Endeavor School

2014-15 School Improvement Plan

Endeavor School

3010 OLD LAKE MARY RD, Lake Mary, FL 32746

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

School Demographics

School Type	Title I	Free/Reduced Price Lunch
High	No	%

Alternative/ESE Center	Charter School	Minority
Yes	No	%

School Grades History

Year

Grade

School Board Approval

This plan was approved by the Seminole County School Board on 11/18/2014.

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

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

School Environment

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

Endeavor utilizes traditional methods of communications with parents and the community that include daily phone calls for attendance, regular phone calls to communicate changes in behavior and/or grades, Skyward Family Access, email correspondence, flyers with important information that is mailed and/or sent home with students, our school website and face-to-face interaction any time they are on campus. Endeavor also has begun using other forms of technology to communicate with parents through the use of EdModo which is an online module that allows teachers to communicate with parents on a more informal and direct level.

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

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

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

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

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

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

Early Warning Systems

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

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

Endeavor School has a Multi-Tiered System of Supports (MTSS) core problem solving team, comprised of members with expertise in academic and behavioral domains. The MTSS team utilizes the continuous problem solving process to identify students who are at-risk in academics and/or behavior and conducts root cause analysis to determine why the problem is occurring. The MTSS core problem solving team utilizes a student performance data management system to view aggregated student data. To aid in recognizing early school disengagement, the MTSS core problem solving team utilizes an early warning identification system and digitized response to intervention process. Student data are aggregated to form a predictive analytic risk score configuration, comprised of indicators that flag a student at risk of graduation (attendance, misconduct, course failure, mobility, grade point average, overage, and retention).
To identify at-risk students in compliance with 1001.42, F.S., we utilize an early warning identification report for middle school students. This report specifically identifies students having met two or more at-risk indicators (attendance below 90 percent, one or more in school or out of school suspensions, course failure in English Language Arts or Mathematics, and Level 1 score on statewide, standardized assessments in English Language Arts or Mathematics). In addition the report includes each student's early warning risk score. From this report, schools drill down on the student identification number to obtain more specified data in order to inform root cause analysis. Additionally from this report, schools schedule and monitor parent meeting invitations.
Endeavor uses continual communication between varies in school decision makers to effectively track and identify struggling students. As the IEP case manager, all homeroom teachers keep call logs and make daily home calls each time a student is absent. Academically, Endeavor uses curriculum reps to communicate student achievement between teachers in the classroom and administration as well as the instructional coach. Department heads are in constant contact with classroom teachers to facilitate appropriate skill development in both English Language Arts and mathematics. That data is then able to be viewed by all using DIscovery Ed which gives an accurate snap shot of continual progress. Students and parents are made aware of their progress by communication facilitated by academic notebooks kept by the students. This information acts as a warning system as it shows progress monitoring of both ELA and mathematics scores.

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

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

Indicator	Grade Level							Total
	6	**7**	**8**	**9**	**10**	**11**	**12**	
Attendance below 90 percent	0	2	5	5	1	1	2	16
One or more suspensions	0	0	1	0	1	0	0	2
Course failure in ELA or Math	0	0	0	0	0	0	0	
Level 1 on statewide assessment	5	10	15	16	2	3	3	54

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

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

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

Endeavor staff focus 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 also employees Discovery Education which gives progress monitoring assessments throughout the year for students who have or are at risk of failing state assessments. This data is collected and discussed with each student through effective communication of areas of strengths as well as areas of weakness. That data is then used to create lessons that specifically address areas of weakness while continuing to develop areas the student has shown progress towards mastery.

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

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress
Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?
No

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

Description

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 Parent Information Network, (4) ensuring students show evidence of "owning their data" and scheduling student led conferences as applicable, (5) inviting families to participate in SAC and PTSA Boards, (6) inviting families to attend PTSA meetings and 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) advertising events on school marquees, (9) and numerous other out-reach strategies developed by school staff. Endeavor utilizes the Skyward Family Access Portal with its families on a regular basis. The purpose

of the Skyward Family Access Portal is to communicate with parents regarding grades, attendance, and school events. Special announcements can be posted and emails can be sent out via the portal. It is important that we not only encourage parents to sign-up for this tool, but that we also encourage continual usage throughout the year. This technology helps to assist parents in monitoring their student's success and provides real-time updates of student progress. Families may gain access through completing appropriate paperwork and being verified at their school site. Additionally, Endeavor utilizes traditional methods of parent communication including the website, flyers, email, phone calls and in person interactions from parent-teacher conferences to IEP meetings to on campus events such as open house.

