

Seminole County Public Schools

Endeavor School



2015-16 School Improvement Plan

Endeavor School

3010 OLD LAKE MARY RD, Lake Mary, FL 32746

<http://www.scps.k12.fl.us/schools/schoolinfopage.cfm?schoolnumber=0311>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
High	No	77%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
Yes	No	60%

School Grades History

Year
Grade

School Board Approval

This plan is pending approval by the Seminole County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

To ensure that all students acquire the knowledge, skills, and attitudes to be successful in the educational, career, and community mainstream.

Provide the school's vision statement

Endeavor aligns with Seminole County Public School's vision to be the premier school district in the State of Florida and to be recognized nationally for high standards, academic performance and offering students customized educational pathways 24/7/365.

School Environment

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

Endeavor utilizes traditional methods of communications with parents and the community that include daily phone calls for attendance, regular phone calls to communicate changes in behavior and/or grades, Skyward Family Access, email correspondence, flyers with important information that is mailed and/or sent home with students, our school website and face-to-face interaction any time they are on campus. Endeavor also has begun using other forms of technology to communicate with parents including SchoolConnects (reverse call system), and creation of a Facebook page in 2015-16.

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

Endeavor utilizes our Positive Behavior Support team to facilitate an environment that emphasizes authentic conversations and interactions to build rapport with all of our students. Each day students are greeted on the bus ramp by multiple teachers, para professionals, and administration. During the day our PBS system is integrated into our Behavior Management System through the use of daily point sheets that provide feedback for students from staff on how they are meeting the school's expectations. This system utilizes relationships built between staff and students to facilitate student growth and a mutual respect for all stakeholders.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

The Behavior Management System at Endeavor works in conjunction with the Positive Behavior Support (PBS) team to ensure students know the daily expectations for behavior. Endeavor students carry a point sheet and move through a tiered system of expectations with the eventual goal of mainstreaming back to their zoned school. Staff plays a crucial role in this system and is provided professional development that focuses on best practices and effective interventions that work for each individual student. Student's are then provided the feedback through the use of traditional PBS incentives as well as daily conversations about their progress moving through our tiered behavior system.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Endeavor students gain primary access to social-emotional needs through the implementation of the individualized education plans (IEP). Students also have access to support for adults through low student- teacher ratios in each class. Every class has a teacher and paraprofessional. This access is strengthened by the relationships fostered through continued conversations about expectations and behavior feedback from staff to students. Endeavor students also have staff dedicated to helping them from a counseling perspective as we employ two certified school counselors who keep logs of their time with students and work to build a rapport with students on a personal level to ensure the student's have a comfort when discussing any types of concerns. Endeavor students can also contact a specific staff member with concerns by filling out a communicator request form which will then be delivered to staff indicating that a student request time to discuss an issue with them.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Endeavor School has a Multi-Tiered System of Supports (MTSS) core problem solving team, comprised of members with expertise in academic and behavioral domains. The MTSS team utilizes the continuous problem solving process to identify students who are at-risk in academics and/or behavior and conducts root cause analysis to determine why the problem is occurring. The MTSS core problem solving team utilizes a student performance data management system to view aggregated student data. To aid in recognizing early school disengagement, the MTSS core problem solving team utilizes an early warning identification system and digitized response to intervention process. Student data are aggregated to form a predictive analytic risk score configuration, comprised of indicators that flag a student at risk of graduation (attendance, misconduct, course failure, mobility, grade point average, overage, and retention).

To identify at-risk students in compliance with 1001.42, F.S., middle schools utilize an early warning identification report. This report specifically identifies students having met two or more at-risk indicators (attendance below 90 percent, one or more in school or out of school suspensions, course failure in English Language Arts or Mathematics, and Level 1 score on statewide, standardized assessments in English Language Arts or Mathematics). In addition the report includes each student's early warning risk score. From this report, schools drill down on the student identification number to obtain more specified data in order to inform root cause analysis. Additionally from this report, schools schedule and monitor parent meeting invitations.

