , , , , , , , , , , , , , , , ,	, J	<i>t</i> ['
		data	<i>i</i>	()	ı J	()	1
			5B.2.	5B.2.	5B.2. 5	5B.2.	
	1	β ^{B.2.}	^{3B.2.}	7 ^{3B.2.}	7 ^{B.2.}	3B.2.	1
	1	1	<i>i</i>	()	ı J	()	1
		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	
	1	ſ ^{B.S.}	7 ^{B.3.}	7 ^{5.5.}	γ ^{25.5} .	10.5.	1
	1	1		1	, J	ı J	1
Based on the analysis of	Anticipated Barrier	Strategy	Person or Position	Process Used to Determine	Evaluation Tool		
student achievement data	1	1		1	, J	ı J	1
and reference to "Guiding	1	1	Responsible for Monitoring	Effectiveness of Strategy	, , , , , , , , , , , , , , , , , , , ,	, J	1
Questions," identify and	1	1	Responsible for Monitoring	Effectiveness of Strategy	, , , , , , , , , , , , , , , , , , , ,	, J	1
define areas in need of	1	1		1	, J	ı J	1
improvement for the	1	1	·	()	, , , , , , , , , , , , , , , , , , , ,	()	<i>i</i> [
following subgroup:	<u> </u>	<u> </u>	<u>, </u>	<u>. </u>	<u> </u>		

2012-2013 School	Improvement Plan (SIP)-FORM SIP-I					
5C. English	5C.1.	5C.1.	5C.1.	5C.1.	5C.1.		
Language Learners							
(ELL) not making							
satisfactory progress							
in mathematics.							
	2012 G 4 J 1 G	0012 F (11 1 6					
THATHETHATICS COUL	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
#5C:	r criormance.	errormance.					
N/A (none of the							
students in both							
surveys were							
ELL)					ĺ		
	Enter numerical data for current	Enter numerical data for expected level					
	level of performance in this box.	of performance in this box.					
		5C.2.	5C.2.	5C.2.	5C.2.	5C.2.	
		5C.3.	5C.3.	5C.3.	5C.3.	5C.3.	
			20.3.			0.0.0	
Based on the analysis of	Anticipated Barrier	Strategy	Person or Position	Process Used to Determine	Evaluation Tool		
student achievement data					ĺ		
and reference to "Guiding Questions," identify and			Responsible for Monitoring	Effectiveness of Strategy	ĺ		
define areas in need of					ĺ		
improvement for the					ĺ		
following subgroup:							
ob. Students	5D.1.	5D.1.	5D.1.	5D.1.	5D.1.		
with Disabilities							
(SWD) not making					ĺ		
satisfactory progress					ĺ		
in mathematics.	1	I			ĺ		

Mathematics Goal	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
	-	5D.2.	5D.2.	5D.2.	5D.2.	5D.2.	
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	

Based on the analysis of	Anticipated	C44	Person or Position	Process Used to Determine	Evaluation Tool	
student achievement data	Barrier	Strategy	Person of Position	Process Used to Determine	Evaluation 1001	
and reference to "Guiding	Darrier			Too it again		
Questions," identify and			Responsible for Monitoring	Effectiveness of Strategy		
define areas in need of						
improvement for the						
following subgroup:	5T- 1	5T- 1	5E.1.	5 D. 1	5TL 1	
	5E.1.	5E.1.	DE.1.	5E.1.	5E.1.	
Disadvantaged			L.,			
students not making	Students	Incorpor	Mathematics Teacher	Teachers will use	Performance Matters	
succession y progress	lack	ate NG-		Performance Matters to	data	
in mathematics.				assess students.		
	prerequisit			assess students.		
	e language	strategies				
	and	into	Administration			
		teaching			Learning Plans on	
				Teachers will use		
		of word			Demand data	
	required to			Learning Plans on		
	successful	and				
	ly identify,	mathe		Demand to assess		
		matics		students.	Compass Odyssey	
				students.	Compass Odyssey	
		vocabulary			Ĺ	
	and solve	acquisition			data	
	multi-step					
	problem-			Teachers will use		
	<u> </u>					
	solving			Compass Odyssey to		
	stems			assess students		
				assess students		

Mathematics Goal #5E: The percentage of Economically Disadvantaged students not making satisfactory progress in math will decrease from 100% to 50%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	(1 of 1 student in both surveys)	100%					
			5E.2.			5E.2.	
		5E.3.	5E.3.	5E.3.	5E.3.	5E.3.	

End of Middle School Mathematics Goals

2012-2013 School Improvement Plan (SIP)-Form SIP-1 Florida Alternate Assessment High School Mathematics Goals

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

nool Mathemat	Rr Golets Solving Process to Increase Student Achievem ent					
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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
	1.1.	1.1.	1.1.	1.1.	1.1.	
Mathematics Goal #1: None of the students at Endeavor Academy participate in Florida Alternate Assessment	Level of	2013 Expected Level of Performance:*				

2012-2013 School	Improvem	ient Plan (S	SIP)-Form SIP-1				
	Enter numerical data for	Enter numerical data for expected level of performance in this box.					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
Assessment: Students scoring at or above Level 7 in mathematics.			2.1.	2.1.	2.1.		
Mathematics Goal #2: Enter narrative for the	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
goal in this box.							
	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
			2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

D 1 4 1 1 2		Gr. :	n n ::	D 11 1: 5:	E 1 :		
Based on the analysis of	Anticipated	Strategy	Person or Position	Process Used to Determine	Evaluation Tool		
student achievement data and reference to "Guiding	Barrier						
Questions," identify and			Responsible for Monitoring	Effectiveness of Strategy			
define areas in need of			l	1			
improvement for the							
following group:							
3. Florida Alternate	3.1	3.1.	3.1.	3.1.	3.1.		
Assessment:	J	J.11.			5.1.		
Percentage of							
students making							
learning gains in							
mathematics.							
Mathematics Goal #3:	2012 Current	2013 Expected					
	Level of	Level of					
27 6.1	Performance:*	Performance:*					
None of the							
students at							
Endeavor							
Academy							
participate in							
Florida Alternate							
Assessment.							
	Enter numerical	Enter numerical					
	data for	data for					
	current level of	expected level of					
	performance in this box.	performance in this box.					
	000.	ones our.					
		3.2.	3.2.	3.2.	3.2.	3.2.	
		2.2	2 2	2 2	2 2	2.2	
		3.3.	3.3.	3.3.	3.3.	3.3.	

2012-2013 School Improvement Plan (SIP)-Form SIP-1										
Based on the analysis of	Anticipated	Strategy	Person or Position	Process Used to Determine	Evaluation Tool					
student achievement data	Barrier									
and reference to "Guiding			Danasailla fan Manitanina	F-654:						
Questions," identify and			Responsible for Monitoring	Effectiveness of Strategy						
define areas in need of										
improvement for the										
following group:										
4. Florida Alternate	4.1.	4.1.	4.1.	4.1.	4.1.					
Assessment:										
Percentage of										
students in lowest										
25% making										
learning gains in										
mathematics.										
Mathematics Goal #4:	2012 Current	2013 Expected								
	Level of	<u>Level of</u>								
	Performance:*	Performance:*								
None of the										
students at										
Endeavor										
Academy										
participate in										
Florida Alternate										
Assessment.										
	T									
	Enter numerical data for	Enter numerical data for								
	current level of	expected level of								
	performance in	performance in								
	this box.	this box.								
		4.2.	4.2.	4.2.	4.2.	4.2.				
	l									
1	l	4.3.	4.3.	4.3.	4.3.	4.3.				
	l									

End of Florida Alternate Assessment High School Mathematics Goals

Algebra 1 End-of-Course (EOC) Goals (this section needs to be completed by all schools that have students taking the Algebra I EOC)

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

Algebra 1 EOC Goals	Problem- Solving Process to Increase Student Achievem ent					
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:		Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

2012-2013 School	Improvem	ient Plan (S	SIP)-Form SIP-1			
1. Students scoring	1.1.	1.1.	1.1.	1.1.	1.1.	
at Achievement						
Level 3 in Algebra 1.	Identi	Mathemat	Mathematics Teacher	Performance Matters	Performance Matters	
	fying	ics teacher		and Learning Plans on	data	
	mathe	will		Demand		
	matical	review the				
1	learning	academic				
		histories			Learning Plans on	
	students	of new		Compass	Demand data	
		students		-		
		to ensure				
		correct				
		placement			Compass data	
		and				
		support.				
		Mathemat				
		ics teacher				
		will assess				
		students				
		using				
		Learning				
		Plans on				
		Demand				
		and				
		Perfor				
		mance Matters				
		Matters.				
		Differenti				
		ated mini-				
		mica IIIIII	I.	ļ.	ļ.	