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

Teachers and administrators are continually involved in local events and often invited to participate in their community's celebrations. Administrators and teachers reach out to local businesses for participation in the school's business partners programs.
Endeavor uses the district policy to gain community partnerships that help us facilitate positive interaction between faculty and staff through effective reinforcers as motivation for effective behavior through our Positive Behavior Support system. The system of rewarding builds an effective environment where students can then focus on academic achievement. Our community partners work with our Administration and PBS team to provide reinforcers for appropriate behavior as well as academic achievements such as quarterly honor roll, perfect attendance, positive movement throughout the behavior system and state assessment achievements.

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

School Leadership Team

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

Name	Title
Loyd, Cathy	Principal
Pierce, Joshua	Other

Duties

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

The leadership team meets on a weekly basis to determine appropriate interventions to be implemented with individual students and/or sub-groups of students. The team also discusses strategies to utilize for implementation of the interventions. These interventions are on a continual evaluations including whether or not to continue, discontinue, or adjust to meet the needs of the students.

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 will coordinate Supplemental Academic Instruction and Exceptional Student Education 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. In addition, the school district coordinates IDEA 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.

Endeavor implements the SWIS (School Wide Information System) data management program that allows our Therapy Center to track all behaviors shown by students on campus. However, Endeavor's students are all classified as ESE; therefore, the process of MTSS is only for the Tier III or above behaviors. Additionally, instructional goals are evaluated using the Marzano iObservation system which is implemeted by Principal Cathy Loyd. Teachers also participate in Professional Learning Communities (PLC) where instructional goals and ideas are shared in a collaborative manner geared at maximum teamwork toward instructional goals.

School Advisory Council (SAC)

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

Name	Stakeholder Group
Curtis Thomas	Teacher
Luke Gabrovic	Education Support Employee
Cathy Loyd	Principal
Brett Marshall	Education Support Employee
LaTeisha Jackson	Teacher
Dasha Crowley	Student
Charlotte Bentley	Business/Community
Patricia Crowley	Parent
Sherrie Greenley	Parent
Michelle Lawrence	Business/Community
Cindy Oviedo	Parent
April Williams	Parent

Duties

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

Evaluation of last year's school improvement plan

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

Development of this school improvement plan

The SAC members participated in the development of the goals for the School Improvement Plan and budget.

Preparation of the school's annual budget and plan

SAC Committee members meet and discuss the annual budget and discuss how SAC funds should be utilized.

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

The use of School Improvement funds will be decided throughout the year. Each allocation will be presented and voted on by criteria within the SIP. Last year the SAC voted to utilize the SAC funds for the school store that provided incentives for all students which was part of the Positive Behavior Support School Wide Behavior Program.

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

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

Literacy Leadership Team (LLT)

Membership
Identify the name, email address and position title for each member of the school-based LLT.**:**

Name	Title
Loyd, Cathy	Principal
Demeter, Kristie	Instructional Coach
James, Deborah	Teacher, ESE
Marshall, Brett	Guidance Counselor
Merthie, Tamicka	Instructional Technology
Poe, Nancy	Teacher, ESE
Thomas, Curtis	Teacher, ESE
Wight, Tracey	Teacher, ESE
Start, Amanda	Teacher, K-12
Zaremba, Scarlet	Teacher, K-12
Vancamp, Jennifer	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The role of the Literacy Leadership Team (LLT) is to evaluate and analyze the literacy progress of all students. Team members will facilitate literacy strategies for students and staff that will result in student academic growth. Those strategies include: school-wide writing program, vocabulary word of the day developed through the PLCs, incorporating reading strategies throughout all content areas, participation in poetry and literacy contests, developing a student forum for literacy and utilizing a common rubric for writing across the disciplines.
The LLT is comprised of the Curriculum Chair person from each of the content areas of the Reading teachers to ensure that literacy is supported by all stakeholders. Literacy is central to the life and success of any school. Our vision of literacy reaches beyond reading strategies to incorporate a broader approach that involves students in reading, speaking, writing and habits of thinking as they are practiced in specific disciplines of English language arts, history, math, science, and every

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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 incorporate Florida State Standards Literacy Initiatives into every content area. We have developed a roadmap that outlines the goals for each quarter that are visited often and are helping to guide on Professional Development plan for this year. Writing will continue to be a goal where the entire campus will respond to a prompt that will be graded by all teachers, regardless of their curricular area.