Endeavor uses continual communication between various school decision makers to effectively track and identify struggling students. As the IEP case manager, all homeroom teachers keep call logs and make daily home calls each time a student is absent. Academically, Endeavor uses curriculum reps to communicate student achievement between teachers in the classroom and administration as well as the instructional coach. Department heads are in constant contact with classroom teachers to facilitate appropriate skill development in both English Language Arts and Mathematics. That data is then able to be viewed by all using EdInsight which gives an accurate snap shot of continual progress. Students and parents are made aware of their progress by communication facilitated by academic notebooks kept by the students. This information acts as a warning system as it shows progress monitoring of both ELA and Mathematics scores.

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	0	2	0	2
One or more suspensions	1	0	0	1
Course failure in ELA or Math	0	4	2	6
Level 1 on statewide assessment	6	9	7	22
	0	0	0	

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

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	1	4	2	7

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

Endeavor staff focuses on active communication on a daily basis with all students who are absent from school. Within this system, staff keep notebooks with all missed assignments for each student and collaborate with students on an appropriate timeline to ensure academic progress is not lost. Endeavor utilizes EdInsight to track progress monitoring data. This data is collected and discussed with each student through effective communication of areas of strengths as well as areas of weakness. That data is then used to create lessons that specifically address areas of weakness while continuing to develop areas the student has shown progress towards mastery.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/187418>.

Description

A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Teachers and administrators are continually involved in local events and often invited to participate in their community's celebrations. Administrators and teachers reach out to local businesses for participation in the school's business partners programs. Endeavor uses the district policy to gain community business partnerships that help us facilitate positive

interaction between faculty and staff through effective reinforcers as motivation for effective behavior through our Positive Behavior Support system. The system of rewarding builds an effective environment where students can then focus on academic achievement. Our community partners work with our Administration and PBS team to provide reinforcers for appropriate behavior as well as academic achievements such as quarterly honor roll, perfect attendance, positive movement throughout the behavior system and state assessment achievements.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Arena, Tony	Principal
Stickle, Jennifer	Administrative Support
Stanchina, Jennifer	Instructional Coach
Wight, Tracey	Teacher, K-12
Thomas, Curtis	Teacher, K-12
James, Deborah	Teacher, K-12

Duties

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

The leadership team meets to review data and discuss interventions and curriculum concerns. The team identifies appropriate interventions to be implemented with individual students and/or sub-groups of students. The team also discusses professional development to improve and enhance overall instruction.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

Endeavor School annually reviews budgets and expenditures as well as student and teacher data to ensure schools are adequately staffed to meet student achievement needs. For Title I schools, data are reviewed and funds are primarily used to support improved instruction and interventions. Endeavor School will coordinate Title I and Supplemental Academic Instruction funds to provide additional academic tutorial and/or intervention time for students in need of remediation. These funding sources are coordinated to maximize the number of students and the amount of services available for academic interventions. Titles I and II are coordinated to ensure district professional learning and intensive instructional coaching is provided to schools. In addition, the school district coordinates IDEA and Title I funds to provide our school additional paraprofessionals that facilitate small group instruction during the school day. The coordination and integration of these funds and services ensure students are provided the time and support needed to master the standards and improve academic achievement.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Tony Arena	Principal
Pete Bowlus	Teacher
Lynwood DeBrew	Teacher
Jennifer VanCamp	Teacher
Darlene Kendrick	Education Support Employee
Sheila Marks	Parent
Joviane Mirville	Parent
Patricia Crowley	Parent
Cindy Oviedo	Parent
Ron Kaplan	Parent
Maryann Kaesberg	Business/Community
Ian Kaplan	Student

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

Endeavor's School Advisory Council (SAC) will review the goals from the previous year and evaluate how we can better meet each this school year. Endeavor's SAC will also look at the plan we had to reach those goals and what effective changes can be made for this school year to ensure we better reach our intended targets.

Development of this school improvement plan

The SAC members provided input on the development of the goals for the School Improvement Plan and the budget.

Preparation of the school's annual budget and plan

SAC Committee members met and discussed the annual budget and discussed how SAC funds should be utilized.

