Hernando County School District

Endeavor Academy

2017-18 Schoolwide Improvement Plan

Endeavor Academy

14063 KEN AUSTIN PKWY, Brooksville, FL 34613

www.edline.net/pages/hcsb_star

School Demographics

School Type and Grades Served (per MSID File)	**2016-17 Title I School**	**2016-17 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 6-12	No	91%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
Alternative Education	No	40%

School Grades History

Year

Grade

School Board Approval

This plan was approved by the Hernando County School Board on 1/9/2018.

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 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 <u>section 1008.33, Florida Statutes,</u> 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 two 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 <u>Rule 6A-1.099811, Florida Administrative Code:</u>

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- <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.

2017-18 DA Category and Statuses for Endeavor Academy

DA Region and RED	DA Category and Turnaround Status
Central - <u>Lucinda Thompson</u>	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 create a safe, caring and structured environment for at-risk students. Students are empowered to take responsibility for their social, behavioral and academic goals.

b. Provide the school's vision statement.

To develop a "new" beginning for at-risk students aimed at success. "Vita Nova"

2. School Environment

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

Due to the diverse population of Endeavor Academy, students come to the school through various avenues. Students are placed at Endeavor Academy through either the District Intervention Committee, in lieu of Expulsion, or placed by the court system. Each student has an orientation meeting with staff to learn about the program completion requirements.

Discovery over-age middle school academy is an additional program added to Endeavor Academy to provide an opportunity for remediation, recovery and acceleration for students who have been retained one or more years behind their kindergarten cohort class,

Discovery High School academy is an additional program added to Endeavor Academy to provide an opportunity for remediation, recovery and acceleration for high school students who are behind in credits and are in danger of not graduating with their kindergarten cohort class,

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

Endeavor Academy has a full time Student Resource Officer on staff. Unlike the traditional school, Endeavor employs two full time Violence Prevention workers to address any safety concerns that may arise during the school day. Students never travel the campus unsupervised to ensure a safe environment.
Endeavor has no extra-curricular activities at this time after traditional school hours.

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.

Students enrolled in Endeavor Academy participate in a behavior modification/PBS point system in which they earn daily points to support positive behavior, high academic achievement, and an acceptable attendance rate. The daily points are recorded to track each student's progress which determines their ability to transition back to their zoned school. The points are set up into clear categories that all students, teachers, and staff can follow. These expectations are posted throughout the campus for students, and staff to reference.

Violence Prevention workers are employed to assist with disruptive students.

Students in the Discovery Programs are not part of the behavior modification component, but are tracked solely on academic progress that specifically catered to their academic needs.

Staff receive training in understanding the system currently in place. Staff will also participate in district provided training designed to assist with addressing the needs of at-risk-students.

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.

All Endeavor students including students in the Discovery program have the opportunity to meet with the Certified School Counselor to discuss any personal and/or academic issues that may arise. Other counselors, such as the school Social Worker, school Psychologist, Drug Counselors and Behavior Specialists visit the school on a regular basis. Community partners such as the Hernando County Health Dept., as well as the Dept. of Juvenile Justice provide small group sessions for anger management, building healthy relationships, and information on life skills and health and wellness.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

Endeavor Academy utilizes Performance Matters, RtiB, Edline and TERMS to track students.
The at-risk indicators for high school students include : attendance, discipline referrals, coursework, state assessment performance, GPA, and credits.
The at-risk indicators for middle school students include : attendance, discipline referrals, coursework and state assessment performance.

Due to the transient population of the students enrolled in Endeavor Academy, accurate Early Warning Data cannot be collected.

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	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	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	0	0	0	0	0	0	

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

Child Study Team meetings address student truancy. Edgenuity credit recovery courses are available for students who are academically deficient. The behavior modification system requires a "C" or better in every class which is required for each student to return to their zoned school. Teachers contact the parents of students who fall below a 70%.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?
No

1. PFEP Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

All parents and students at Endeavor Academy attend an intake meeting with an administrator and/or violence prevention worker. Students are given expectations and introduced to the behavior modification/PBS system in place at Endeavor Academy.
Parents and students are invited to attend open house events throughout the year to meet with teachers and administration.
Due to the computerized online model implemented at both academies, progress reports are emailed to parents t weekly via the Edgenuity program.
All parents and students in the Discovery programs participate in a one on one orientation meeting with an administrator or school counselor. Students are given expectations and a academic plan is developed for each student.
Parents and students are invited to attend open house each quarter to review student progress.

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.

Endeavor Academy has partnered with local organizations such as the Hernando County Sheriff's Office, the Division of Juvenile Justice, and the Hernando County Health Department to provide counseling and support for students to be successful in and out of the classroom.

