Seminole County Public Schools

Endeavor School

2016-17 Schoolwide 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 and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Combination School KG-12	Yes	75%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
Special Education	No	59%

School Grades History

Year	2017-18
Grade	

*Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

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 a monitoring status of "Former F" (see page 4). 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.

Table of Contents

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in section 1008.33, Florida Statutes, is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by Rule 6A-1.099811, Florida Administrative Code:

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- <u>Former F</u> - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- <u>Planning</u> - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- <u>Implementing</u> - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Endeavor School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. 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.

2. School Environment

a. 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 emails.

b. 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.

c. 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.

d. 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 from 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. This year, Endeavor School has a licensed clinical school social worker available to those in need daily. Staff training on trauma and zones of regulation will be provided to adopt a common language for intervention.

3. Early Warning Systems

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

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

The 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 who meet 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 of attendance. Our school social worker also monitors attendance daily. Academically, Endeavor utilizes instructional leaders to communicate student achievement between teachers in the classroom and administration as well as the instructional coach. Students and parents are made aware of their progress by communication facilitated by academic notebooks kept by the students and notes on the Daily Bulletin each day if applicable (behavioral and/or academic). This information acts as a warning system as it shows progress monitoring of both ELA and Mathematics scores.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	2	0	0	0	0	2
One or more suspensions	0	0	0	0	0	0	0	4	5	0	0	0	0	9
Course failure in ELA or Math	0	0	0	0	0	0	0	2	4	0	0	0	0	6
Level 1 on statewide assessment	0	0	0	0	0	0	0	5	9	0	0	0	0	14
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	5	9	0	0	0	0	14

c. 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.

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?
Yes

1. PIP Link
The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/314257.

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

2. 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 use multiple strategies to contact families, including but not limited to, (1) contacting families prior to the start of school to welcome the students to the new school year, (2) inviting

families to curriculum nights and open house meetings to meet teachers and school staff and to learn about the curriculum, (3) providing access to school grades, progress monitoring data and other relevant achievement information through the SCPS Skyward Family Access Portal, (4) ensuring students show evidence of "owning their data" and scheduling student led conferences as applicable, (5) inviting families to participate on School Advisory Council, (6) inviting families to participate in school related events, (7) using multiple genres of social networking, as well as sending electronic/paper-based newsletters to families on a regular basis, (8) and numerous other out-reach strategies developed by school staff.

Endeavor uses the district policy to gain community business partnerships that help us facilitate positive interaction between faculty and students 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.

C. Effective Leadership

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

1. School Leadership Team

a. Membership
Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
Arena, Tony	Principal
Stickle, Jennifer	Administrative Support
Stanchina, Jennifer	Instructional Coach
Wight, Tracey	Teacher, K-12
James, Deborah	Teacher, K-12
Merthie, Tamicka	Teacher, ESE
DeBrew, Lynwood	Teacher, ESE
Bowlus, Peter	Teacher, ESE
Was, Michelle	School Counselor
Marshall, Brett	School Counselor

b. Duties

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

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 used to provide supplemental staff and 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 ensure the gap between special education

students and other student groups is reduced. 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.

2. 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.

2. School Advisory Council (SAC)

a. Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Tony Arena	Principal
Pete Bowlus	Teacher
Lynwood DeBrew	Teacher
Darlene Kendrick	Education Support Employee
Ron Kaplan	Parent
Maryann Kaesberg	Business/Community
Cheryl McCormick	Parent
Zach DeFazio	Student
Jaqueline Cahill	Teacher
Rene Ginn	Business/Community
Sherrie Greenlee	Parent

b. Duties

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

a. 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.

b. 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.

c. 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.

2. 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 $74 from SAC was expended on the store in 2015-16.

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

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

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Arena, Tony	Principal
James, Deborah	Teacher, ESE
Merthie, Tamicka	Instructional Technology
Cook, Jennifer	Teacher, K-12
Kupscznk, Debbie	Teacher, K-12
Stickle, Jennifer	Administrative Support
Cahill, Jaqueline	Teacher, ESE
DeBrew, Lynwood	Teacher, ESE

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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.

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 efficiently implement the Florida 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.

D. 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).

1. 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 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.

2. 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 Schools is a high academic achieving school district that is nationally and internationally recognized. Seminole County Public Schools is highly recruited by educators from all over the world. 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!

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

Our school 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 Instructional Practices Specialist 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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 researchbased 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.

b. Instructional Strategies

1. 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.

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.

2. 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.

2. Student Transition and Readiness

a. 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).

1. 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.

b. College and Career Readiness

1. 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.

2. 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.

3. 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.