2012-2013 School	Improvem	<u>lent Plan (S</u>	SIP)-Form SIP-1				
	<u>'</u>	lessons	<u> </u>	, ·	<u> </u>	<u> </u>	
	1 '	targeted	1	1	1	1	1
		for student	1	1	1	1	1
		needs.	1	1	1	1	1
Algebra 1 Goal #1:		2013 Expected					
	Level of	Level of	1	1	1	1	1
	Performance:*	Performance:*	1	1	1	1	1
Students scoring	1 '	1 '	1	1	1	1	1
at Achievement	1 '	1 '	1	1	1	1	1
Level 3 will	1 '	1 '	1	1	1	1	1
increase from	1 '	1 '	1	1	1	1	1
	1 '	1 '	1	1	1	1	1
38%(3) to 40%	1 '	1 '	1	1	1	1	[
(None of the 8	1 '	1 '	1	1	1	1	1
	1 '	1 '	1	1	1	1	1
students tested	1 '	1 '	1	1	1	1	1
were enrolled	1 '	1 '	1	1	1	1	1
for both surveys	1 '	1 '	1	1	1	1	1
at Endeavor	1 '	1 '	1	1	1	1	1
Academy)	1 '	1 '	1	1	1	1	1
	1 '	1 '	1	1	1	1	1
	1 '	1 '	1	1	1	1	1
	1 '	1 '	1	1	1	1	1
	200/ (2)	100/	 '	<u> </u>			
	38% (3)	40%	1	1	1	1	1
	<u> </u>	<u> </u>					
	· ['	1.2.	1.2.	1.2.	1.2.	1.2.	
	1 '	1 '	1	1	1	1	1
	 	1.3.	1.3.	1.3.	1.3.	1.3.	
	1 '	1	1	1		1	
Based on the analysis of	Anticipated	Strategy	Person or Position	Process Used to Determine	Evaluation Tool		
student achievement data	Barrier	1 '	1	1	1	1	1
and reference to "Guiding Questions," identify and	1 '	1 '	Responsible for Monitoring	Effectiveness of Strategy	1	1	1
define areas in need of	1 '	1 '	1	1	1	1	1
improvement for the	1 '	1 '	1	1	1	1	1
following group:	<u> </u>		<u></u>	<u></u>	<u>. </u>	<u></u> ,	

2012-2015 School	Improvem	icht i lan (511 <i>j</i> -1 01 111 511 -1				
2. Students scoring	2.1.	2.1.	2.1.	2.1.	2.1.		
at or above						1	
Achievement Levels		Use of	Mathematics Teacher	Teachers will use	Compass data		
4 and 5 in Algebra 1.	prereq	Compass		Compass, Learning	Compass data		
	r	1 -		Plans on Demand and		1	
		program				1	
	knowledge		1	Performance Matters	L		
	necessary		Administration	to assess students and	Learning Plans on	1	
	to master			develop instructional	Demand data		
	skills in	Use of		plans.			
	order to be	Learning					
	proficient.	Plans on					
		Demand			Performance Matters		
					data		
		Differe					
		ntiated					
						1	
1		Instruction	ni e			1	1

Algebra Goal #2: Students scoring at or above Achievement Levels 4 and 5 in Algebra 1 will increase from 0% to 15% (None of the 8 students tested were enrolled for both surveys at Endeavor Academy)	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	0%	15%					
		2.2.	2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

	I			I		****	
Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
following years							
3A. In six years, school will reduce their achievement gap by 50%.	Baseline data 2010-2011						
Algebra 1 Goal #3A:							
Enter narrative for the goal in this box.							
Based on the analysis of student achievement data	Anticipated Barrier	Strategy	Person or Position	Process Used to Determine	Evaluation Tool		
and reference to "Guiding			Responsible for Monitoring	Effectiveness of Strategy			
Questions," identify and define areas in need of			reoponotor for informering	Entertained of Stategy			
improvement for the							
following subgroups: 3B. Student	3B.1.	3B.1.	3B.1.	3B.1.	3B.1.		
subgroups by	[J			,		
	White:						
Black Highanic	Black:						
Asian, American							
	Hispanic:						
satisfactory progress	Asian:						
in Aigebra 1.							
	American Indian:						

Algebra 1 Goal #3B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
Not applicable;							
none of the tested							
students were							
enrolled in both							
surveys.							
	Enter numerical data for current	Enter numerical data for expected level					
	level of performance in this box.	of performance in this box.					
	White:	White:					
	wnite:	wnite:					
	Black:	Black:					
	Hispanic:	Hispanic:					
	Asian:	Asian:					
	American Indian:	American Indian:					
		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	
			l				

Based on the analysis of	Anticipated	Strategy	Person or Position	Process Used to Determine	Evaluation Tool		
student achievement data	Barrier	Buttegy	1 013011 01 1 0310011	1 100033 OSCA to Determine	Dyunuunon 1001		
and reference to "Guiding							
Questions," identify and			Responsible for Monitoring	Effectiveness of Strategy			
define areas in need of							
improvement for the							
following subgroup:							
3C. English	3C.1.	3C.1.	3C.1.	3C.1.	3C.1.		
Language Learners							
(ELL) not making							
satisfactory progress							
in Algebra 1.							
	2012 Current	2013 Expected				+	
Algebra i Goar #3C.	Level of	Level of					
	Performance:*	Performance:*		l			
N/A (none of the							
students in both							
surveys were							
ELL)							
EEE)							
	Enter numerical	Enter numerical					
	data for current level of	data for expected level of					
	performance in	performance in					
	this box.	this box.					
		3C.2.	3C.2.	3C.2.	3C.2.	3C.2.	
		3C.3.	3C.3.	3C.3.	3C.3.	3C.3.	
			20.5.				
Based on the analysis of	Anticipated	Strategy	Person or Position	Process Used to Determine	Evaluation Tool		
student achievement data	Barrier	Strategy	1 cison of 1 ostdon	1 100000 Coca to Determine	Evaluation 1001		
and reference to "Guiding			D 31.6 M 3.1	For a conta			
Questions," identify and			Responsible for Monitoring	Effectiveness of Strategy			
define areas in need of				l			
improvement for the				l			
following subgroup:							

2012-2013 School							
	3D.1.	3D.1.	3D.1.	3D.1.	3D.1.		
with Disabilities							
(SWD) not making							
satisfactory progress							
in Algebra 1.							
Algebra 1 Goal #3D:	2012 Current Level of	2013 Expected					
	Level of	Level of Performance:*					
N/A (none of the	Performance:*	Performance.					
students in both							
surveys were							
SWD)							
		T					
	Enter numerical data for	Enter numerical data for					
	current level of	expected level of					
		performance in this box.					
			3D.2.	3D.2.	3D.2.	3D.2.	
		27. 2		an a	27.2	27.2	
		3D.3.	3D.3.	3D.3.	3D.3.	3D.3.	

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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
Disadvantaged students not making satisfactory progress in Algebra 1.			3E.1.	3E.1.	3E.1.		
	Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box. 3E.2.	3E.2.	3E.2.	3E.2.	3E.2.	
		3E.3.	3E.3.	3E.3.	3E.3.	3E.3.	

End of Algebra 1 EOC Goals

Geometry End-of-Course Goals (this section needs to be completed by all schools that have students taking the Geometry EOC)

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

Geometry EOC Goals	Problem- Solving Process to Increase Student Achievem ent					
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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
	1.1.	1.1.	1.1.	1.1.	1.1.	
	fying mathe	Mathemat ics teacher will review the		Performance Matters	Performance Matters data	
		academic		Learning Plans on		
	students	histories of new students to ensure		Demand	Learning Plans on Demand data	
		correct placement and supports.		Compass	Compass data	

2012-2013 School			51P)-F0FM 51P-1				
	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	311)-T 01 III 311 -1				
	0% (2)	15% (3)					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

at or above Achievement Levels 4 and 5 in Geometry. Lack of prereq Learning Plans on knowledge necessary to master skills in order to be proficient. Geometry Goal #2: Students scoring at or above Achievement Levels 4 and 5	Mathematics Teacher Administration	Teachers will use Compass, Learning Plans on Demand and Performance Matters to assess students and develop instructional plans	2.1. Compass data Learning Plans on Demand data Performance Matters data		
Achievement Levels 4 and 5 in Geometry. Lack of prereq uisite Plans on knowledge necessary to master skills in order to be proficient. Geometry Goal #2: Students scoring at or above Achievement Levels 4 and 5		Compass, Learning Plans on Demand and Performance Matters to assess students and develop instructional	Learning Plans on Demand data Performance Matters		
4 and 5 in Geometry. Learning prereq uisite Plans on knowledge Demand necessary to master skills in order to be proficient. Geometry Goal #2: Students scoring at or above Achievement Levels 4 and 5		Compass, Learning Plans on Demand and Performance Matters to assess students and develop instructional	Learning Plans on Demand data Performance Matters		
uisite Plans on knowledge Demand necessary to master skills in order to be proficient. Geometry Goal #2: Students scoring at or above Achievement Levels 4 and 5		Compass, Learning Plans on Demand and Performance Matters to assess students and develop instructional	Learning Plans on Demand data Performance Matters		
uisite Plans on knowledge Demand necessary to master skills in order to be proficient. Geometry Goal #2: Students scoring at or above Achievement Levels 4 and 5	Administration	Plans on Demand and Performance Matters to assess students and develop instructional	Demand data Performance Matters		
knowledge Demand necessary to master skills in order to be proficient. Geometry Goal #2: Students scoring at or above Achievement Levels 4 and 5 Anowledge Demand A Anowledge Demand A	Administration	Performance Matters to assess students and develop instructional	Demand data Performance Matters		
necessary to master skills in order to be proficient. Geometry Goal #2: Students scoring at or above Achievement Levels 4 and 5 Differe proficient. 2012 Current Level of Performance:* Performance:* 2013 Expected Level of Performance:*	Administration	to assess students and develop instructional	Demand data Performance Matters		
to master skills in order to be Differe proficient. Geometry Goal #2: Students scoring at or above Achievement Levels 4 and 5	Administration	develop instructional	Demand data Performance Matters		
skills in order to be proficient. Geometry Goal #2: Students scoring at or above Achievement Levels 4 and 5 Skills in order to be Differe ntiated Instruction 2012 Current Level of Performance:* 2013 Expected Level of Performance:*		<u> </u>	Performance Matters		
order to be proficient. Geometry Goal #2: Students scoring at or above Achievement Levels 4 and 5 Order to be Differe ntiated Instruction 2012 Current Level of Performance:* 2013 Expected Level of Performance:*		pians			
Geometry Goal #2: Students scoring at or above Achievement Levels 4 and 5					
Geometry Goal #2: Students scoring at or above Achievement Levels 4 and 5 Instruction 2012 Current Level of Performance:* Performance:* 2013 Expected Level of Performance:*					
Geometry Goal #2: Students scoring at or above Achievement Levels 4 and 5					
Students scoring at or above Achievement Levels 4 and 5			data		
Students scoring at or above Achievement Levels 4 and 5					
Students scoring at or above Achievement Levels 4 and 5					
Students scoring at or above Achievement Levels 4 and 5					
Achievement Levels 4 and 5					
Levels 4 and 5					
I I I I I I I I I I I I I I I I I I I					
I I I I I I I I I I I I I I I I I I I					
in Geometry will					
increase from					
0% (2) to 15%					
I I I I I I I I I I I I I I I I I I I					
1 1 1					
0% (2) 15% (3)					
2.2. 2.2	2.2.	2.2.	2.2.	2.2.	
2.3. 2.3	2.3.	2.3.	2.3.	2.3.	
(One of the two students tested was enrolled at Endeavor Academy for both surveys) 0% (2) 15% (3)	2.2.	2.2.	2.2.	2.2.	