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

The use of School Improvement funds were used to purchase incentives for students as outlined by the PBS program. SAC met to approve the allocation of funds. Endeavor operates a school store that is open one time per week. A total of \$

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Arena, Tony	Principal
James, Deborah	Teacher, ESE
Marshall, Brett	Guidance Counselor
Merthie, Tamicka	Instructional Technology
Thomas, Curtis	Teacher, ESE
Vancamp, Jennifer	Teacher, K-12
Robart, Sharon	Teacher, K-12
Bowman, Linda	Teacher, K-12
Cook, Jennifer	Teacher, K-12
Kupscznk, Debbie	Teacher, K-12
Wight, Tracey	Teacher, K-12

Duties***Describe how the LLT promotes literacy within the school***

The role of the Literacy Leadership Team (LLT) is to evaluate and analyze the literacy progress of all students. Team members will facilitate literacy strategies for students and staff that will result in student academic growth. Those strategies include: school-wide writing program, vocabulary word of the day developed through the PLCs, incorporating reading strategies throughout all content areas, participation in poetry and literacy contests, developing a student forum for literacy and utilizing a common rubric for writing across the disciplines.

The LLT is comprised of the Curriculum Chair person from each of the content areas of the Reading teachers to ensure that literacy is supported by all stakeholders. Literacy is central to the life and success of any school. Our vision of literacy reaches beyond reading strategies to incorporate a broader approach that involves students in reading, speaking, writing and habits of thinking as they are practiced in specific disciplines of English language arts, history, math, science, and every content our students encounter. This emphasis on disciplinary knowledge paired with critical thinking skills allows the secondary teacher to give all students the opportunity to engage in sophisticated, challenging academic work. School leaders, which include our curriculum chairs, function as instructional leaders, helping the entire school community function as a community of practice, working in concert to study, develop, share, and learn from state-of-the-art methods for developing literacy skills and capacity.

This year's major initiative of the Endeavor School Literacy Leadership Team will be to deepen our understanding and efficient implementation of the Florida State Standards Literacy Initiatives into every content area. Teachers will utilize the SCPS Instructional Plans as their overall guide and enhance with supplemental resources to best meet the needs of all learners on targeted standards. LLT will also make suggestions for Professional Development offerings. Writing will continue to be a focal point of discussion on each agenda.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Teachers use a combination of Professional Learning Communities (PLC) along with horizontal and vertical alignment throughout the campus that requires constant collaboration to ensure students are

provided the most effective instruction. PLCs allow staff to work collaboratively on all areas of teaching and use common assessment as well as common data to meet the needs of students.

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

Seminole County Public Schools is always looking for highly qualified, certified teachers to teach our students. The method of recruitment is defined based on the need. Seminole County Public School's reputation of being an "A" school district brings to us thousands of highly qualified applicants. One of our recruitment strategies is our partnership with State and private colleges and universities. We welcome university and college interns and field study students to our district not only from the State of Florida university system but also out of State. Annually our district participates in many university job fairs and minority and veteran job fairs. This year we have gone out of the United States and are bringing on board a few teachers from Spain to teach the dual language classes.

The district supports all teachers but especially new teachers with mentoring programs. We also provide in-services and workshops. New teachers with zero years of experience are assigned a one on one mentor. This support is provided beyond the first year!

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

Endeavor has a school-wide mentor who works with administration to coordinate all mentoring activities on our campus. This school-wide mentor is trained by our county's new teacher facilitator and is given materials and agendas to support the new teachers during this calendar year. Before school begins, our school-wide mentor meets the new teachers at our school and gives a campus tour while orienting our new teachers to important procedures and policies that will affect them as they begin the school year. Once school begins, our new teachers meet regularly with the mentor(s) who best fits their needs and follow an agenda of recommended topics that are appropriate for their given situations. Whether the new teacher is working with a school-wide mentor, peer teacher, or alternative certification mentor, he or she is working with an individual who has been trained by our county to support the teacher's various needs. Each of these mentor roles are fine-tuned each year based on the feedback from our new teachers the year before.