C. Effective Leadership

1. School Leadership Team

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

Name	Title
Crognale, Steve	Principal
Webster, Kimberly	Teacher, K-12
Arey, Erin	Teacher, K-12
Green, Royce	Teacher, K-12
Napier, Alan	Teacher, K-12
Odachowski, Greg	Teacher, K-12
Vasquez, Nancy	Teacher, K-12
Crisp, Aimee	Teacher, K-12
Brown, Calvin	Dean
Hoblit, Tiffany	Other

b. Duties

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

The school-based leadership team comprises of the school principal, instructional staff, and the teacher on special assignment. (Note that Endeavor Academy does not have an assistant principal like those found at traditional school settings.) Due to the nature of the school's size and population served, the duties of the members varies based on the project and area of focus. Two of the instructional members facilitate the weekly PLC meetings for the instructional staff on various professional development tools and lesson studies. All instructional staff monitor and implement the information for the behavior modification point card system as well as conduct parent contact on student academic progress. The instructional staff also collects data on academic matters related to the Florida Standards and through the PLC's aligns their curricula with the standards. The teacher on special assignment gathers and monitors point card information and then conduct meetings with the students to discuss point card status. The assessment teacher provides the staff with data for state assessment projections and assists with data collection. Analysis of student academic progression, assessment data, and seeking trends is the responsibility of the entire leadership team.

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.

The need for various counseling services is a necessity since many of Endeavor Academy students have been assigned based on their behavioral issues. The school social worker provides weekly anger management sessions for the students identified with the need population. With further analysis of the data, the leadership team has the ability to identify any additional needs based on student population. Additional needs include, but are not limited to assisting students that are missing academic credits, as well as addressing the needs of students who are two or more years behind their cohort class. The principal is ultimately responsible for making the decision on how to allocate resources based on the input from data analysis meetings and from coordinating the leadership and SAC meetings in which some financial decisions are drawn from.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Stephen Crognale	Principal
Kimberly Webster	Teacher
Renee Sedlack	Business/Community
John Sedlack	Business/Community

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

The SAC reviewed the goals and strategies for last year's School Improvement Plan. Goals were modified based on the effectiveness and appropriateness of the plan.

b. Development of this school improvement plan

The SAC provides feedback on the goals and strategies indicated in the School Improvement Plan. Throughout the year progress reports will be given to the SAC for discussion and review.

c. Preparation of the school's annual budget and plan

Account #
Amount
Explanation/Justification
Supplies
110.5100.510.0331.584
9600.00
16 Teachers: We supply all classroom materials for students. Pencils, pens, notebooks folders etc.
Postage
110.5100.371.0331.584
600.00
All mailings: letters to parents, discipline referrals mailed home, report cards, increased parent communication w/progress reports
Clinic Supplies
110.6130.510.0331.584
500.00
Band Aides, first aid etc.
Rentals
110.7300.360.0331.584
450.00
Zephyrhills water cooler
Administration/office Supplies
110.7300.510.0331.584
1000.00
All consumables for office staff
Printing
110.5100.510.0331.584.5111
750.00
Point cards, toner for teachers and administration

Repairs and or parts
110.7900.350/550.0331.584
0.00
Cost for repairing equipment:
leaf blower, pressure washer, vacuum, floor scrubbers, shop vac
Total 12.900.00

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

N/A

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
Webster, Kimberly	Teacher, K-12
Brown, Calvin	Dean
Napier, Alan	Teacher, K-12
Green, Royce	Teacher, K-12
Vasquez, Nancy	Teacher, K-12
Crisp, Aimee	Teacher, K-12

b. Duties

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

The LLT helps to promote literacy by focusing on improving reading comprehension skills as well as writing skills for all students at Endeavor Academy. The LLT confers with the faculty to familiarize them with the new FSA ELA testing.

D. Public and Collaborative Teaching
The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

Faculty participates in weekly PLC meetings focusing on the various resources available to target the main indicators for at risk students. PLC's will include a focus on addressing the needs of students with behavior issues and lesson planning and implementation of instructional strategies designed to increase student engagement and academic rigor.

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

To recruit and retain highly qualified teachers at Endeavor/Discovery Academy, open positions will be posted internally through the District employment opportunity website. Detailed interviews are conducted to assure potential employees are of high quality. If no internal candidates apply, then the position will be opened to the public and only highly qualified individuals will be interviewed.

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

There are currently five new teachers at Endeavor/Discovery Academy, including three first year teachers, and one new lab manager. We are following the district guidelines for the mentoring program of new teachers. The new teacher is aligned with a CET trained teacher as assigned by the county.

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.

Due to the online model implemented in all academies, the Edgenuity program curriculum has been aligned to the Florida Standards and follows the county pacing guides.

Classroom walkthroughs performed by the principal will provide feedback on these components.

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.