Based on mibitious but schievable Annual Measurable Objectives (AMOs), identify reading and multiennatics proceedings of their archivement gap by 50%. Based on the analysis of states narradive for the goal in this bax. Based on the analysis of states and reference to "Guiding Questions" identify and define arction in need of improvement of and ordering and define arction in need of improvement of the Barrier and reference to "Guiding Questions" identify and define arctes in need of improvement of the Barrier and reference to "Guiding Questions" identify and define arctes in need of improvement of the Barrier and reference to "Guiding Questions" identify and define arctes in need of improvement of the Barrier and reference to "Guiding Questions" identify and define arctes in need of improvement of the Barrier and reference to "Guiding Questions" identify and define arctes in need of improvement of the Barrier and reference to "Guiding Questions" identify and define arctes in need of improvement of the Barrier and reference to "Guiding Questions" identify and define arctes in need of improvement of the Barrier and reference to "Guiding Questions" identify and define arctes in need of improvement of the Barrier and reference to "Guiding Questions" identify and the province of the Barrier and reference to "Guiding Questions" identify and the province of the Barrier and reference to "Guiding Questions" identified and reference to "Guiding Questions"		2012-2013	2013 2014				
3A. In six years, school will reduce their achievement gap by 50%. Baseline data 2011 Geometry Goal #3A: Enter narrative for the goal in this box. Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following approach of improvement for the following approach subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress Baseline data 2011 Anticipated Strategy Person or Position Process Used to Determine Evaluation Tool Effectiveness of Strategy Effectiveness of Strategy Baseline data 2011 Basel on the analysis of student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress Baseline data 2011 Anticipated Barrier Basel on the analysis of strategy Person or Position Process Used to Determine Evaluation Tool Effectiveness of Strategy Baseline data 2011 Basel on the analysis of strategy Person or Position Process Used to Determine Evaluation Tool Barrier Basel on the analysis of strategy Barrier Basel on the analysis of strategy Person or Position Process Used to Determine Evaluation Tool Barrier Basel on the analysis of strategy Barrier Basel on the analysis of strategy Person or Position Process Used to Determine Effectiveness of Strategy Basel on the analysis of strategy Barrier Basel on the analysis of strategy Barrier Basel on the analysis of strategy Person or Position Process Used to Determine Effectiveness of Strategy Basel on the analysis of strategy Barrier Basel on the analysis of strategy Barrier Basel on the analysis of strategy Barrier Barrier Basel on the analysis of strategy Barrier Basel on the analysis of strategy Person or Position Process Used to Determine Effectiveness of Strategy Basel on the analysis of strategy Barrier Barrier Basel on the analysis of strategy Barrier Basel on the analysis of strategy Barrier Barrier Basel on the analysis of st	Measurable Objectives (AMOs), identify reading and mathematics performance target for the		2013-2014	2014-2015	2015-2016	2016-2017	
school will reduce their achievement gap by 50%. Geometry Goal #3A: Enter nurrative for the goal in this box. Based on the analysis of student achievement of clinding Questions," identify and define areas in need of improvement for the following subgroups: 3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making. Market 2011 Anticipated Strategy Person or Position Responsible for Monitoring Effectiveness of Strategy Enter Monitoring Fiffectiveness of Strategy BB.1. BB.		D 1:					
their achievement gap by 50%. Geometry Goal #3A:							
Based on the analysis of student achievement data define areas in red of improvement for the following subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making a staffsactory progress							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the fallowing subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making. Based on the analysis of strategy Person or Position Process Used to Determine Evaluation Tool Process Used to Determine Evaluation Tool Effectiveness of Strategy Effectiveness of Strategy Barier Bari		2012					
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups: 3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making statisfactory progress Based on the analysis of strategy Person or Position Process Used to Determine Evaluation Tool Effectiveness of Strategy Effectiveness of Strategy Bla. Bl. 3B.1. 3B.1. 3B.1. 3B.1. 3B.1. 3B.1. 3B.1.	gap by 50%.						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups: 3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making statisfactory progress Based on the analysis of strategy Person or Position Process Used to Determine Evaluation Tool Effectiveness of Strategy Effectiveness of Strategy Ba.1. 3B.1. 3B.1. 3B.1. 3B.1. 3B.1. 3B.1. 3B.1.							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups: 3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making statisfactory progress Based on the analysis of strategy Person or Position Process Used to Determine Evaluation Tool Effectiveness of Strategy Effectiveness of Strategy Ba.1. 3B.1. 3B.1. 3B.1. 3B.1. 3B.1. 3B.1. 3B.1.							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups: 3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making statisfactory progress Based on the analysis of strategy Person or Position Process Used to Determine Evaluation Tool Effectiveness of Strategy Effectiveness of Strategy Ba.1. 3B.1. 3B.1. 3B.1. 3B.1. 3B.1. 3B.1. 3B.1.	Geometry Goal #3A:						
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups: 3B. Student Subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress Anticipated Strategy Person or Position Process Used to Determine Evaluation Tool Effectiveness of Strategy Effectiveness of Strategy Ball. 3B.1. 3B.1. 3B.1. 3B.1. 3B.1. 3B.1. 3B.1. 3B.1. 3B.1.							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups: 3B. Student Subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress Anticipated Strategy Person or Position Process Used to Determine Evaluation Tool Effectiveness of Strategy Effectiveness of Strategy Ball. 3B.1. 3B.1. 3B.1. 3B.1. 3B.1. 3B.1. 3B.1. 3B.1. 3B.1.							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups: 3B. Student Subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress Anticipated Strategy Person or Position Process Used to Determine Evaluation Tool Effectiveness of Strategy Effectiveness of Strategy Ball. 3B.1. 3B.1. 3B.1. 3B.1. 3B.1. 3B.1. 3B.1. 3B.1. 3B.1.							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups: 3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress							
student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups: 3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress Student subgroups by ethnicity (White, Black) Hispanic: Satisfactory progress subgroups by ethnicity (White, Black) Hispanic: Satisfactory progress subgroups by ethnicity (White, Black) Hispanic:	goal in this box.						
student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups: 3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress Student subgroups by ethnicity (White, Black) Hispanic: Satisfactory progress subgroups by ethnicity (White, Black) Hispanic: Satisfactory progress subgroups by ethnicity (White, Black) Hispanic:							
student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups: 3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress Student subgroups by ethnicity (White, Black) Hispanic: Satisfactory progress subgroups by ethnicity (White, Black) Hispanic: Satisfactory progress subgroups by ethnicity (White, Black) Hispanic:							
student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups: 3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress Student subgroups by ethnicity (White, Black) Hispanic: Satisfactory progress subgroups by ethnicity (White, Black) Hispanic: Satisfactory progress subgroups by ethnicity (White, Black) Hispanic:							
student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups: 3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress subgroups by ethnicity (White, Black: Hispanic) satisfactory progress							
student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups: 3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress subgroups by ethnicity (White, Black: Hispanic) satisfactory progress							
student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups: 3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress subgroups by ethnicity (White, Black: Hispanic) satisfactory progress							
student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups: 3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress Student subgroups by ethnicity (White, Black) Hispanic:	Based on the analysis of	Anticipated	Strategy	Person or Position	Process Used to Determine	Evaluation Tool	
Questions," identify and define areas in need of improvement for the following subgroups: 3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress	student achievement data	Barrier					
define areas in need of improvement for the following subgroups: 3B. Student	and reference to "Guiding			Responsible for Monitoring	Effectiveness of Strategy		
improvement for the following subgroups: 3B. Student 3B. 1. 3B.	define areas in need of						
following subgroups: 3B. Student 3B. 1. subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress Black Hispanic: Black: Hispanic: Black: Hispanic: Black: Bla							
subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress White: Hispanic:	following subgroups:						
ethnicity (White, White: Black, Hispanic, Asian, American Indian) not making satisfactory progress White: Black: Black: Hispanic:		3B.1.	3B.1.	3B.1.	3B.1.	3B.1.	
Black, Hispanic, Asian, American Indian) not making satisfactory progress							
Black, Hispanic, Asian, American Indian) not making satisfactory progress	· · · · · · · · · · · · · · · · · · ·	White:					
Asian, American Indian) not making Hispanic: satisfactory progress		Black:					
satisfactory progress	Asian, American	DIACK.					
satisfactory progress							
		[, .					
in Geometry. Asian:	in Geometry.	Asian:					
American		American					
		Indian:					