Additionally, our school arranges for each new teacher to be accompanied by a well-chosen mentor for visits to classrooms of highly effective teachers. Both this mentor and the new teacher utilize a classroom visitation sheet to guide their post-visit discussions around our county's instruction model, room arrangements, and classroom management. The goal of these visits is to provide models of instructional practice and time for reflection that will allow the new teacher to fine-tune his or her teaching abilities. In addition, all new teachers at Endeavor go to a training once a week after school. On a weekly basis, teachers are trained on everything from discipline, technology to parent teacher conferences. They meet as a group and are given direction and support from Administrators, Guidance Counselors, and/or teachers.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

The core curricula of Seminole County Public Schools are comprehensive systems employing research-based best-practices, rigorous content, and instructional materials organized in

comprehensive instructional plans. Delivery modes and methods require explicit differentiated instruction to the depth of the Florida Standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Endeavor uses data provided from district developed progress monitor assessments, Discovery Education Science Assessments, and core curriculum tools to appropriately track and inform differentiated instruction for all learners in all subjects. The data is used to determine a student's placement in the reading programs offered on campus. For example, a 9th grade student who received low marks on both district assessments as well as state assessments may be placed the following school year in a high school disfluent intensive reading course. Endeavor's Instructional Coach also consults with teachers for any additional data that may show a level of proficiency or an area of concern. Students who score low on district assessments testing are given additional lessons to identify areas of weakness in an attempt to work towards proficiency that are developed by the Reading/ELA department with supervision by the Instructional Coach. Students at Endeavor also keep track of their own data in notebooks that allow them to monitor their own progress throughout the year.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Summer Program

Minutes added to school year: 5,400

Endeavor implements a Summer School program to provide opportunities to close learning gaps, repeat failed courses and retrieve credits.

Strategy Rationale

Students who are below proficiency need additional time and skill development in order to maintain the ability to master each individually identified area of need.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Arena, Tony, tony_arena@scps.k12.fl.us

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

The use of district, state, class, and i-Ready assessment data will be tracked and comparison growth reports will be generated to assess progress over time.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Students in the Voluntary Pre-K (VPK) Program visit the kindergarten classrooms at the end of the school year to learn about what to expect in kindergarten. During the summer, students entering kindergarten in selected Title I Schools can attend Kinder Camp to help prepare them for success in kindergarten. Schools offer an Open House before school starts and kindergarten teachers are available for individual conferences.

Students are supported entering Endeavor School with communication from guidance, administration and IEP team members to ensure students are appropriately placed according to their accommodations. Due to our standing as a "special center" students have constant transition to our school as an accommodation and transition from our school as a goal known as mainstreaming. Mainstreaming is the process that allows our students to demonstrate proficiency of academic and behavioral expectations to transition them to their zoned school. This process involves consistent evaluation and communication from all parties involved and provides support for students in various transitional settings.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Each student's IEP team reviews transitions assessments for courses necessary to meet their post secondary outcome goals. Students also participate in transition activities during social personal class such as goal setting, effective communication and career planning. Additionally, 12th grade students participate in a transition meeting in the spring semester with Vocational Rehabilitation Representative and/or a college/vocational representative of their choice to assist with the post secondary transition.

Counselors meet individually with each student in the 10-12th grade to discuss their college and career options. Additionally, they review student transcripts to make certain they are on target to graduate on time.

Endeavor guidance counselors meet regularly with students through a credit check process in which they analyze courses taken, set goals for future courses, and provide them with guidance on possible career paths. Endeavor students are invited to attend their zone high school's College Information Night, Financial Aid Night, Advanced Placement Information Night, 9th Grade Curriculum Night, and the Many Looks of College Night which all provide students with information on the many possibilities their future may hold. The district also holds an annual Transition Fair for ESE students.

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

Guidance and staff review course requirements for college and vocational readiness needed for each standard diploma option for high school graduation.

Teachers attend curriculum and career focused workshops and conferences to make their specific courses rigorous and relevant. Counselors work with students to help make the connection between their courses and post-secondary education and workforce readiness. Counselors provide opportunities and encourage student participation in PSAT, ACT, and ASVAB testing to further promote student awareness and preparation for their future endeavors. In addition, students who are enrolled in Career and Technical Education courses at the regular high schools participate in Career and Professional Education(CAPE) Academies where they work in conjunction with another content area curriculum to develop and complete a cross-curricular project.