Public and Collaborative Teaching

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

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

Teachers use a combination of Professional Learning Communities (PLC) along with horizontal and vertical alignment throughout the campus that requires constant collaboration to to ensure students are provided the most effective instruction. PLCs allow staff to work collaboratively on all areas of teaching and use common assessment as well as common data to meet the needs of students.

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

Seminole County Public Schools is always looking for highly qualified, certified teachers to teach our students. The method of recruitment is defined based on the need. Seminole County Public Schools reputation of being an "A" school district brings to us thousands of highly qualified applicants. One of our recruitment strategies is our partnership with State and private colleges and universities. We welcome university and college interns and field study students to our district not only from the State of Florida university system but also out of State. Annually our district participates in many university job fairs and minority and veteran job fairs. This year we have gone out of the United States and are bringing on board a few teachers from Spain to teach the dual language classes.
The district supports all teachers but especially new teachers with mentoring programs. We also provide in-services and workshops. New teachers with zero years of experience are assigned a one on one mentor. This support is provided beyond the first year!

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

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

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

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

The core curricula of Seminole County Public Schools are comprehensive systems employing research-based best-practices, rigorous content, and instructional materials organized in comprehensive instructional plans. Delivery modes and methods require explicit differentiated instruction to the depth of the Florida Standards.
Each core curricula have developed Instructional Plans for each subject that is monitored by administration and district level curriculum team to insure fidelity. The Instructional Plans are aligned to the Florida Standards.

Instructional Strategies

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

Endeavor uses data provided from Discovery Education to appropriately track and provide the subsequent skills that the students are below proficiency in for both Reading/English Language Arts and Math. The data is used to determine a student's placement in the reading programs offered on campus. For example, a 9th grade student who received low marks on both DE testing as well as state assessments would be placed the following school year in a high school disfluent intensive reading course. Endeavor's Instructional Coach also consults with teachers for any additional data that may show a level of proficiency or an area of concern. Students who score low on DE testing are given additional lessons to identify areas of weakness in an attempt to work towards proficiency that are developed by the Reading/ELA department with supervision by the Instructional Coach. Students at Endeavor also keep track of their own data in notebooks that allow them to monitor their own progress throughout the year. DE also provides assignments to work on specific skills a student is lacking in based on teacher review of data and their individual supplemental needs.

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: 5,400

Students are provided academic assistance before school and during daily activity in each of the core academic areas. Students are able to sign up on a weekly basis to receive the extended time for tutoring.
Endeavor uses Summer School as well as daily extended time to allow students to either excel their academic standing or to re-mediate and get caught up for their current student progress.

Strategy Rationale

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

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Loyd, Cathy, cathy_loyd@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 Skyward, Discovery Ed, Ed Insight, and SWIS (behavior data) are all useful in tracking and monitoring behavior, grades, and information data necessary for student success.
Endeavor still operates in the summer program as they would in the academic year.

Student Transition and Readiness

PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

The mission of the Seminole County Public Schools is to ensure that all Early Childhood Program and PreK-Grade 12 students acquire the knowledge, skills, and attitudes to be productive citizens in our great country and in the global economy. Throughout the district 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 Ready Set Learn to help prepare them for success in kindergarten. Schools offer an Open House before school starts and kindergarten teachers are available for individual conferences. The VPK Assessment Grant was used to provide private and faith based kindergartens transition in elementary catchment areas.
Students are supported entering Endeavor School with communication from guidance, administration and IEP team members to ensure students are appropriately placed according to their accommodations. Due to our standing as a "special center" students have constant transition to our school as an accommodation and transition from our school as a goal known as mainstreaming. Mainstreaming is the process that allows our students to demonstrate proficiency of academic and behavioral expectations to transition them to their zoned school. This process involves consistent evaluation and communication from all parties involved and provides support for students in various transitional settings.

College and Career Readiness

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

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

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

Our 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. The high schools throughout the district offer 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.

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

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

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

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

Endeavor School has improved student readiness for the public postsecondary 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 FCAT level 3 in reading are placed in intensive reading and non-passing English for additional academic intervention and support.