2012-2013 School	Improvem		311 J-1 01 III 311 -1				
Geometry Goal #3B:	2012 Current Level of	2013 Expected					
	Level of Performance:*	Level of					
	i criormanee.	r criormanec.					
1: 11							
Not applicable;							
none of the tested							
students in stated							
subgroup(s) were							
enrolled in both							
surveys.							
	Enter numerical	Enter numerical					
	data for current level of	data for expected level of					
	performance in	performance in					
	this box.	this box.					
	White:	White:					
	Black:	Black:					
	Hispanic:	Hispanic:					
	Asian:	Asian:					
	American	American					
		Indian: 3B.2.	3B.2.	3B.2.	3B.2.	3B.2.	
		DD.2.	υD.Δ.	DB.4.	DD.4.	DD.4.	
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

				T			
Based on the analysis of	Anticipated	Strategy	Person or Position	Process Used to Determine	Evaluation Tool		
student achievement data	Barrier						
and reference to "Guiding			Responsible for Monitoring	Effectiveness of Strategy			
Questions," identify and							
define areas in need of							
improvement for the							
following subgroup:							
F	3C.1.	3C.1.	3C.1.	3C.1.	3C.1.		
Language Learners							
(ELL) not making							
satisfactory progress							
in Geometry.							
in Geometry.	2012 G	2012 5					
Geometry Goal #3C:	2012 Current	2013 Expected	ĺ				
	Level of	Level of	l	I		l	
	Performance:*	Performance:*					
NT 4 1: 11							
Not applicable;							
none of the tested							
students in stated							
subgroup(s) were							
enrolled in both							
surveys.							
surveys.							
			ĺ				
	Enter numerical data for	Enter numerical data for	ĺ	l			
	aata jor current level of	expected level of	ĺ	l			
	performance in	performance in	l	I		l	
	this box.	this box.		l			
		3C.2.	3C.2.	3C.2.	3C.2.	3C.2.	
			ĺ				
	I			l		ĺ	
		3C.3.	3C.3.	3C.3.	3C.3.	3C.3.	
			ĺ				
			ĺ				
	•		•	•	•	•	

2012-2013 School	Improvem	ient Pian (S	SIP)-Form SIP-1				
Based on the analysis of	Anticipated	Strategy	Person or Position	Process Used to Determine	Evaluation Tool		
student achievement data	Barrier						
and reference to "Guiding			Responsible for Monitoring	Effectiveness of Strategy			
Questions," identify and			I responsible for monitoring	Effectiveness of stateegy			
define areas in need of							
improvement for the							
following subgroup:	3D.1.	3D.1.	3D.1.	3D.1.	3D.1.		
3D. Students	SD.1.	DD.1.	BD.1.	DD.1.	5D.1.		
with Disabilities							
(SWD) not making							
satisfactory progress							
in Geometry.							
Geometry Goal #3D:	2012 Current	2013 Expected					
•	Level of	Level of					
	Performance:*	Performance:*					
L							
Not applicable;							
none of the tested							
students in stated							
subgroup(s) were							
enrolled in both							
surveys.							
	Enter numerical	Enter numerical					
	data for	data for					
	current level of	expected level of					
	performance in this box.	performance in this box.					
			3D.2.	3D.2.	3D.2.	3D.2.	
		DD.2.	DD.2.	55.2.	DD.2.	DD.2.	
		3D.3.	3D.3.	3D.3.	3D.3.	3D.3.	
		ĺ					

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:		Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
3E. Economically	3E.1.	3E.1.	3E.1.	3E.1.	3E.1.		
Disadvantaged							
students not making							
satisfactory progress							
in Geometry. Geometry Goal #3E:	2012 Current	2013 Expected					
Geometry Goal #3E.	Level of	Level of					
	Performance:*	Performance:*					
Not applicable;							
none of the tested							
students in stated							
subgroup(s) were							
enrolled in both							
surveys.							
	Enter numerical data for	Enter numerical data for					
	current level of	expected level of					
	performance in this box.	performance in this box.					
			3E.2.	3E.2.	3E.2.	3E.2.	
		3E.3.	3E.3.	3E.3.	3E.3.	3E.3.	

End of Geometry EOC Goals

Mathematics Professional Development

Professional Development

June 2012 Rule 6A-1.099811 Revised April 29, 2011 2012-2013 School Improvement Plan (SIP)-Form SIP-1 (PD) aligned with
Strategies through
Professional
Learning
Community (PLC)
or PD Activities

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

Data Chats	6-12	PLC Leader Mathematics Teacher	or school-wide) Instructional Staff	Monthly	Progress Monitoring Assessments	Administration
and/or PLC Focus	•	and/or	(e.g., PLC, subject, grade level,	meetings)		for Monitoring
PLC activity. PD Content/Topic	Grade Level/ Subject	PD Facilitator	PD Participants	Target Dates (e.g., early release) and Schedules (e.g., frequency of	Strategy for Follow-up/Monitoring	Person or Position Responsible

2012-2013 School Improvement Plan (SIP)-Form SIP-1 Mathematics Budget (Insert rows as needed)

activities/materials and exclude district funded activities /materials(s) Strategy Description of Resources Funding Source Amount Subtotal: Technology Strategy Description of Resources Funding Source Amount Individualized Learning Paths on Compass Odyssey HCSB allocation \$2,050.00 Subtotal: \$2,050.00 Professional Development Strategy Description of Resources Funding Source Amount Strategy Technology HCSB allocation \$2,050.00 Subtotal: \$2,050.00 Title II \$183.33 Other Subtotal: 183.33 Other Subtotal: 183.33 Other Strategy Description of Resources Funding Source Amount Subtotal: 183.33 Other Strategy Description of Resources Funding Source Amount Subtotal: 183.33 Other Strategy Description of Resources Funding Source Amount Subtotal: 183.33 Other Strategy Description of Resources Funding Source Amount Subtotal: 183.33 Other	Include only school-based funded				
Evidence-based Program(s)/Materials(s)	activities/materials and exclude district				
Strategy Description of Resources Funding Source Amount Subtotal: Technology Description of Resources Funding Source Amount Individualized Learning Paths on Compass Odyssey HCSB allocation \$2,050.00 Subtotal: \$2,050.00 Professional Development Strategy Description of Resources Funding Source Amount Strategy Description of Resources Funding Source Amount Title II \$183.33 Other Subtotal: \$183.33 Other Subtotal: \$183.33 Subtotal: \$2,050.00 Amount Subtotal: \$183.33 Funding Source Amount Subtotal: \$183.33 Funding Source Amount Subtotal: \$183.33 Other Funding Source Amount					
Subtotal: Technology Strategy Description of Resources Funding Source Amount Individualized Learning Paths on Compass Odyssey HCSB allocation \$2,050.00 Subtotal: \$2,050.00 Professional Development Strategy Description of Resources Funding Source Amount \$1183.33 Other Strategy Description of Resources Funding Source Amount \$1181.11 \$183.33 Other Strategy Description of Resources Funding Source Amount Subtotal: \$183.33 Other Strategy Description of Resources Funding Source Amount	Evidence-based Program(s)/Materials(s)				
Technology Strategy Description of Resources Funding Source Amount Individualized Learning Paths on Compass Odyssey HCSB allocation Subtotal: \$2,050.00 Professional Development Strategy Description of Resources Funding Source Amount Strategy Description of Resources Funding Source Amount Strategy Title II S183.33 Other Strategy Description of Resources Funding Source Amount Strategy Funding Source Amount Strategy Amount Subtotal: 183.33 Other Strategy Description of Resources Funding Source Amount	Strategy	Description of Resources	Funding Source	Amount	
Technology Strategy Description of Resources Funding Source Amount Individualized Learning Paths on Compass Odyssey HCSB allocation Subtotal: \$2,050.00 Professional Development Strategy Description of Resources Funding Source Amount Strategy Description of Resources Funding Source Amount Strategy Title II S183.33 Other Strategy Description of Resources Funding Source Amount Strategy Funding Source Amount Strategy Amount Subtotal: 183.33 Other Strategy Description of Resources Funding Source Amount					
Strategy Description of Resources Funding Source Amount Individualized Learning Paths on Compass Odyssey HCSB allocation \$2,050.00 Subtotal: \$2,050.00 Professional Development Strategy Description of Resources Funding Source Amount Differentiated Instruction Common Core Standards Training Title II \$183.33 Other Subtotal: 183.33 Other Funding Source Amount Strategy Description of Resources Funding Source Amount Subtotal: 183.33 Other Funding Source Amount	Subtotal:				
Individualized Learning Paths on Compass Odyssey HCSB allocation \$2,050.00	Technology				
Compass Odyssey Subtotal: \$2,050.00 Professional Development Strategy Description of Resources Funding Source Amount Strategly Title II S183.33 Other Subtotal: 183.33 Other Strategy Description of Resources Funding Source Amount Subtotal: 183.33 Title II S183.33	Strategy	Description of Resources	Funding Source	Amount	
Professional Development Strategy Description of Resources Funding Source Amount Differentiated Instruction Common Core Standards Training Title II \$183.33 Other Strategy Description of Resources Funding Source Amount Strategy Description of Resources Funding Source Amount Subtotal: 83.33		Compass Odyssey	HCSB allocation	\$2,050.00	
Professional Development Strategy Description of Resources Funding Source Amount Differentiated Instruction Common Core Standards Training Title II \$183.33 Other Strategy Description of Resources Funding Source Amount Strategy Description of Resources Funding Source Amount					
Strategy Description of Resources Funding Source Amount Differentiated Instruction Common Core Standards Training Title II \$183.33 Other Strategy Description of Resources Funding Source Amount Strategy Description of Resources Funding Source Amount	·				
Differentiated Instruction Common Core Standards Training Title II Subtotal: 183.33 Other Strategy Description of Resources Funding Source Amount Subtotal:	Professional Development				
Subtotal: 183.33 Other Strategy Description of Resources Funding Source Amount Subtotal:	Strategy	Description of Resources	Funding Source	Amount	
Other Strategy Description of Resources Funding Source Amount Subtotal: Union of Resources Funding Source Of Resource Of Reso	Differentiated Instruction	Common Core Standards Training	Title II	\$183.33	
Strategy Description of Resources Funding Source Amount Subtotal: Union of Resources Funding Source Amount Subtotal: Control of Resources Funding Source Amount	Subtotal: 183.33				
Subtotal:	Other				
	Strategy	Description of Resources	Funding Source	Amount	
Total: 2,233.33					
	Total: 2,233.33				