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

Endeavor School has improved student readiness for the public post-secondary level by focusing on improving the PERT and SAT/ACT scores of our students. In addition, students are counseled on possible technical/vocational careers, college admissions, and scholarship opportunities such as

Bright Futures. There exists a strong relationship between Endeavor School and Seminole State College where students who cannot afford to attend a four year college or want to pursue a vocational education are given the opportunity locally through dual enrollment or after graduation enrollment. Finally, students who score below level on state assessments in reading are placed in intensive reading and non-passing English for additional academic intervention and support.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

Based on information from the High School Feedback Report counselors work diligently with their students to help them choose course work appropriate to help them earn college ready test scores. We offer numerous programs throughout the year to inform students of their post-secondary options. Endeavor employs a system of partnership with local universities and colleges that provides students the information regarding all post secondary opportunities. This includes but is not limited to: enrollment, class schedules, financial aid, student support services to provide post secondary accommodations, and basic campus orientation.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Teachers will implement effective instructional practices for culturally relevant and differentiated instruction; which will increase student engagement and academic achievement. Teachers will utilize high yield strategies to increase academic rigor and provide actionable and measurable feedback. .

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Teachers will implement effective instructional practices for culturally relevant and differentiated instruction; which will increase student engagement and academic achievement. Teachers will utilize high yield strategies to increase academic rigor and provide actionable and measurable feedback. . 1a

G074471

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	52.0
AMO Math - All Students	51.0

Resources Available to Support the Goal 2

- Literacy Coach
- Literacy Room
- Reading Classes
- i-Ready
- Achieve 3000
- SOAR
- PLC
- SCPS Instructional Plans and CPalms for clarity on standards, scope, and sequence
- Professional Development
- School-Wide Writing Team
- Emphasis on reading instruction in all content areas for all students (special emphasis with lowest quartile)

Targeted Barriers to Achieving the Goal 3

- Student attendance
- Student engagement and motivation
- Time for planning and professional development
- Lack of fundamental skills
- Lack of CAR-PD (Competency 1 and 2) trained teachers
- General behavior that interrupts instruction due to the population of emotionally disabled students served at our center

Plan to Monitor Progress Toward G1. 8

PLC and Team Leader Meetings to analyze and review data to discuss root cause analysis and adjust our action steps

Person Responsible

Tony Arena

Schedule

Monthly, from 9/14/2015 to 5/26/2016

Evidence of Completion

Meeting notes and data reports documenting progress towards our targets and stated goal.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
 Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Teachers will implement effective instructional practices for culturally relevant and differentiated instruction; which will increase student engagement and academic achievement. Teachers will utilize high yield strategies to increase academic rigor and provide actionable and measurable feedback. . **1**

 G074471

G1.B1 Student attendance **2**

 B194470

G1.B1.S1 Utilize EdInsight to analyze, track, and monitor daily attendance. Utilize the school social worker and guidance counselor to assist administration with implementing and enforcing the district attendance policy and Florida truancy law. Recognize students quarterly for perfect attendance. **4**

 S206002

Strategy Rationale

Attendance is a critical factor to a productive and successful school career. Our school will actively promote and encourage 100 percent attendance for all our pupils.

Action Step 1 **5**

Analyze attendance data weekly. Enforce district policy and Florida Truancy Law.

Person Responsible

Tony Arena

Schedule

Weekly, from 8/17/2015 to 5/26/2016

Evidence of Completion

Attendance reports, phone logs, parent-teacher conference notes, truancy letters, court documents

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

Meetings with social workers and guidance counselors

Person Responsible

Tony Arena

Schedule

Every 3 Weeks, from 8/17/2015 to 5/26/2016

Evidence of Completion

Attendance reports, phone logs, parent-teacher conference notes, meeting summaries, truancy letters, court documents

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

Data comparisons from year to year for whole school and by individual students

Person Responsible

Tony Arena

Schedule

Monthly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Attendance reports, phone logs, parent-teacher conference notes, truancy letters, court documents

G1.B2 Student engagement and motivation 2

B194471

G1.B2.S1 Provide professional development on ways to increase student engagement and motivation. Provide professional development of culturally relevant teaching and instructional strategies to utilize with diverse learners. 4

S206003

Strategy Rationale

Increased time on task and motivation will lead to increased student achievement.

Action Step 1 5

To provide professional development in order to build a foundation of culturally relevant educators to meet the needs of diverse learners and increase engagement and motivation in all academic settings.

Person Responsible

Tony Arena

Schedule

Monthly, from 8/19/2015 to 5/26/2016

Evidence of Completion

PD Calendar, Sign-In Sheets, Learning Logs, Hand-outs, Walk Throughs

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

Teacher observations and walkthroughs to look for evidence of strategies being implemented.

