Endeavor School

2020-21 Schoolwide Improvement Plan

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Endeavor School

3010 OLD LAKE MARY RD, Lake Mary, FL 32746

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

Demographics

Principal: Paul Harshman   Start Date for this Principal: 7/1/2017

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-12
Primary Service Type (per MSID File)	Special Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	72%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Economically Disadvantaged Students*
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan was approved by the Seminole County School Board on 10/27/2020.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School KG-12	Yes	%

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

School Grades History

Year

Grade

School Board Approval

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SIP Authority

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

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

Name	Title	Job Duties and Responsibilities
Harshman, Paul	Principal	Principal - Endeavor - Upper (7-12) and Hopper - Lower (K-6) Houses
Russo, Grace	Assistant Principal	Assistant Principal - Hopper - Lower House (K-6)
Curran, Carissa	Assistant Principal	Assistant Principal - Endeavor - Upper House (7-12)
Merthie, Tamicka	Teacher, ESE	Curriculum/Department Chair Endeavor (7-12)
Whyte, Regina	School Counselor	Mental Health and Guidance Counseling, Individual Education Plans, Behavior Intervention Plans, Evaluations
Williamson, Hanna	Teacher, ESE	Curriculum Leader

Demographic Information

Principal start date
Saturday 7/1/2017, Paul Harshman

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
2

Total number of teacher positions allocated to the school
13

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-12
Primary Service Type (per MSID File)	Special Education
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2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	[LaShawn Russ-Porterfield](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	8	6	7	11	5	7	44
Attendance below 90 percent	0	0	0	0	0	0	0	2	2	0	0	0	0	4
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	1	1	2	0	0	4
Course failure in Math	0	0	0	0	0	0	0	0	2	4	4	0	0	10
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	4	3	6	10	3	5	31
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	4	4	6	6	0	0	20

The number of students with two or more early warning indicators:

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

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	0	2	3	4	7	3	3	22
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated
Friday 8/21/2020

Prior Year - 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	
Number of students enrolled	0	0	0	0	0	0	0	5	7	9	7	5	3	36
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	2	5	2	1	0	0	10
Level 1 on statewide assessment	0	0	0	0	0	0	0	2	6	8	4	2	1	23

The number of students with two or more early warning indicators:

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

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	0	3	4	6	4	2	2	21
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Prior Year - 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**	
Number of students enrolled	0	0	0	0	0	0	0	5	7	9	7	5	3	36
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	2	5	2	1	0	0	10
Level 1 on statewide assessment	0	0	0	0	0	0	0	2	6	8	4	2	1	23

The number of students with two or more early warning indicators:

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

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	0	3	4	6	4	2	2	21
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	0%	77%	61%	0%	83%	57%
ELA Learning Gains	0%	65%	59%	0%	70%	57%
ELA Lowest 25th Percentile	0%	62%	54%	0%	63%	51%
Math Achievement	0%	81%	62%	0%	75%	58%
Math Learning Gains	0%	69%	59%	0%	65%	56%
Math Lowest 25th Percentile	0%	67%	52%	0%	62%	50%
Science Achievement	0%	76%	56%	0%	78%	53%
Social Studies Achievement	0%	86%	78%	0%	86%	75%

Indicator	Grade Level (prior year reported)													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

EWS Indicators as Input Earlier in the Survey

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
03	2019					
	2018					
Cohort Comparison						
04	2019					
	2018					
Cohort Comparison		0%				
05	2019					
	2018					
Cohort Comparison		0%				
06	2019					
	2018	0%	56%	-56%	52%	-52%
Cohort Comparison		0%				
07	2019	0%	58%	-58%	52%	-52%
	2018	0%	56%	-56%	51%	-51%
Same Grade Comparison		0%				
Cohort Comparison		0%				
08	2019	0%	61%	-61%	56%	-56%
	2018	0%	63%	-63%	58%	-58%
Same Grade Comparison		0%				
Cohort Comparison		0%				
09	2019	0%	61%	-61%	55%	-55%
	2018	0%	60%	-60%	53%	-53%
Same Grade Comparison		0%				
Cohort Comparison		0%				
10	2019	0%	61%	-61%	53%	-53%
	2018	0%	60%	-60%	53%	-53%
Same Grade Comparison		0%				
Cohort Comparison		0%				

MATH

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019					
	2018					

				MATH		
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison						
04	2019					
	2018					
Cohort Comparison		0%				
05	2019					
	2018					
Cohort Comparison		0%				
06	2019					
	2018	0%	59%	-59%	52%	-52%
Cohort Comparison		0%				
07	2019	0%	61%	-61%	54%	-54%
	2018	0%	62%	-62%	54%	-54%
Same Grade Comparison		0%				
Cohort Comparison		0%				
08	2019	0%	32%	-32%	46%	-46%
	2018	0%	46%	-46%	45%	-45%
Same Grade Comparison		0%				
Cohort Comparison		0%				

				SCIENCE		
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019					
	2018					
Cohort Comparison						
08	2019	0%	57%	-57%	48%	-48%
	2018	0%	58%	-58%	50%	-50%
Same Grade Comparison		0%				
Cohort Comparison		0%				