All teachers are proficient in the use of Performance Matters and TERMS to determine student deficiencies/proficiencies. Due to the small class sizes at Endeavor/Discovery Academy, students are afforded smaller group instruction with the classroom instructor to assist with learning divides and completion of assignments and preparation for state assessments. Students are also given the opportunity to do grade recovery using the district approved Edgenuity program.

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: Extended School Day
Minutes added to school year:

N/A

Strategy Rationale

N/A

Strategy Purpose(s)
""

Person(s) responsible for monitoring implementation of the strategy

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

N/A

2. Student Transition and Readiness

a. PreK-12 Transition
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, §
1114(b)(7)(A)(iii)(V).

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

All students go through an orientation upon enrollment where they are introduced to the rules, and procedures as well as the behavior point system that is in place at Endeavor Academy.
Students' progress is tracked weekly to make students and teachers aware of any individuals who may be in danger of not transitioning back to their zoned school.
At the end of every semester, all Endeavor student data is reviewed to determine students that have successfully met all requirements of the behavior modification point system which would allow them to exit the program.

Discovery middle school students upon completion of necessary coursework to be promoted to high school will transition into their zoned high school at the end of the year.

Discovery high school students upon completion of necessary course recovery will transition back to their zoned school.

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.

The students at Endeavor/Discovery Academy will have the ability to attend field trips to local colleges and universities, such as Pasco Hernando State College.

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

Due to the small size of Endeavor Academy, and the constant transition of students entering and exiting the program, there are currently no certification programs available.

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

Due to the small size of Endeavor Academy, and the constant transition of students entering and exiting the program, there are currently no integrated and technical education courses available

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.

Endeavor Academy offers online instruction through the Edgenuity program for core classes. High school students who are in need of elective credits participate through virtual school. All students who are in need of credit recovery have the ability to make up courses through Edgenuity as well.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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. To decrease the number of students with 10% or more days absent from school while in attendance at Endeavor Academy.

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. To decrease the number of students with 10% or more days absent from school while in attendance at Endeavor Academy. 1a

🔍 G099373

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90%	50.0

Targeted Barriers to Achieving the Goal 3

- Motivation of students to enjoy coming to school for educational purposes.

- Students transition into Endeavor Academy throughout the school year with excessive absences from their zoned school as well as during the transition period.

- Social-emotional and behavioral issues in the students' personal lives often impact the students' attendance.

Resources Available to Help Reduce or Eliminate the Barriers 2

- School staff including the SBLT, Violence Prevention workers, and the School Resource officer.

- District support staff such as the school social worker and child psychologist.

- Community support such as the Dawn Center.

- School support staff such as secretaries.

Plan to Monitor Progress Toward G1. 8

Attendance data will be collected and reviewed through out the year.

Person Responsible
Calvin Brown

Schedule
Monthly, from 9/1/2017 to 5/31/2018

Evidence of Completion
Evidence of success would be the percentage of students eligible to attend monthly PBS awards. This data will be monitored and compared from month to month to show if the percentage of students eligible to attend has increased. Success of the strategy would then be determined by the number of students who are eligible to transition back to their zoned schools at the end of every semester.

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. To decrease the number of students with 10% or more days absent from school while in attendance at Endeavor Academy. `1`

🔑 G099373

G1.B1 Motivation of students to enjoy coming to school for educational purposes. `2`

🔑 B267621

G1.B1.S1 Encourage and motivate students to attend school and do their best by utilizing the PBS rewards system. `4`

🔑 S283525

Strategy Rationale

If students are motivated to attend school, then they are more likely to have success in the classroom.

Action Step 1 `5`

Students' attendance will be tracked through TERMS.

Person Responsible

Calvin Brown

Schedule

Monthly, from 9/1/2017 to 5/31/2018

Evidence of Completion

Attendance reports will be run from TERMS and placed into a spreadsheet to calculate attendance percentages.

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

In order to monitor fidelity, attendance data will be collected and reviewed monthly.

Person Responsible

Calvin Brown

Schedule

Monthly, from 9/1/2017 to 5/31/2018

Evidence of Completion

The administrative team will review attendance data reports.

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

Attendance data will be collected and reviewed to determine the effectiveness of the PBS reward.

Person Responsible

Calvin Brown

Schedule

Monthly, from 9/1/2017 to 5/31/2018

Evidence of Completion

The leadership team will review the attendance data to ensure strategies are effective.

G1.B2 Students transition into Endeavor Academy throughout the school year with excessive absences from their zoned school as well as during the transition period. [2]

🔍 B267622

G1.B2.S1 Child Study Team meetings are held to identify truant students. [4]

🔍 S283526

Strategy Rationale

To address excessive absences which are impacting academic progress.

Action Step 1 [5]

Parents and an administrative representative conduct truancy hearings.

Person Responsible

Carmen Otero

Schedule

Monthly, from 9/1/2017 to 5/31/2018

Evidence of Completion

Reduction of absences after truancy meeting shall become evident.