End of Mathematics Goals

2012-2013 School Improvement Plan (SIP)-Form SIP-1 Elementary and Middle School Science Goals

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

	Problem- Solving Process to Increase Student Achievem ent					
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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

2012-2013 School	2012-2013 School Improvement Plan (SIP)-Form SIP-1								
1A. FCAT 2.0:	1A.1.	1A.1.	1A.1.	1A.1.	1A.1.				
Students scoring at									
Achievement Level 3	Students	Students	Administration	Performance Matters	FCAT Data				
in science.	do not	will							
	receive	receive							
		targeted							
	instruction		Science Teacher	Learning Plans on	Performance Matters				
		tion and							
		intensive		Demand					
	to address								
		areas of			Compass Data				
	weakness.				compuss 2 ww				
		in Science.		Compass					
				Compuss					
					Learning Plans on				
					Demand data				
					Demana data				
Science Goal #1A:	2012 Current	2013 Expected							
Serence Cour ii III.	Level of	Level of							
Students scoring	Performance:*	Performance:*							
at Achievement									
Level 3 in science									
will increase from									
0% (3) to 15%									
070 (3) 10 1370									
	0% (3)	15% (3)							
		ĺ	l						

2012 2016 School	impioveme	iit i iaii (L	SIP)-Form SIP-I				
	1	A.2.	1A.2.	1A.2.	1A.2.	1A.2.	
				Science Teacher	Performance Matters	FCAT Data	
			will incorporate inquiry-based learning		Assessments		
	e	language	activities, Common				
			Core Standards, and cognitive complexity in	Administration	Compass	Performance Matters	
	sl	kills	instruction.		Assessments		
		equired to uccessful				Compass Data	
	ly	y answer				r in	
	1 1 -	uestions t higher			Currently adopted science instructional		
	le	evels of			materials.	Learning Plans on	
		ognitive omplexit				Demand data	
	У	, ·					
1B. Florida Alternate	1B.1. 11	B.1.	1B.1.	1B.1.	1B.1.		
Assessment: Students scoring at							
Levels 4, 5, and 6 in science.							

2012-2013 SCHOOL			311 J-1 01 III 311 -1				
	Level of	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
		1B.2.	IB.2.	1B.2.	1B.2.	1B.2.	
		1B.3.	IB.3.	1B.3.	1B.3.	1B.3.	
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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

2012-2013 School	Improvem	ient Plan (2012-2013 School Improvement Plan (SIP)-Form SIP-1							
2A. FCAT 2.0:	2A.1.	2A.1.	2A.1.	2A.1.	2A.1.					
Students scoring										
at or above	Students	Science	Science Teacher	Performance Matters	Performance Matters					
remerent bevels			Science reacher							
4 and 5 in science.		teachers		Assessments	Data					
	prerequisit									
	e language	incorporat								
	and	e inquiry-	Administration							
		based		Compass Assessments	Compass Data					
		learning								
	required to									
	successful									
	ly answer			Currently adopted						
	questions	Standards,		science instructional						
	at higher	and		materials						
	levels of	cognitive								
	cognitive									
	complexit									
		instruction								
	У	insu ucuon								
Science Goal #2A:	2012 Current Level of	2013Expected Level of								
	Performance:*	Performance:*								
Students scoring										
at or above										
Achievement										
Levels 4 and 5										
in science will										
l .										
increase from 0%										
(3) to 15%										

			JII) I JIII SII I		
0)% (3)	15% (3)			
	()				
		I			

2012-2015 School Improvement Plan (SI		24.2	2 4 2	2 4 2	\neg
2A.2. 2	2A.2.	2A.2.	2A.2.	2A.2.	
	, . , ,	G : TF 1	D C 3.5.		
			Performance Matters		
1 1 1	nclude different		Assessments	Data	
I I I I I I I I I I I I I I I I I I I	evels of cognitive				
	complexity questions				
	1	Administration			
	nquiry-based		-	Compass Data	
	earning activities,		Assessments		
	cience vocabulary,				
	cientific thinking and				
	easoning skills, and				
al lessons w	vriting opportunities		Currently adopted		
and ir	n instruction and		science instructional		
laboratory as	ssessment.		materials		
activities					
that					
incorporat					
e l					
vocabular					
y					
developme					
nt,					
scientific					
processes,					
scientific					
thinking					
and					
reasoning,					
writing,					
investigati					
on, and					
interpretati					
on or					
evaluation					

2012-2013 School	<u> Improvement Plan (S</u>	S1P)-Form S1P-1			_	
	of results.					
	2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	
	Students	Teachers provide	Science Teacher	Performance Matters		
	require	enrichment in inquiry-		Assessments	Data	
	enrich	based learning activities				
	ment in	beyond "guided				
		inquiry," and provide	Administration			
	based	opportunities for		Compass	Compass Data	
		students to formulate		Assessments		
	activities	predications, organize				
		and interpret data,				
		and communicate				
		results using science		Currently adopted		
	and	terminology.		science instructional		
	provide			materials		
	opportu					
	nities for					
	students to					
	formulate					
	prediction					
	s, organize					
	and					
	interpret					
	data, and					
	communic					
	ate results					
	using					
	science					
	terminolog					
	у.					1

2012-2013 SCHOOL							
2B. Florida	2B.1.	2B.1.	2B.1.	2B.1.	2B.1.		
Alternate							
Assessment:							
Students scoring at							
or above Level 7 in							
science.							
Science Goal #2B:	2012 Current	2013Expected					
	Level of Performance:*	Level of Performance:*					
None of the	Performance.	Performance.					
students at							
l .							
Endeavor							
Academy							
participate in							
Florida Alternate							
Assessment							
Assessment							
	E4	Enter numerical					
	data for	data for					
	current level of	expected level of					
	performance in this box.	performance in this box.					
			2B.2.	2B.2.	2B.2.	2B.2.	
		2D 2	2D 2	nn 2	nn 2	2D 2	
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.	

End of Elementary and Middle School Science Goals

2012-2013 School Improvement Plan (SIP)-Form SIP-1 Florida Alternate Assessment High School Science Goals

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

Science Goals	Problem- Solving Process to Increase Student Achievem ent					
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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.	1.1.	1.1.	1.1.	1.1.	1.1.	

2012-2013 School	ımprovem	ient Pian (S	51P)-rorm 51P-1				
Science Goal #1: None of the students at Endeavor Academy participate in Florida Alternate Assessment.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	
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:		Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
	2.1.	2.1.	2.1.	2.1.	2.1.		

Enter narrative for the goal in this box.							
	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
	mis vox.		2.2.	2.2.	2.2.	2.2.	
		2.3.	2.3.	2.3.	2.3.	2.3.	

End of Florida Alternate Assessment High School Science Goals

Biology 1 End-of-Course (EOC) Goals (this section needs to be completed by all schools that have students taking the Biology I EOC)

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

Biology 1 EOC	Problem-				
Goals	Solving				
	Process to				
	Increase				
	Student				
	Achievem				
	ent				

2012-2013 School	Timbrovem	ichi i ian ()	311 <i>J</i> -1 01 III 311 -1			
Based on the analysis of	Anticipated	Strategy	Person or Position	Process Used to Determine	Evaluation Tool	
student achievement data	Barrier					
and reference to "Guiding			Responsible for Monitoring	Effectiveness of Strategy		
Questions," identify and			I responsible for monitoring	Encouveness of stations,		
define areas in need of						
improvement for the following group:						
1. Students scoring	1.1.Stud	1.1.	1.1.	1.1.	1.1.	
at Achievement			 	1.1.	1.1.	
Level 3 in Biology 1.	ents lack					
Ecver's in Biology 1.	prerequisit	teachers	Science Teacher	Performance Matters	Performance Matters	
	e language	will		Assessments		
	and	incorporat			Data	
	analytic	e inquiry-				
	skills	based	Administration			
	required to	learning		Compass Assessments		
	successful	activities,			Compass Data	
	ly answer	Common				
	questions	Core				
	at higher	Standards,		Currently adopted		
	levels of	and		science instructional	Biology EOC	
	cognitive	cognitive		materials		
	complexit	comple				
	У	xity in				
		instruction				

Biology 1 Goal	2012 Current	2013 Expected	ĺ		
protogy i dour		Level of			
	Performance:*	Performance:*			
scoring at					
Achievement					
Level 3 in Biology	-				
1 will increase					
from 0% to 25%.					
	0% (3)	25%			

2012-2013 School Improvement Plan	SIP)-Form SIP-1			
1.2.	1.2.	1.2.	1.2.	1.2.
Students	Biology teacher	Science Teacher	Performance Matters	Performance Matters
require	trained in inquiry-		Assessments	
more	based instruction and			Data
	learning. Common			
	Core Standards,	Administration		
	Biology EOC Item		Compass	
	Specifications, and		Assessments	Compass Data
	Biology Course			
and	description standards.			
laboratory				
activities			Currently adopted	Biology EOC
that			science instructional	
incorporat			materials	
e				
vocabular				
y				
developme				
nt,				
scientific				
process,				
scientific				
thinking				
and				
reasoning,				
writing,				
investigati				
on, and				
interpretat	i			
on or				
evaluation				
of results.				