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

Based on information from the High School Feedback Report counselors work diligently with their students to help them choose course work appropriate to help them earn college ready test scores. We offer numerous programs throughout the year to inform students of their post-secondary options. Endeavor employees 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.

School Improvement Goals

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

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1. Teachers will implement effective teaching instruction aligned to standards that will integrate effective literacy practices into all classes.

G2. Endeavor, through the implementation of the writing plan, will empower teachers to engage students across the curriculum by encouraging understanding of basic writing structure which will be used to gain higher proficiency of fundamental writing skills.

G3. Endeavor's math department will use the collaborative nature of their Professional Learning Communities to develop their ability to effectively use the available technology programs to ensure all students receive the remediation needed to achieve learning gains on state assessments.

G4. Endeavor's Math Department will work in a collaborative nature with their Professional Learning Communities, to target each of the lower quartile students through the use of Discovery Ed data to ensure each student is receiving the needed remediation to work towards proficiency.

Strategic Goals Detail

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

G1. Teachers will implement effective teaching instruction aligned to standards that will integrate effective literacy practices into all classes. `1a`

🔍 G039285

Targets Supported `1b`

Indicator	Annual Target
AMO Reading - All Students	45.0

Resources Available to Support the Goal `2`

- Instructional Coach
- Literacy Room
- Reading Classes
- Read Excel
- Reading Plus
- Passport to Reading
- SOAR
- Wonderful Words Program
- Reading Buddies
- Campus Book Clubs
- PLC/Common Core Team
- Common Core Standards
- Wednesday Professional Development Opportunities
- School-Wide Writing Team
- Cross-Curricular Reading focus for Lower Quartile Students in Science, Civics and History
- Various Computer Programs that integrate Literacy Practices (USA Test Prep, Study Island...)
- Common Planning for Math, Science, English and Reading Teachers
- Professional Development Budget for curriculum based trainings

Targeted Barriers to Achieving the Goal `3`

- General behavior due to exceptionalities

Plan to Monitor Progress Toward G1. `8`

Curriculum meetings. Design and implement ongoing support for teachers through structured meetings with administration.

Person Responsible
Cathy Loyd

Schedule
Monthly, from 8/11/2014 to 5/22/2015

Evidence of Completion
Data provided from online programs towards our targets and stated goal.

G2. Endeavor, through the implementation of the writing plan, will empower teachers to engage students across the curriculum by encouraging understanding of basic writing structure which will be used to gain higher proficiency of fundamental writing skills. 1a

🔍 G039288

Targets Supported 1b

Indicator	Annual Target
FAA Writing Proficiency	50.0

Resources Available to Support the Goal 2

- Resource Room
- Eagle Writes
- Writing across the curriculum
- PD for writing provided by both county and on campus
- Endeavor Writing Plan

Targeted Barriers to Achieving the Goal 3

- Understanding the writing process

Plan to Monitor Progress Toward G2. 8

Administration will evaluate how each student is doing with the common language and instructional design of writing skills in each classroom.

Person Responsible

Cathy Loyd

Schedule

Quarterly, from 10/13/2014 to 5/22/2015

Evidence of Completion

Student's proficiency on Eagles Writes should increase or the plan must be reevaluated and redeveloped.

G3. Endeavor's math department will use the collaborative nature of their Professional Learning Communities to develop their ability to effectively use the available technology programs to ensure all students receive the remediation needed to achieve learning gains on state assessments. `1a`

🔍 G039290

Targets Supported `1b`

Indicator	Annual Target
AMO Math - All Students	44.0

Resources Available to Support the Goal `2`

- DiscoveryEd assessment
- Math data binders
- PLC
- Ed Insight 9 weeks exam
- Algebra Nation

Targeted Barriers to Achieving the Goal `3`

- Fundamental skills

Plan to Monitor Progress Toward G3. `8`

Administration will monitor the trainings being made available and encouraging teachers, based on areas of weakness viewed in observations, of those they may need to attend. The teachers will then take that knowledge and apply it to making data based decisions in their classroom to obtain learning gains.

Person Responsible
Cathy Loyd

Schedule
Quarterly, from 9/8/2014 to 5/22/2015

Evidence of Completion
Students will show a upward trend on progress monitoring assessments and teachers will show better knowledge of programs during formal and informal observations from administration.