		BIOLOGY EOC			
Year	School	District	School Minus District	State	School Minus State
2019	0%	71%	-71%	67%	-67%
2018	0%	72%	-72%	65%	-65%
Compare	0%				
		CIVICS EOC			
Year	School	District	School Minus District	State	School Minus State
2019	0%	74%	-74%	71%	-71%
2018	0%	72%	-72%	71%	-71%
Compare	0%				

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	75%	-75%	70%	-70%
2018	0%	77%	-77%	68%	-68%
Compare		0%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	61%	-61%	61%	-61%
2018	0%	66%	-66%	62%	-62%
Compare		0%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	64%	-64%	57%	-57%
2018					

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	6	30			27						
FRL	7										
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

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index – All Students	16
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	

ESSA Federal Index	
Total Points Earned for the Federal Index	63
Total Components for the Federal Index	4
Percent Tested	95%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	16
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	

Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	7
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	2

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Endeavor School and Hopper Center are co-located ESE centers who serve students with emotional/ behavior disabilities many of whom are also economically disadvantaged. Endeavor School's Federal Percent of Points Index reflects deficiencies in achievement and learning gains for students with disabilities and economically disadvantaged students.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

N/A - No prior year data available.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

N/A - No prior year data available.

Which data component showed the most improvement? What new actions did your school take in this area?

N/A - No prior year data available.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Students scoring below level 3 on FSA ELA and Math.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Student owned progress monitoring
2. Student Performance Academic
3. Student Performance Behavioral
4. Attendance Monitoring
5. Emergency Protocols

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:	Endeavor School and Hopper Center are co-located ESE centers who serve students with emotional/behavior disabilities. Endeavor School's Federal Percent of Points Index reflects deficiencies in achievement and learning gains for students with disabilities.
Measurable Outcome:	Increase achievement and learning gains for students with disabilities.
Person responsible for monitoring outcome:	Paul Harshman (paul_harshman@scps.k12.fl.us)
Evidence-based Strategy:	Lessons aligned to Florida Standards at the appropriate level of complexity with ongoing feedback loop between leadership and teacher, students and teachers and student with students and PLC focused on data, instructional planning and student evidence of learning.
Rationale for Evidence-based Strategy:	Standards based lessons differentiated to meet the needs of these specific student groups and data driven deliberate action planning will improve achievement and learning gains for our students. This strategy is aligned to having high expectations for all learners and teachers.

Action Steps to Implement

1. Student owned progress monitoring
2. Provide teachers with ongoing instructional feedback resulting from regular classroom observations.
3. Provide ongoing professional development for all staff that focuses on the Art and Science of Teaching, Project based and high engagement learning, and instructional best practices.
4. Provide ongoing professional development that focuses on best practices for behavioral intervention and classroom management.
5. Facilitate Professional Learning Communities that focus on trauma informed care, restorative practices, and the effectiveness of intervention plans.
6. Explore, develop, and implement new technology to enhance instruction, engage students in academics, gather information, and communicate knowledge.

Person Responsible	Paul Harshman (paul_harshman@scps.k12.fl.us)

#2. ESSA Subgroup specifically relating to Economically Disadvantaged	
Area of Focus Description and Rationale:	Endeavor School and Hopper Center are co-located ESE centers who serve students with emotional/behavior disabilities many of whom are also economically disadvantaged. Endeavor School's Federal Percent of Points Index reflects deficiencies in achievement and learning gains for economically disadvantaged students.
Measurable Outcome:	Increase achievement and learning gains for economically disadvantaged students.
Person responsible for monitoring outcome:	Paul Harshman (paul_harshman@scps.k12.fl.us)
Evidence-based Strategy:	Lessons aligned to Florida Standards at the appropriate level of complexity with ongoing feedback loop between leadership and teacher,students and teachers and student with students and PLC focused on data, instructional planning and student evidence of learning.
Rationale for Evidence-based Strategy:	Standards based lessons differentiated to meet the needs of these specific student groups and data driven deliberate action planning will improve achievement and learning gains for our students. This strategy is aligned to having high expectations for all learners and teachers.

Action Steps to Implement

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5. Facilitate Professional Learning Communities that focus on trauma informed care, restorative practices, and the effectiveness of intervention plans.
6. Explore, develop, and implement new technology to enhance instruction, engage students in academics, gather information, and communicate knowledge.

Person Responsible	Paul Harshman (paul_harshman@scps.k12.fl.us)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

Endeavor School's Guidance Counselor and Social Workers monitor attendance for every student. Daily and weekly positive reinforcement is in place to recognize and reinforce student progress. Student performance in ELA and Math is consistently monitored throughout the year by teachers and administration. Any students that are level one in ELA or Math of the state assessment, or have failed, or are in jeopardy of failing, are provided the opportunities for extra intervention and support in the deficient areas.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

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 in SAC, (6) inviting families to attend meetings and participate in school related events, (7) using multiple genres of social networking, (8) advertising events through school communicators, (9) and numerous other out-reach strategies developed by school staff.

Parent Family and Engagement Plan (PFEP) Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.