Endeavor Academy

2018-19 Schoolwide Improvement Plan

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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)	**2017-18 Title I School**	**2017-18 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 6-12	No	100%

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 is pending approval by the Hernando County School Board.

SIP Authority

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.

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. 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: School Information

School Mission and Vision

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.

Provide the school's vision statement.

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

School Leadership Team

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
Brown, Calvin	Dean
Hoblit, Tiffany	Teacher, K-12
Crisp, Aimee	Teacher, K-12
Seroski, Keri	School Counselor

Duties

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 vary 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 conducts 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.

Early Warning Systems

Year 2017-18

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	16	36	14	9	3	6	0	84
One or more suspensions	0	0	0	0	0	0	10	8	4	9	4	3	0	38
Course failure in ELA or Math	0	0	0	0	0	0	4	3	7	3	0	4	0	21
Level 1 on statewide assessment	0	0	0	0	0	0	20	26	5	4	2	6	0	63

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	18	38	15	11	6	10	0	98

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	6	4	12	0	0	0	0	22
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected

Thursday 9/27/2018

Year 2016-17 - As Reported

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	

Year 2016-17 - Updated

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		
One or more suspensions	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		
Level 1 on statewide assessment	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		

Part II: Needs Assessment/Analysis

Assessment & Analysis
Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Students who have attendance below 90%. This is a common trend in an alternative setting.

Which data component showed the greatest decline from prior year?

There is no data from the previous year.

Which data component had the biggest gap when compared to the state average?

N/A

Which data component showed the most improvement? Is this a trend?

There is no data from the previous year.

Describe the actions or changes that led to the improvement in this area.

N/A

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	0%	48%	56%	0%	44%	52%
ELA Learning Gains	0%	48%	53%	0%	37%	46%
ELA Lowest 25th Percentile	0%	39%	44%	0%	26%	38%
Math Achievement	0%	47%	51%	0%	45%	43%
Math Learning Gains	0%	43%	48%	0%	40%	39%
Math Lowest 25th Percentile	0%	40%	45%	0%	33%	38%
Science Achievement	0%	58%	67%	0%	64%	65%
Social Studies Achievement	0%	68%	71%	0%	71%	69%

EWS Indicators as Input Earlier in the Survey								
Indicator	Grade Level (prior year reported)							Total
	6	7	8	9	10	11	12	
Attendance below 90 percent	16 (0)	36 (0)	14 (0)	9 (0)	3 (0)	6 (0)	0 (0)	84 (0)
One or more suspensions	10 (0)	8 (0)	4 (0)	9 (0)	4 (0)	3 (0)	0 (0)	38 (0)
Course failure in ELA or Math	4 (0)	3 (0)	7 (0)	3 (0)	0 (0)	4 (0)	0 (0)	21 (0)
Level 1 on statewide assessment	20 (0)	26 (0)	5 (0)	4 (0)	2 (0)	6 (0)	0 (0)	63 (0)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	0%	53%	-53%	52%	-52%
	2017	0%	52%	-52%	52%	-52%
Same Grade Comparison		0%				
Cohort Comparison						
07	2018	0%	51%	-51%	51%	-51%
	2017	0%	51%	-51%	52%	-52%
Same Grade Comparison		0%				
Cohort Comparison		0%				
08	2018	5%	54%	-49%	58%	-53%
	2017	11%	49%	-38%	55%	-44%
Same Grade Comparison		-6%				
Cohort Comparison		5%				
09	2018	11%	50%	-39%	53%	-42%
	2017	0%	46%	-46%	52%	-52%
Same Grade Comparison		11%				
Cohort Comparison		0%				

ELA							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2018	0%	48%	-48%	53%	-53%
	2017	0%	42%	-42%	50%	-50%
Same Grade Comparison		0%				
Cohort Comparison		0%				

MATH							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	0%	53%	-53%	52%	-52%
	2017	0%	53%	-53%	51%	-51%
Same Grade Comparison		0%				
Cohort Comparison						
07	2018	8%	63%	-55%	54%	-46%
	2017	0%	61%	-61%	53%	-53%
Same Grade Comparison		8%				
Cohort Comparison		8%				
08	2018	2%	53%	-51%	45%	-43%
	2017	8%	53%	-45%	46%	-38%
Same Grade Comparison		-6%				
Cohort Comparison		2%				

SCIENCE							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2018	17%	56%	-39%	50%	-33%
	2017					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	0%	58%	-58%	65%	-65%
2017	0%	67%	-67%	63%	-63%
Compare	0%				

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	38%	74%	-36%	71%	-33%
2017	36%	76%	-40%	69%	-33%
Compare	2%				

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	54%	68%	-14%	68%	-14%
2017	0%	69%	-69%	67%	-67%
Compare		54%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	19%	62%	-43%	62%	-43%
2017	13%	59%	-46%	60%	-47%
Compare		6%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	0%	45%	-45%	56%	-56%
2017	0%	50%	-50%	53%	-53%
Compare		0%			

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	Attendance rate.
Rationale	To decrease the number of students with 10% or more days absent from school while in attendance at Endeavor Academy
Intended Outcome	To increase the number of students who have 90% attendance.
Point Person	Calvin Brown (brown_c2@hcsb.k12.fl.us)
Action Step	
Description	Attendance secretary will track student attendance through TERMS daily. Any student that is absent will receive a call home from the attendance secretary. Attendance reports will be run from TERMS and placed into a spreadsheet to calculate attendance percentages. Child Study Team meetings will be held to identify truant students and to address excessive absences which are impacting academic progress. Encourage and motivate students to attend school and do their best by utilizing the PBS rewards system All students who have maintained 90% or higher each month will be eligible to participate in the PBS reward for that month.
Person Responsible	Calvin Brown (brown_c2@hcsb.k12.fl.us)
Plan to Monitor Effectiveness	
Description	Attendance data will be collected and reviewed monthly. The administrative team will review attendance data reports. The leadership team will review the attendance data to ensure strategies are effective. Attendance data will be collected and reviewed to determine the effectiveness of the PB reward system. 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.
Person Responsible	Calvin Brown (brown_c2@hcsb.k12.fl.us)

Part V: Budget

Total:	**$0.00**