Person Responsible

Tony Arena

Schedule

Every 3 Weeks, from 9/21/2015 to 5/26/2016

Evidence of Completion

Feedback provided to teachers via iObservation, notes, or face to face discussions

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

PLCs will review and analyze data by all students and by sub-groups.

Person Responsible

Tony Arena

Schedule

Monthly, from 8/17/2015 to 6/30/2016

Evidence of Completion

Data from EdInsight, district, state, and teacher created reports

G1.B5 Lack of CAR-PD (Competency 1 and 2) trained teachers 2

 B194474

G1.B5.S1 Schedule and encourage teachers to participate in CAR-PD. 4

 S206006

Strategy Rationale

Reading instruction needs to occur across all subject areas in order to increase overall student achievement.

Action Step 1 5

Recruit teachers to register with Dept. of Teaching and Learning CAR-PD activity and complete the competencies.

Person Responsible

Tony Arena

Schedule

Quarterly, from 9/22/2015 to 1/4/2016

Evidence of Completion

Content area teachers

Plan to Monitor Fidelity of Implementation of G1.B5.S1 6

Monitor PD registrations

Person Responsible

Jennifer Stickle

Schedule

Quarterly, from 9/21/2015 to 1/25/2016

Evidence of Completion

PD registrations

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 7

Successful completion of CAR-PD and/or NGCAR-PD

Person Responsible

Jennifer Stickle

Schedule

Quarterly, from 9/21/2015 to 5/19/2016

Evidence of Completion

PD points awarded by SCPS

G1.B6 General behavior that interrupts instruction due to the population of emotionally disabled students served at our center **2**

 B194475

G1.B6.S1 All teachers and staff will be trained on the school's behavior management plan. Consistency across all settings is expected. This management plan utilizes a positive approach by rewarding points and a token economy through our school store. The School Improvement budget will be utilized to fund our PBS Incentive Program as was agreed upon by our School Advisory Council on Sept. 17, 2015. All teachers will establish clear routines and expectations within their classroom. All teachers will utilize classroom interventions and their paraprofessional to diffuse situations before they escalate. Teachers will record and report interventions utilized prior to requesting support from our behavioral team and administration. All teachers will maintain open lines of communication with the home. Endeavor will implement a Positive Behavior Support program and progressive rewards and consequences. **4**

 S206007

Strategy Rationale

Improved behavior will increase time on task and academic achievement.

Action Step 1 **5**

Teachers will consistently implement the school wide PBS Management Plan, as well as, their own classroom plans for routines, procedures, rules, and rewards.

Person Responsible

Tony Arena

Schedule

Monthly, from 8/17/2015 to 5/26/2016

Evidence of Completion

Review of discipline data and therapy center reports

Plan to Monitor Fidelity of Implementation of G1.B6.S1 **6**

The PBS committee will meet monthly to review data. Administrators will monitor during walkthroughs.

Person Responsible

Brett Marshall

Schedule

Quarterly, from 9/2/2014 to 5/22/2015

Evidence of Completion

PBS Meeting notes, PD sign-in sheets, review of discipline and therapy center data, student point sheets

Plan to Monitor Effectiveness of Implementation of G1.B6.S1 7

Decrease in number of referrals to the Therapy Center.