2012-2013 School	mprovem	ent i ian ()	511 J-1 01 III 511 -1			
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
define areas in need of improvement for the following group:						
2. Students scoring	2.1.	2.1.	2.1.	2.1.	2.1.	
at or above						
Achievement Levels	Students	Science	Science Teacher	Performance Matters	Performance Matters	
4 and 5 in Biology 1.	lack	teachers	Belefiee Teacher			
	HALL K			Assessments	Data	
	prerequisit	incorporat				
	e language	a inquiry	l			
	ana	e inquiry-	Administration			
	anarytic	based		Compass Assessments		
		learning			Compass Data	
	required to	activities,				
	successful	Common				
	ly answer	Core		Currently adopted	Biology EOC Data	
	questions	Standards,		science instructional		
	at higher	and		materials		
	levels of	cognitive				
	10 1015 01	comple				
	cogmuve	xity in				
	COMPLEXIT	instruction				
İ	N/	msu action				

Students scoring at or above Achievement Levels 4 and 5 in Biology 1 will increase from 0% to 5%	<u>Level of</u> <u>Performance:*</u>	2013 Expected Level of Performance:*			
	0% (0)	5% (1)			

2.2. 2.2.	2.2.	2.2.	2.2.
Teachers Teachers provide providing enrichment in inquiry-consistent based learning activitie	Science Teacher	Performance Matters Assessments	
enrich beyond "guided ment in inquiry" and provide inquiry- opportunities for based students to formulate	Administration	Compass Assessments	
learning predictions, organize activities and interpret data, beyond and communicate results using science inquiry" terminology. and provide opportu		Currently adopted science instructional materials	
nities for students to formulate prediction s, organize			
and interpret data, and			

End of Biology 1 EOC Goals
Science Professional Development

ate results using science terminolog

Professional

June 2012 Rule 6A-1.099811 Revised April 29, 2011 2012-2013 School Improvement Plan (SIP)-Form SIP-1
Development
(PD) aligned with
Strategies through
Professional
Learning
Community (PLC)

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

or PD Activity

PLC activity. PD Content /Topic	Grade Level/ Subject	PD Facilitator	PD Participants	Target Dates (e.g., Early Release) and Schedules (e.g.,	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
and/or PLC Focus		and/or	(e.g., PLC, subject, grade level, or school-wide)	frequency of meetings)		
		PLC Leader				
Common Core	6-12	Science Dept.	Science Dept.	Quarterly	Benchmark Testing	Administration
Standards		Chair				
Instructional Materials	6-12	Science Dept.	Science Dept.	Quarterly	Benchmark Testing	Administration
Trainings		Chair	_	-	_	

Science Budget (Insert rows as needed)

Inquiry Based Learning Activities	Compass Odyssey	HCSB Allocation	\$2,050.00
Strategy	Description of Resources	Funding Source	Amount
Technology			
Subtotal: \$8,279.29			
Inquiry-Based Learning Activities	Science 6-8 and Science 9-12 Instructional Materials (5 year adoption)	HCSB (District 504)	\$8,279.29
Strategy	Description of Resources	Funding Source	Amount
Evidence-based Program(s)/Materials(s)			
funded activities/materials.			
activities/materials and exclude district			
Include only school-based funded			

June 2012 Rule 6A-1.099811 Revised April 29, 2011

Subtotal: \$2,050.00			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Remediation	Common Core Standards Training	Title II	\$183.33
	Science 6-12 Instructional Materials Training	Title II	TBD
Subtotal: \$183.33			
Other			
Strategy	Description of Resources	Funding Source	Amount
Inquiry-Based Learning Activities	State Science Industrial Lab Materials Funds	TBD	TBD
Subtotal:			
Total: \$10,512.62			

End of Science Goals

2012-2013 School Improvement Plan (SIP)-Form SIP-1 Writing Goals

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

	Problem- Solving Process to Increase Student Achievem ent					
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:		Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

2012-2013 School	<u> Improvem</u>	ient Plan (S	SIP)-Form SIP-1				
1A. FCAT:	1A.1.Stu	1A.1.	1A.1.	1A.1.	1A.1.		
Students scoring at	dents lack						
Achievement Level	prerequisit		Instructional Staff	Compass Odyssey	Compass Data		
3.0 and higher in	e language		mstructional Stari	Writer Assignments	Compass Data		
writing.	and	teachers		Writer Assignments			
		will					
			Administration		Terms Data		
	needed	standards-		District Writing			
	to write a			Assessments			
	proficient	writing					
		instruction					
	sophis	into core					
	ticated	content					
		areas.					
	FCAT	arcas.					
	style						
W G. 1 //1 A	essay.	2012 F					
Writing Goal #1A:	2012 Current Level of	2013 Expected Level of					
	Performance:*	Performance:*					
Students will							
maintain							
the current							
performance level							
		100%					
	100%						
		1A.2.	1A.2.	1A.2.	1A.2.	1A.2.	
		1A.3.	1A.3.	1A.3.	1A.3.	1A.3.	
			l				

2012-2013 School Improvement Fian (SIF)-Form SIF-1							
B.1.	1B.1.	1B.1.	1B.1.	1B.1.			
Level of	Level of						
Performance:*	Performance:*						
	Enter numerical						
tata for current level of	data for expected level of						
verformance in	performance in						
his box.		1R 2	1R 2	1R 2	IR 2		
	110.2.	10.2.	10.2.	11.2.	110.2.		
	1B.3.	1B.3.	1B.3.	1B.3.	1B.3.	·	
	B.1. 012 Current evel of erformance:* inter numerical ata for urrent level of erformance in ais box.	IB.1. IB.1. 2013 Expected Level of erformance:* Performance:* Enter numerical data for urrent level of erformance in nis box. IB.2.	B.1. IB.1. IB.1. O12 Current evel of Level of Performance:* Enter numerical data for expected level of performance in this box. IB.1. IB.1. IB.1. IB.1. IB.1. IB.1. IB.1. IB.1. IB.1. IB.1. IB.2. IB.3. IB.3. IB.3. IB.3. IB.3.	B.1. IB.1. I	B.I. IB.I. I	B.I. IB.I. I	

2012-2013 School Improvement Plan (SIP)-Form SIP-1 Writing Professional Development

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	Grade Level/ Subject	PD Facilitator	PD Participants	Target Dates (e.g., Early Release) and Schedules (e.g.,	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
and/or PLC Focus		and/or	(e.g., PLC, subject, grade level, or school-wide)	frequency of meetings)		
Data Chats	6-10	PLC Leader English Teacher	Instructional Staff	Monthly	Progress Monitoring Assessments	Administration

Writing Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials. Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount

June 2012 Rule 6A-1.099811 Revised April 29, 2011

Writing Instruction in Content Areas	Compass Odyssey Writer	HCSB Allocation	\$2.050.00	
Subtotal: \$2,050.00				
Professional Development				
Strategy	Description of Resources	Funding Source	Amount	
Writing Instruction in Content Areas	PD360	Title II	\$183.33	
Subtotal: \$183.33				
Other				
Strategy	Description of Resources	Funding Source	Amount	
Subtotal:				
Total: \$2,233.33				

End of Writing Goals

2012-2013 School Improvement Plan (SIP)-Form SIP-1 Civics End-of-Course (EOC) Goals (required in year 2014-2015)

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

Goals	Problem- Solving Process to Increase Student Achievem ent					
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:		Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

2012-2013 School	ımproven	ient Pian (A	51P)-F0rm 51P-1		<u> </u>	
1. Students scoring	1.1.	1.1.	1.1.	1.1.	1.1.	
at Achievement						
Level 3 in Civics.		CIVICS	Civics Teacher		Performance Matters	
		teachers		Assessments		
	prerequisit				Data	
		incorporat	Administration			
		e inquiry-	Administration			
	analytic	based		Compass Assessments		
	skills	learning			Compass Data	
	required to	activities,				
	successful	Common				
	ly answer			Currently adopted		
	questions			civics instructional	Civics EOC Exam	
	1 -	and		materials		
	_	cognitive				
	cognitive					
	complexit					
		instruction				
		, including				
		Document				
		Based				
		Questions.				
Civics Goal #1:	2012 Current	2013 Expected				
CIVIES GOAT WIL	Level of	Level of				
Fifty percent of	Performance:*	Performance:*				
students will score						
at Achievement						
Level 3 or higher.						
Level 5 of inglier.						
	NT / A	500/				
	N/A	50%				
1						

2012-2013 SCHOOL	Improven	icht i lan ()	311 <i>J</i> -1 01 III 311 -1				
		1.2.	1.2.	1.2.	1.2.	1.2.	
		teachers	Provide training for social studies teachers	Civics Teacher	Performance Matters Assessments	Performance Matters Data	
		on in new Civics	in Common Core Standards, Civics EOC exam specifications, and in Document Based Questions Instruction.	Administration	Compass Assessments	Compass Data	
		ons, and EOC exam specificati ons.			Currently adopted civics instructional materials	Civics EOC Exam	
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:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		

	2012-2013 School Improvement Plan (SIP)-Form SIP-1								
2. Students scoring	2.1.	2.1.	2.1.	2.1.	2.1.				
Achievement Levels 4 and 5 in Civics.	Students	Civics	Civics Teacher	Performance Matters	Performance Matters				
4 and 5 in Civics.	lack	teachers		Assessments					
	prerequisit				Data				
	e language								
			Administration						
		based	1 Millimotration	Compass Assessments					
	_	learning		Compass 7 issessments	Compass Data				
	required to				Compass Data				
	successful								
	ly answer			Currently adopted					
	questions			civics instructional	Civics EOC Exam				
	*	and		materials	Civies EOC Exam				
	_	cognitive		matchais					
	cognitive								
	complexit								
	У	instruction							
		, including							
		Document							
		Based							
G: : G 1 //2		Questions. 2013 Expected							
Civics Goal #2:	Level of	Level of							
F:6	Performance:*	Performance:*							
Fifteen percent of									
students will score									
at Achievement									
Levels 4 and 5.									