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

Teachers will complete student progress monitoring sheets prior to truancy hearings.

Person Responsible

Carmen Otero

Schedule

Monthly, from 9/1/2017 to 5/31/2018

Evidence of Completion

The collection of the pre-truancy hearing progress monitoring sheets.

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

Attendance reports will reflect the reduction of absences.

Person Responsible

Carmen Otero

Schedule

Monthly, from 9/1/2017 to 5/31/2018

Evidence of Completion

Student absences will decrease.

G1.B3 Social-emotional and behavioral issues in the students' personal lives often impact the students' attendance. `2`

🔑 B267623

G1.B3.S1 There are several support staff members on campus daily who help students deal/cope with social-emotional issues. Outside agencies also come in to provide counseling and support for identified groups of students. `4`

🔑 S283527

Strategy Rationale

Providing students with a support system and teaching them coping skills is effective when it is aligned with social emotional issues. Several of the programs and techniques used are data based and shown to have a high success rate with at-risk populations.

Action Step 1 `5`

Counseling program is implemented school wide.

Person Responsible

Carmen Otero

Schedule

Weekly, from 9/1/2017 to 5/31/2018

Evidence of Completion

Collection and analysis of daily point cards used for rank progression.

Plan to Monitor Fidelity of Implementation of G1.B3.S1 `6`

In order to monitor fidelity of the implementation of the programs data will be reviewed monthly through RTI/PBS committee meetings and data chats

Person Responsible

Calvin Brown

Schedule

Monthly, from 9/1/2017 to 5/31/2018

Evidence of Completion

The advancement of students through the behavior points system.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 `7`

Behavioral point data will be collected and reviewed by the RTI/PBS committee to determine the effectiveness of the program.

Person Responsible

Calvin Brown

Schedule

Monthly, from 9/1/2017 to 5/31/2018

Evidence of Completion

The RTI/PBS team along with the leadership team will review the student success rates to determine the effectiveness of the strategy.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.MA1 🔑 M416513	Attendance data will be collected and reviewed through out the year.	Brown, Calvin	9/1/2017	Evidence of success would be the percentage of students eligible to attend monthly PBS awards. This data will be monitored and compared from month to month to show if the percentage of students eligible to attend has increased. Success of the strategy would then be determined by the number of students who are eligible to transition back to their zoned schools at the end of every semester.	5/31/2018 monthly
G1.B1.S1.MA1 🔑 M416507	Attendance data will be collected and reviewed to determine the effectiveness of the PBS reward.	Brown, Calvin	9/1/2017	The leadership team will review the attendance data to ensure strategies are effective.	5/31/2018 monthly
G1.B1.S1.MA1 🔑 M416508	In order to monitor fidelity, attendance data will be collected and reviewed monthly.	Brown, Calvin	9/1/2017	The administrative team will review attendance data reports.	5/31/2018 monthly
G1.B1.S1.A1 🔑 A382760	Students' attendance will be tracked through TERMS.	Brown, Calvin	9/1/2017	Attendance reports will be run from TERMS and placed into a spreadsheet to calculate attendance percentages.	5/31/2018 monthly
G1.B2.S1.MA1 🔑 M416509	Attendance reports will reflect the reduction of absences.	Otero, Carmen	9/1/2017	Student absences will decrease.	5/31/2018 monthly
G1.B2.S1.MA1 🔑 M416510	Teachers will complete student progress monitoring sheets prior to truancy hearings.	Otero, Carmen	9/1/2017	The collection of the pre-truancy hearing progress monitoring sheets.	5/31/2018 monthly
G1.B2.S1.A1 🔑 A382761	Parents and an administrative representative conduct truancy hearings.	Otero, Carmen	9/1/2017	Reduction of absences after truancy meeting shall become evident.	5/31/2018 monthly
G1.B3.S1.MA1 🔑 M416511	Behavioral point data will be collected and reviewed by the RTI/PBS committee to determine the...	Brown, Calvin	9/1/2017	The RTI/PBS team along with the leadership team will review the student success rates to determine the effectiveness of the strategy.	5/31/2018 monthly
G1.B3.S1.MA1 🔑 M416512	In order to monitor fidelity of the implementation of the programs data will be reviewed monthly...	Brown, Calvin	9/1/2017	The advancement of students through the behavior points system.	5/31/2018 monthly
G1.B3.S1.A1 🔑 A382762	Counseling program is implemented school wide.	Otero, Carmen	9/1/2017	Collection and analysis of daily point cards used for rank progression.	5/31/2018 weekly

V. Professional Development Opportunities

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

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Students' attendance will be tracked through TERMS.	$0.00
2	G1.B2.S1.A1	Parents and an administrative representative conduct truancy hearings.	$0.00
3	G1.B3.S1.A1	Counseling program is implemented school wide.	$0.00
		Total:	$0.00