Person Responsible

Jennifer Stickle

Schedule

Monthly, from 9/21/2015 to 5/27/2016

Evidence of Completion

Weekly data reports from Therapy Center

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Analyze attendance data weekly. Enforce district policy and Florida Truancy Law.	Arena, Tony	8/17/2015	Attendance reports, phone logs, parent-teacher conference notes, truancy letters, court documents	5/26/2016 weekly
G1.B2.S1.A1	To provide professional development in order to build a foundation of culturally relevant educators to meet the needs of diverse learners and increase engagement and motivation in all academic settings.	Arena, Tony	8/19/2015	PD Calendar, Sign-In Sheets, Learning Logs, Hand-outs, Walk Throughs	5/26/2016 monthly
G1.B5.S1.A1	Recruit teachers to register with Dept. of Teaching and Learning CAR-PD activity and complete the competencies.	Arena, Tony	9/22/2015	Content area teachers	1/4/2016 quarterly
G1.B6.S1.A1	Teachers will consistently implement the school wide PBS Management Plan, as well as, their own classroom plans for routines, procedures, rules, and rewards.	Arena, Tony	8/17/2015	Review of discipline data and therapy center reports	5/26/2016 monthly
G1.MA1	PLC and Team Leader Meetings to analyze and review data to discuss root cause analysis and adjust our action steps	Arena, Tony	9/14/2015	Meeting notes and data reports documenting progress towards our targets and stated goal.	5/26/2016 monthly
G1.B1.S1.MA1	Data comparisons from year to year for whole school and by individual students	Arena, Tony	8/17/2015	Attendance reports, phone logs, parent-teacher conference notes, truancy letters, court documents	5/27/2016 monthly
G1.B1.S1.MA1	Meetings with social workers and guidance counselors	Arena, Tony	8/17/2015	Attendance reports, phone logs, parent-teacher conference notes, meeting summaries, truancy letters, court documents	5/26/2016 every-3-weeks
G1.B2.S1.MA1	PLCs will review and analyze data by all students and by sub-groups.	Arena, Tony	8/17/2015	Data from EdInsight, district, state, and teacher created reports	6/30/2016 monthly
G1.B2.S1.MA1	Teacher observations and walkthroughs to look for evidence of strategies being implemented.	Arena, Tony	9/21/2015	Feedback provided to teachers via iObservation, notes, or face to face discussions	5/26/2016 every-3-weeks
G1.B5.S1.MA1	Successful completion of CAR-PD and/or NGCAR-PD	Stickle, Jennifer	9/21/2015	PD points awarded by SCPS	5/19/2016 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B5.S1.MA1	Monitor PD registrations	Stickle, Jennifer	9/21/2015	PD registrations	1/25/2016 quarterly
G1.B6.S1.MA1	Decrease in number of referrals to the Therapy Center.	Stickle, Jennifer	9/21/2015	Weekly data reports from Therapy Center	5/27/2016 monthly
G1.B6.S1.MA1	The PBS committee will meet monthly to review data. Administrators will monitor during walkthroughs.	Marshall, Brett	9/2/2014	PBS Meeting notes, PD sign-in sheets, review of discipline and therapy center data, student point sheets	5/22/2015 quarterly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Teachers will implement effective instructional practices for culturally relevant and differentiated instruction; which will increase student engagement and academic achievement. Teachers will utilize high yield strategies to increase academic rigor and provide actionable and measurable feedback. .

G1.B2 Student engagement and motivation

G1.B2.S1 Provide professional development on ways to increase student engagement and motivation. Provide professional development of culturally relevant teaching and instructional strategies to utilize with diverse learners.

PD Opportunity 1

To provide professional development in order to build a foundation of culturally relevant educators to meet the needs of diverse learners and increase engagement and motivation in all academic settings.

Facilitator

Liza Ferreira

Participants

Teachers and Paraprofessionals

Schedule

Monthly, from 8/19/2015 to 5/26/2016

G1.B5 Lack of CAR-PD (Competency 1 and 2) trained teachers

G1.B5.S1 Schedule and encourage teachers to participate in CAR-PD.

PD Opportunity 1

Recruit teachers to register with Dept. of Teaching and Learning CAR-PD activity and complete the competencies.

Facilitator

District

Participants

Content area teachers

Schedule

Quarterly, from 9/22/2015 to 1/4/2016

Technical Assistance Items

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

Budget

Budget Data						
1	G1.B1.S1.A1	Analyze attendance data weekly. Enforce district policy and Florida Truancy Law.				\$0.00
2	G1.B2.S1.A1	To provide professional development in order to build a foundation of culturally relevant educators to meet the needs of diverse learners and increase engagement and motivation in all academic settings.				\$0.00
3	G1.B5.S1.A1	Recruit teachers to register with Dept. of Teaching and Learning CAR-PD activity and complete the competencies.				\$0.00
4	G1.B6.S1.A1	Teachers will consistently implement the school wide PBS Management Plan, as well as, their own classroom plans for routines, procedures, rules, and rewards.				\$845.10
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5000		0311 - Endeavor School	School Improvement Funds	70.0	\$845.10
					Total:	\$845.10