4. 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.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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"Â? 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.

C. Strategic Goals

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 build positive working relationships with their students in order to effectively implement lessons and maintain high levels of engagement. Teachers will utilize high yield strategies to increase rigor and provide actionable and measurable feedback. Students will track and self-monitor their progress with teacher support. The desired outcome will lead to an increase in the percentage of students making learning gains on ELA-FSA and Math-FSA.

Strategic Goals Detail

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

G1. Teachers will build positive working relationships with their students in order to effectively implement lessons and maintain high levels of engagement. Teachers will utilize high yield strategies to increase rigor and provide actionable and measurable feedback. Students will track and self-monitor their progress with teacher support. The desired outcome will lead to an increase in the percentage of students making learning gains on ELA-FSA and Math-FSA. `1a`

🔑 G086290

Targets Supported `1b`

Indicator	Annual Target
ELA/Reading Gains	35.0
Math Gains	30.0

Targeted Barriers to Achieving the Goal `3`

- A. Student engagement and motivation B. Teachers require training on how to teach and help students gain skills in consciously regulating their actions, which in turn leads to increased control and problem solving abilities. This will help to increase student engagement and motivation.

Resources Available to Help Reduce or Eliminate the Barriers `2`

- School Social Workers and Guidance Team

- SCPS Behavioral Support Team

- Implementation of Blended Learning Model

- Culturally Relevant Teaching and Engaging Students with Poverty in Mind (Dr. Eric Jensen)

Plan to Monitor Progress Toward G1. `8`

Instructional Leadership Team Meetings, Literacy Team meetings, PLCs, and SAC meetings to analyze and review data to discuss root cause analysis and adjust our action steps

Person Responsible
Tony Arena

Schedule
Monthly, from 10/10/2016 to 5/26/2017

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 build positive working relationships with their students in order to effectively implement lessons and maintain high levels of engagement. Teachers will utilize high yield strategies to increase rigor and provide actionable and measurable feedback. Students will track and self-monitor their progress with teacher support. The desired outcome will lead to an increase in the percentage of students making learning gains on ELA-FSA and Math-FSA. `1`

🔑 G086290

G1.B1 A. Student engagement and motivation B. Teachers require training on how to teach and help students gain skills in consciously regulating their actions, which in turn leads to increased control and problem solving abilities. This will help to increase student engagement and motivation. `2`

🔑 B229277

G1.B1.S1 Teachers will utilize high yield strategies and build and maintain positive relationships with students to improve engagement and motivation in order to increase achievement and learning gains. `4`

🔑 S241788

Strategy Rationale

Positive relationships truly have the ability and the power to unleash untapped potential in our students. While many teachers may not think they have the time to spend building relationships, I suggest that we don't have the time not to. Relationships and instruction are not an either–or proposition, but are rather an incredible combination. Research tells us this combination will increase engagement, motivation, test scores, and grade point averages while decreasing absenteeism, dropout rates, and discipline issues (Tara Brown, 2010). Staff, parents, and students will be invited to evening family engagement activities and trainings. In addition, all stakeholders will be highly encouraged to provide input on the annual 5 Essentials Survey.

Action Step 1 `5`

Teachers will scan room and note when students are not engaged and take overt action to re-engage learners. Teachers will manage response rates, use physical movement in class, and facilitate academic games along with cooperative learning to promote higher levels of engagement. Students will earn behavior points for being on task and participation.

Person Responsible

Tony Arena

Schedule

Quarterly, from 10/10/2016 to 5/26/2017

Evidence of Completion

Review of SCPS Instructional Model Observation Data, student class grades, point sheets, and 9 week test results.

Action Step 2 `5`

To increase student engagement and motivation, teachers will develop an awareness of student interests and connect their interest with class content when appropriate. When making these connections, the teacher will be encouraging and display interest. All staff will participate in seven sessions of professional development on culturally relevant teaching.

Person Responsible

Tony Arena

Schedule

Quarterly, from 10/10/2016 to 5/26/2017

Evidence of Completion

Review of SCPS Instructional Model Observation Data, student class grades, point sheets, and 9 week test results.

Action Step 3 `5`

Teachers will implement a Blended Learning Model in their classrooms, which includes: small group directed instruction, cooperative learning, learning stations, student choice, and technology when appropriate to build skills and enhance learning. All instructional staff will receive a copy of Will Richardson's book entitled: From Master Teacher to Master Learner.

Person Responsible

Tony Arena

Schedule

Daily, from 10/10/2016 to 5/26/2017

Evidence of Completion

Review of SCPS Instructional Model Observation Data, student class grades, point sheets, and 9 week test results.