		N/A	15%					
-								

2012-2013 School Improvement Plan (SIP)-Form SIP-1 **Civics Professional Development**

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 Grade Level/ Subject

PD Facilitator

PD Participants

Target Dates (e.g., Early Release) and Schedules (e.g., frequency of meetings)

Strategy for Follow-up/Monitoring

Person or Position Responsible for Monitoring

and/or PLC Focus

Common Core

Standards

and/or PLC Leader

Social

Studies Dept. Chair

(e.g., PLC, subject, grade level, or

school-wide)

Social Studies Department

Quarterly

Benchmark Testing

Administration

Civics Rudget (Insert rows as needed)

7

Civics Dudget (misert rows as neede	<i>((((((((((</i>		
Include only school-based funded			
activities/materials and exclude district			
funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Inquiry Based Learning	District Textbook Adoption	District 504	\$4,650.00
Subtotal: \$4.650.00			
Technology			
Strategy	Description of Resources	Funding Source	Amount

June 2012

Rule 6A-1.099811

Revised April 29, 2011

Inquiry Based Learning	Compass Odyssey Program	HCSB Allocation	\$2,050.00
Subtotal: \$2,050.00			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Inquiry Based Learning	Common Core Standards and Civics End of Course Training	Title II	\$183.33
Subtotal: \$183.33			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total: \$6,883.33			

End of Civics Goals

2012-2013 School Improvement Plan (SIP)-Form SIP-1 U.S. History End-of-Course (EOC) Goals (required in year 2013-2014)

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

EOC Goals	Problem- Solving Process to Increase Student Achievem ent					
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:		Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

2012-2013 School	Improvem	ent Plan (S	SIP)-Form SIP-1			
1. Students scoring	1.1.	1.1.	1.1.	1.1.	1.1.	
at Achievement						
Level 3 in U.S.	Students	History	History Teacher	Performance Matters	Performance Matters	
History.		teachers	, ,	Assessments		
	prerequisit				Data	
	e language					
			Administration			
		based		Compass Assessments		
	_	learning		e ompass i issessiments	Compass Data	
	required to	_			Compass Bata	
	successful					
	ly answer			Currently adopted		
		Standards,			U.S. History EOC	
		and		materials	Exam	
		cognitive				
		comple				
	complexit					
		instruction				
	9	, including				
		Document				
		Based				
		Questions.				
U.S. History Goal #1:	2012 Current	2013 Expected				
	Level of	Level of Performance:*				
Fifty percent of	remormance.	remonnance.				
students will score						
at Achievement						
Level 3 or higher.						

2012-2013 School			311 <i>j-1</i> 01 III 311 -1		1	,	
	N/A	50%					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		Teachers	Provide training for	History Teacher	Performance Matters	Performance Matters	
			teachers in Document		Assessments		
		preparatio	Based Questions			Data	
		n in the	Instruction, Common				
		new U.S.	Core Standards, and	Administration			
			U.S. History EOC		Compass		
			Items Specifications.		Assessments	Compass Data	
		course	·				
		descriptio					
		ns, and					
		EÓC				U.S. History EOC	
		Exam				Exam	
		Item			materials		
		Specificati					
		ons in					
		preparatio					
		n for the					
		accountabi					
		lity year					
		of 2013-					
		2014					
		(passing					
		score					
		required					
		for high					
		school					
		graduation					
		0					
		requireme					
		nts).					
		1160 j.	l				

2012-2013 School	Improvem	ient Pian (3	SIP)-Form SIP-I			
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
following group:						
2. Students scoring	2.1.	2.1.	2.1.	2.1.	2.1.	
at or above						
Achievement Levels	Students	History	History Teacher	Performance Matters	Performance Matters	
4 and 5 m 0.5.		_	l listory reaction		i chomanee watters	
History.		teachers		Assessments	D .	
	prerequisit				Data	
	e language					
	and	e inquiry-	Administration			
	analytic	based		Compass Assessments		
	skills	learning			Compass Data	
	required to	_			1	
	successful					
				Currently adopted		
	ly answer			Currently adopted	HC H. 1 EOC	
	questions				U.S. History EOC	
		and		materials	Exam	
	levels of	cognitive				
	cognitive	comple				
	complexit	xity in				
	_	instruction				
	ľ	, including				
		Document				
		Based				
		Questions.				

U.S. History Goal #2: Fifteen percent of students will score at Achievement Levels 4 and 5.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*			
	N/A	15%			

U.S. History Professional Development

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	Grade Level/ Subject	PD Facilitator	PD Participants	Target Dates (e.g., Early Release) and Schedules (e.g.,	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
and/or PLC Focus		and/or	(e.g. , PLC, subject, grade level, or school-wide)	frequency of meetings)		
Common Core Standards	8;11	PLC Leader Social Studies Dept.	Social Studies Department	Quarterly	Benchmark Testing	Administration

U.S. History Budget (Insert rows as needed)

Chair

June 2012 Rule 6A-1.099811 Revised April 29, 2011

Implementation

Total: \$6,833.33			
Subtotal:			
Strategy	Description of Resources	Funding Source	Amount
Other	Description of Bosovesos	Funding Source	Amount
Subtotal: \$183.33			
Inquiry Based Learning	Common Core Standards and End of Course Exam Training	Title II	\$183.33
Strategy	Description of Resources	Funding Source	Amount
Professional Development			
Subtotal: \$2,050.00			
Inquiry Based Learning	Compass Odyssey Program	HCSB Allocation	\$2,050.00
Strategy	Description of Resources	Funding Source	Amount
Technology			
Subtotal: \$4,650.00			
Inquiry Based Learning	District Textbook Adoption	District 504	\$4,650.00
Strategy	Description of Resources	Funding Source	Amount
Evidence-based Program(s)/Materials(s)			
funded activities /materials.			
Include only school-based funded activities/materials and exclude district			

End of U.S. History Goals

2012-2013 School Improvement Plan (SIP)-Form SIP-1 <u>Attendance Goal(s)</u>

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

Goal(s)	Problem- solving Process to Increase Attendan ce					
Based on the analysis of attendance data and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

2012-2013 School	Improvem	ient Plan (S	SIP)-Form SIP-1			
1. Attendance				1.1.	1.1.	
	enter	90%		Daily review of attendance data	Terms	
	Academy with poor attendance	ment for	Data Entry Personnel		Behavior Points System spreadsheet	
		dismissal	Social Worker		Truancy documentation	
		Continue adverse				
		loss of cumulativ e program points for unexcused				
		absences at Endeavor Academy				
		Parent				
		contact for absent students				

2012-2013 School	Improvem	ient Plan (S	SIP)-Form SIP-1		
		Truancy referral for chronical ly absent students			
Attendance Goal #1: Average daily attendance will increase from 73% to 75%		2013 Expected Attendance Rate:*			
	73%	75%			
	2012 Current Number of Students with Excessive Absences	2013 Expected Number of Students with Excessive Absences (10 or more)			
	64	60			
	Number of	2013 Expected Number of Students with Excessive Tardies (10 or more)			
	7	5			

1.2.	1.2.	1.2.	1.2.	1.2.	
Disciplin	Alternative disciplinary	Administration	Daily review of	Terms	
ary issues	consequence		attendance data		
resulting					
in OSS					
have an				Behavior Points	
adverse	"Time-out"		Weekly review of	System spreadsheet	
overall	intervention in Mr.		OSS data		
impact on	Dill's room				
student					
attendance					
			Maintenance of		
			Points System		
			Spreadsheet		

Attendance Professional Development

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 Grade Level/ PD Facilitator PD Participants Target Dates (e.g., Early Strategy for Follow-up/Monitoring Person or Position Responsible for Release) and Schedules (e.g., Subject Monitoring frequency of meetings) and/or PLC Focus and/or (e.g., PLC, subject, grade level, or school-wide) PLC Leader

Data Chats 6-12 Administrator Instructional Staff Monthly Excel attendance monitoring database Administration

June 2012 Rule 6A-1.099811 Revised April 29, 2011

Attendance Budget (Insert rows as needed)

Include only school-based funded			
activities/materials and exclude district			
funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Parent Contact	Printed letters, postage, progress reports	HCSB Allocation for supplies	\$325.00
Subtotal: \$325.00			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
S-14-4-1			
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total: \$325.00			

End of Attendance Goals

2012-2013 School Improvement Plan (SIP)-Form SIP-1 Suspension Goal(s)

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

Suspension Goal(s)	Problem- solving Process to Decrease Suspension			represents next to the pe		(55)).	
Based on the analysis of suspension data, and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
Suspension	1.1.	1.1.	1.1.	1.1.	1.1.		
	Endeavor is a program for			Weekly review of OSS data	Terms		
	have been expelled from their zoned/ home schools, many student in the program	and well- supervised rigorous academic environment		Maintenance of	Behavior Points System Spreadsheet		
		Alternative disciplinary consequence					

2012-2013 School Improvement Plan (SIP)-Form SIP-1								
Suspension Goal #1:	2012 Total Number	2013 Expected						
	of In -School Suspensions	Number of						
The number								
1		<u>In- School</u> Suspensions						
of incidents of		Suspensions						
student OSS will								
decrease from								
206 to 200								
200 10 200								
	N/A	N/A						
	2012 Total Number	2013 Expected						
	of Students	Number of Students						
	Suspended	Suspended						
	<u>In-School</u>	<u>In –School</u>						
		N/A						
	2012 Total	2013 Expected						
		Number of						
	Number of Out-of-							
	School Suspensions	Out-of-School						
		Suspensions						
		200						
	2012 Total Number	2013 Expected						
	of Students Suspended	Number of Students Suspended						
	Suspended	Suspended						
		0						
	Out- of- School	Out- of-School_						
	70	68						
		1.2.	1.2.	1.2.	1.2.	1.2.		
		1.3.	1.3.	1.3.	1.3.	1.3.		