Action Step 4 `5`

To offer parent involvement opportunities to model strategies for parents to better support, engage, and motivate their child at home and school. Parent input will be sought at these events on school improvement concerns. This will include setting time aside for parents, students, and teachers to complete the 5 Essentials Survey.

Person Responsible

Tony Arena

Schedule

Quarterly, from 10/10/2016 to 5/26/2017

Evidence of Completion

Parent sign-in sheets at events, results of surveys, 5 Essentials results

Action Step 5 `5`

Teachers and students will track progress and celebrate student success. Teachers will receive PD on Interactive Notebooks.

Person Responsible

Tony Arena

Schedule

Daily, from 10/10/2016 to 5/26/2017

Evidence of Completion

Daily point sheets and PBS Level System, quarterly grades, student data binders, honor roll, perfect attendance, 9 week assessments, gains in I-Ready Data

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

Instructional Leadership Team Meetings, Literacy Team Meetings, PLCs, Faculty Meetings, 1:1 data chats with teachers, School Advisory Council meetings.

Person Responsible

Tony Arena

Schedule

Quarterly, from 9/20/2016 to 5/26/2017

Evidence of Completion

Review of student data (including academic and behavioral), walkthrough and observation data, PD sign in sheets, parent engagement sign-in sheets

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

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

Person Responsible

Tony Arena

Schedule

Quarterly, from 10/10/2016 to 5/26/2017

Evidence of Completion

Review of student data (including academic and behavioral), walkthrough and observation data, PD sign in sheets, parent engagement sign-in sheets

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.MA1 🔑 M322610	Instructional Leadership Team Meetings, Literacy Team meetings, PLCs, and SAC meetings to analyze...	Arena, Tony	10/10/2016	Meeting notes and data reports documenting progress towards our targets and stated goal.	5/26/2017 monthly
G1.B1.S1.MA1 🔑 M322608	Data comparisons from quarter to quarter and from year to year for whole school and by individual...	Arena, Tony	10/10/2016	Review of student data (including academic and behavioral), walkthrough and observation data, PD sign in sheets, parent engagement sign-in sheets	5/26/2017 quarterly
G1.B1.S1.MA1 🔑 M322609	Instructional Leadership Team Meetings, Literacy Team Meetings, PLCs, Faculty Meetings, 1:1 data...	Arena, Tony	9/20/2016	Review of student data (including academic and behavioral), walkthrough and observation data, PD sign in sheets, parent engagement sign-in sheets	5/26/2017 quarterly
G1.B1.S1.A1 🔑 A312964	Teachers will scan room and note when students are not engaged and take overt action to re-engage...	Arena, Tony	10/10/2016	Review of SCPS Instructional Model Observation Data, student class grades, point sheets, and 9 week test results.	5/26/2017 quarterly
G1.B1.S1.A2 🔑 A312965	To increase student engagement and motivation, teachers will develop an awareness of student...	Arena, Tony	10/10/2016	Review of SCPS Instructional Model Observation Data, student class grades, point sheets, and 9 week test results.	5/26/2017 quarterly
G1.B1.S1.A3 🔑 A312966	Teachers will implement a Blended Learning Model in their classrooms, which includes: small group...	Arena, Tony	10/10/2016	Review of SCPS Instructional Model Observation Data, student class grades, point sheets, and 9 week test results.	5/26/2017 daily
G1.B1.S1.A4 🔑 A312967	To offer parent involvement opportunities to model strategies for parents to better support,...	Arena, Tony	10/10/2016	Parent sign-in sheets at events, results of surveys, 5 Essentials results	5/26/2017 quarterly
G1.B1.S1.A5 🔑 A312968	Teachers and students will track progress and celebrate student success. Teachers will receive PD...	Arena, Tony	10/10/2016	Daily point sheets and PBS Level System, quarterly grades, student data binders, honor roll, perfect attendance, 9 week assessments, gains in I-Ready Data	5/26/2017 daily

V. Professional Development Opportunities

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

G1. Teachers will build positive working relationships with their students in order to effectively implement lessons and maintain high levels of engagement. Teachers will utilize high yield strategies to increase rigor and provide actionable and measurable feedback. Students will track and self-monitor their progress with teacher support. The desired outcome will lead to an increase in the percentage of students making learning gains on ELA-FSA and Math-FSA.

G1.B1 A. Student engagement and motivation B. Teachers require training on how to teach and help students gain skills in consciously regulating their actions, which in turn leads to increased control and problem solving abilities. This will help to increase student engagement and motivation.

G1.B1.S1 Teachers will utilize high yield strategies and build and maintain positive relationships with students to improve engagement and motivation in order to increase achievement and learning gains.

PD Opportunity 1

Teachers will scan room and note when students are not engaged and take overt action to re-engage learners. Teachers will manage response rates, use physical movement in class, and facilitate academic games along with cooperative learning to promote higher levels of engagement. Students will earn behavior points for being on task and participation.

Facilitator

Tony Arena

Participants

Classroom Teachers

Schedule

Quarterly, from 10/10/2016 to 5/26/2017

PD Opportunity 2

Teachers and students will track progress and celebrate student success. Teachers will receive PD on Interactive Notebooks.

Facilitator

Tony Arena

Participants

Instructional Staff

Schedule

Daily, from 10/10/2016 to 5/26/2017

VI. Technical Assistance Items

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

G1. Teachers will build positive working relationships with their students in order to effectively implement lessons and maintain high levels of engagement. Teachers will utilize high yield strategies to increase rigor and provide actionable and measurable feedback. Students will track and self-monitor their progress with teacher support. The desired outcome will lead to an increase in the percentage of students making learning gains on ELA-FSA and Math-FSA.

G1.B1 A. Student engagement and motivation B. Teachers require training on how to teach and help students gain skills in consciously regulating their actions, which in turn leads to increased control and problem solving abilities. This will help to increase student engagement and motivation.

G1.B1.S1 Teachers will utilize high yield strategies and build and maintain positive relationships with students to improve engagement and motivation in order to increase achievement and learning gains.

TA Opportunity 1

To increase student engagement and motivation, teachers will develop an awareness of student interests and connect their interest with class content when appropriate. When making these connections, the teacher will be encouraging and display interest. All staff will participate in seven sessions of professional development on culturally relevant teaching.

Facilitator

Tony Arena

Participants

Classroom Teachers, Guidance Counselors, Paraprofessionals

Schedule

Quarterly, from 10/10/2016 to 5/26/2017

TA Opportunity 2

Teachers will implement a Blended Learning Model in their classrooms, which includes: small group directed instruction, cooperative learning, learning stations, student choice, and technology when appropriate to build skills and enhance learning. All instructional staff will receive a copy of Will Richardson's book entitled: From Master Teacher to Master Learner.

Facilitator

Tony Arena

Participants

Instructional Staff

Schedule

Daily, from 10/10/2016 to 5/26/2017

TA Opportunity 3

To offer parent involvement opportunities to model strategies for parents to better support, engage, and motivate their child at home and school. Parent input will be sought at these events on school improvement concerns. This will include setting time aside for parents, students, and teachers to complete the 5 Essentials Survey.

Facilitator

Tony Arena

Participants

Parents, Students, Teachers

Schedule

Quarterly, from 10/10/2016 to 5/26/2017

		VII. Budget				
1	G1.B1.S1.A1	Teachers will scan room and note when students are not engaged and take overt action to re-engage learners. Teachers will manage response rates, use physical movement in class, and facilitate academic games along with cooperative learning to promote higher levels of engagement. Students will earn behavior points for being on task and participation.				$0.00
2	G1.B1.S1.A2	To increase student engagement and motivation, teachers will develop an awareness of student interests and connect their interest with class content when appropriate. When making these connections, the teacher will be encouraging and display interest. All staff will participate in seven sessions of professional development on culturally relevant teaching.				$0.00
3	G1.B1.S1.A3	Teachers will implement a Blended Learning Model in their classrooms, which includes: small group directed instruction, cooperative learning, learning stations, student choice, and technology when appropriate to build skills and enhance learning. All instructional staff will receive a copy of Will Richardson's book entitled: From Master Teacher to Master Learner.				$271.32
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0311 - Endeavor School	General Fund		$271.32
			Notes: Purchased with 2015-16 PD Funds			
4	G1.B1.S1.A4	To offer parent involvement opportunities to model strategies for parents to better support, engage, and motivate their child at home and school. Parent input will be sought at these events on school improvement concerns. This will include setting time aside for parents, students, and teachers to complete the 5 Essentials Survey.				$2,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6150	590-Other Materials and Supplies	0311 - Endeavor School	Title I, Part A		$1,000.00
			Notes: Title I Family Engagement Training and Activities			

	6150	570-Food	0311 - Endeavor School	Title I, Part A		$1,500.00
			Notes: Title I Family Engagement Training and Activities			
5	G1.B1.S1.A5	**Teachers and students will track progress and celebrate student success. Teachers will receive PD on Interactive Notebooks.**				**$75.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0311 - Endeavor School	General Fund		$75.00
			Notes: Cover substitute expense for PD trainer from within SCPS			
					Total:	$2,846.32