2012-2013 School Improvement Plan (SIP)-Form SIP-1 **Suspension Professional Development**

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

Grade Level/ Subject

PD Facilitator

PD Participants

Target Dates (e.g., Early Release) and Schedules (e.g., frequency of meetings)

Strategy for Follow-up/Monitoring

Person or Position Responsible for Monitoring

and/or PLC Focus

and/or

(e.g. , PLC, subject, grade level, or

school-wide)

Data Chats

6-12

PLC Leader Administrator

Instructional Staff

Monthly

Points cards/Points system

Administration

spreadsheet

Suspension Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Technology			
Strategy	Description of Resources	Funding Source	Amount

Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:			

End of Suspension Goals

2012-2013 School Improvement Plan (SIP)-Form SIP-1 <u>Dropout Prevention Goal(s)</u>

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

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

Dropout Prevention Goal(s)	Problem- solving Process to Dropout Prevention	the number of st	duents the percentage	represents next to the pe	Terriage (e.g. 7076	(33)).	
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Dropout Prevention	1.1.	1.1.	1.1.	1.1.	1.1.		
	enter Endeavor Academy with deficient	students with opportunity to recover		progress on Compass	Terms data Compass data Grade Quick data		
					Performance Matters data		

2012-2013 School I	improvemen	it Flaii (SIF)-F	<u> </u>		
	2012 Current	2013 Expected Dropout Rate:*			
	Dropout Rate:*	Dropout Rate:*			
Dropout					
Prevention Goal					
#1:					
#1.					
The dropout					
rate at Endeavor					
Academy will					
decrease from 34%					
to 30%					
*Please refer to the					
percentage of students					
who dropped out during the 2011-2012 school					
vear.					
year.					
	34%	30%			
	2012 Current	2013 Expected			
	Graduation Rate:*	Graduation Rate:*			
	N/A	N/A			

2012-2013 School Improvement Plan (SIP)-F	01 III S11 -1			
1.2.	1.2.	1.2.	1.2.	1.2.
I I	Continue 90% attendance requirement	Administration	Daily review of attendance data	Terms
with poor attendance records.	for successful	Data Entry Personnel		Behavior Points System Spreadsheet
		Social Worker		Truancy documentation
1.3.	1.3.	1.3.	1.3.	1.3.
issues	disciplinary	Administration	Daily review of attendance data	Terms
OSS have an adverse overall impact on student attendance.	"Time-out" intervention in Mr. Dill's room			Behavior Points System spreadsheet
			Maintenance of Points System Spreadsheet	

Dropout Prevention Professional Development

Professional
Development
(PD) aligned with
Strategies through
Professional

2012-2013 School Improvement Plan (SIP)-Form SIP-1 Learning **Community (PLC)** or PD Activity

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

PD Content /Topic

Grade Level/ Subject

PD Facilitator

PD Participants

Target Dates (e.g., Early

Release) and Schedules (e.g.,

frequency of meetings)

Strategy for Follow-up/Monitoring

Person or Position Responsible for Monitoring

and/or PLC Focus

and/or

(e.g., PLC, subject, grade level, or

school-wide)

PLC Leader

Data Chats 6-12 Administrator Instructional Staff

Monthly

Progress Monitoring using Administration, Instructional Staff Compass, Terms, Grade Quick, and

Performance Matters

Dropout Prevention Budget (Insert rows as needed)

Include only school-based funded				
activities/materials and exclude district				
funded activities /materials.				
Evidence-based Program(s)/Materials(s)				
Strategy	Description of Resources	Funding Source	Amount	
College Andrew				
Subtotal:				
Technology				
Strategy	Description of Resources	Funding Source	Amount	
Credit/Grade Recovery Grade	Compass Odyssey Program	HCSB Allocation	\$2,050.00	
Subtotal: \$2,050.00				
Professional Development				
Strategy	Description of Resources	Funding Source	Amount	
Subtotal:				

Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total: \$2,050.00			

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

Upload Option-For schools completing the Parental Involvement Policy/Plan (PIP) please include a copy for this section. Online Template- For schools completing the PIP a link will be provided that will direct you to this plan.

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

Parent Involvement Goal(s)	Problem- solving Process to Parent Involveme nt					
Based on the analysis of parent involvement data, and reference to "Guiding Questions," identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	

2012-2013 School Imp	i ovement i	1aii (S11)-1	VI III SII -1			
1. Parent Involvement	1.1.	1.1.	1.1.	1.1.	1.1.	
	Parents	Parent	Administration	Parent Contact Log	Formal and	
	with	Orientation			Informal Parent	
	students	and on-			Feedback	
	entering	going				
	Endeavor	commu	Instructional Staff	Parent Conference		
	Academy	nication		Minutes		
	_	regarding				
		student				
		progress				
	they			Progress Reports		
	have not					
	received					
	communic					
	ation from					
	schools or					
	attention to					
	addressing					
	concerns					
	about					
	students.					

Depart Involvement Coal		2013 Expected			1		
	Level of Parent	Level of Parent					
<u>#1:</u>	Involvement:*	Involvement:*					
	Involvement:*	mvorvement."					
Enter narrative for the goal in							
this box.							
4.51							
*Please refer to the							
percentage of parents who							
participated in school							
activities, duplicated or							
unduplicated .							
	Enter numerical	Enter numerical					
		data for expected					
	level of parent	level of parent					
	involvement in this	involvement in this					
	box.	box.					
		1.2.	1.2.	1.2.	1.2.	1.2.	
		1.3.	1.3.	1.3.	1.3.	1.3.	

Parent Involvement Professional Development

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

Grade Level/ Subject

PD Facilitator

PD Participants

Target Dates (e.g., Early Release) and Schedules (e.g., frequency of meetings)

Strategy for Follow-up/Monitoring

Person or Position Responsible for Monitoring

and/or PLC Focus

and/or

(e.g., PLC, subject, grade level, or

school-wide)

PLC Leader

6-12 Administrator **Instructional Staff**

Monthly

Parent Logs, Conference Minutes, Progress Reports

Administration, **Instructional Staff**

Parent Involvement

2012-2013 School Improvement Plan (SIP)-Form SIP-1 Parent Involvement Budget

Include only school-based funded			
activities/materials and exclude district			
funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Parent Orientation	Progress Reports, Orientation Materials	HCSB Allocation for printing and supplies	\$325.00
Subtotal: \$325.00			
Technology			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total: \$325.00			
E. 1 - CD I C1/-		<u> </u>	

End of Parent Involvement Goal(s)

2012-2013 School Improvement Plan (SIP)-Form SIP-1 Science, Technology, Engineering, and Mathematics (STEM) Goal(s)

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Endeavor Academy is a small, alternative-to expulsion program. STEM is a program offered at mainstream high schools that is not available at Endeavor Academy.	1.1.	1.1.	1.1.	1.1.	1.1.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

2012-2013 School Improvement Plan (SIP)-Form SIP-1 **STEM Professional Development**

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

PD Participants

Target Dates (e.g., Early Release) and Schedules (e.g., frequency of meetings)

Strategy for Follow-up/Monitoring

Person or Position Responsible for Monitoring

and/or

(e.g., PLC, subject, grade level, or school-wide)

PLC Leader

2012-2013 School Improvement Plan (SIP)-Form SIP-1 Career and Technical Education (CTE) Goal(s)

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Endeavor Academy is a small, alternative-to expulsion program. CTE is a program offered at mainstream high schools that is not available at Endeavor Academy.	1.1.	1.1.	1.1.	1.1.	1.1.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

CTE Professional Development

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 Grade Level/

Subject

PD Facilitator

PD Participants

Target Dates (e.g., Early Release) and Schedules (e.g., frequency of meetings)

Strategy for Follow-up/Monitoring

Person or Position Responsible for Monitoring

and/or PLC Focus

and/or

(e.g., PLC, subject, grade level, or school-wide)

PLC Leader

Final Budget

Reading Budget Total: \$2233.33

CELLA Budget	
CELLA Buugti	Total: \$14,771.23
Mathematics Budget	
8	Total: \$2,233.33
Science Budget	
	Total: \$10,512.62
Writing Budget	
	Total:\$2,233.33
Civics Budget	
	Total: \$6,883.33
U.S. History Budget	
	Total: \$6,883.33
Attendance Budget	
	Total: \$325.00
Suspension Budget	
	Total: N/A
Dropout Prevention Budget	
	Total: \$2,050.00
Parent Involvement Budget	
	Total: \$325.00
STEM Budget	
	Total: N/A
CTE Budget	
	Total: N/A
Additional Goals	
	Total: N/A
	Grand Total: \$49,550.29

2012-2013 School Improvement Plan (SIP)-Form SIP-1 <u>Differentiated Accountability</u>

School-level Differentiated Accountability (DA) Compliance

Please choose the school's DA Status. (To activate the checkbox: 1. Double click the desired box; 2. When the menu pops up, select *Checked* under "Default value" header; 3. Select *OK*, this will place an "x" in the box.)

School Differentiated Accountability Status		
Priority	Focus	Prevent

• Upload a copy of the Differentiated Accountability Checklist in the designated upload link on the *Upload* page

School Advisory Council (SAC)

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 members 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.

X Yes No

If No, describe the measures being taken to comply with SAC requirements.
Describe the activities of the SAC for the upcoming school year.
First meeting of the school year was held Friday, September 28, 2012.
Second meeting of the school year is scheduled for Thursday, October 11, 2012.

Describe the projected use of SAC funds.

Amount

TBD	\$502.15