G4. Endeavor's Math Department will work in a collaborative nature with their Professional Learning Communities, to target each of the lower quartile students through the use of Discovery Ed data to ensure each student is receiving the needed remediation to work towards proficiency. `1a`

Targets Supported `1b`　　　　　　　　　　　　　　　　　　　　　　　　🔍 G039291

Indicator	Annual Target
Math Lowest 25% Gains	44.0

Resources Available to Support the Goal `2`

- DiscoveryEd assessments
- Success Maker computer program
- Math data binders
- PLC
- Ed Insight 9 weeks exam
- Liberal Arts math class to review deficient skills
- Intensive Math classes

Targeted Barriers to Achieving the Goal `3`

- Understanding how to implement data

Plan to Monitor Progress Toward G4. `8`

Teachers will track student progress through the use of DiscoveryEd assessments as well as informal classroom assessments using data to support their decisions. Administration will act as a support to guide the teachers will helping them in accurately reading the data for anomalies and possible areas of growth.

Person Responsible
Cathy Loyd

Schedule
Monthly, from 9/8/2014 to 5/22/2015

Evidence of Completion
Teachers will be able to track the low quartile student's data to see an upward trend that will be correlated to their individual deficiencies and driving the direction of classroom instruction and development.

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step   🔍 S123456 = Quick Key

G1. Teachers will implement effective teaching instruction aligned to standards that will integrate effective literacy practices into all classes. 1

🔍 G039285

G1.B8 General behavior due to exceptionalities 2

🔍 B094517

G1.B8.S1 Teachers will use differentiated instruction of best practices for each specific student. 4

🔍 S131253

Strategy Rationale

Students learn in many different modalities and have the need to receive instruction with the use of strategies that will allow them to be successful.

Action Step 1 5

Teachers will create a database of best practices for effective differentiation of strategies to reach multiple levels of students.

Person Responsible

Cathy Loyd

Schedule

Monthly, from 8/18/2014 to 5/22/2015

Evidence of Completion

The database can be viewed by administration, instructional coach and department chairs.

Action Step 2 `5`

Develop a Professional Development Calendar that will allow for teachers to collaborate and learn strategies that will assist in literacy instruction.

Person Responsible

Kristie Demeter

Schedule

Monthly, from 9/10/2014 to 5/22/2015

Evidence of Completion

Professional Learning Community collaborative Summary Document

Plan to Monitor Fidelity of Implementation of G1.B8.S1 `6`

The database of best practices will be a living document which can be modified throughout the year based on the needs of students.

Person Responsible

Kristie Demeter

Schedule

Quarterly, from 9/15/2014 to 5/22/2015

Evidence of Completion

Professional Development Calendar, Agendas and Learning Logs from Teachers Involved, Classroom Walk-through data, Student test scores, Lesson Plans

Plan to Monitor Effectiveness of Implementation of G1.B8.S1 `7`

Students will have progress monitoring quarterly exams through Discovery Education which will provide effective monitoring of possible areas of need.

Person Responsible

Kristie Demeter

Schedule

Quarterly, from 9/15/2014 to 5/22/2015

Evidence of Completion

The scores on Discovery Education will show patterns of student achievement.

G2. Endeavor, through the implementation of the writing plan, will empower teachers to engage students across the curriculum by encouraging understanding of basic writing structure which will be used to gain higher proficiency of fundamental writing skills. 1

🔍 G039288

G2.B4 Understanding the writing process 2

🔍 B094535

G2.B4.S1 Teachers will be given strategies to help students write in all disciplines that is common and reproducible regardless of topic. Those strategies will be developed in monthly PLCs to engage in conversations of best practices in writing instruction and commonality in language as well as methods of instruction. A writing plan will also be implemented in every Language Arts classroom to continue the development while giving students that opportunity to grow as a writier. 4

🔍 S105572

Strategy Rationale

Students struggle with basic writing skills and need to be proficient writers using evidence based practices.

Action Step 1 5

Implement a training program to assist teachers with the integration of writing into their curriculum.

Person Responsible

Kristie Demeter

Schedule

Monthly, from 9/8/2014 to 5/22/2015

Evidence of Completion

During formal and informal walkthroughs, common language and instruction for writing assignments will be apparent.

Plan to Monitor Fidelity of Implementation of G2.B4.S1 6

Administration will provide support and structure for the implementation

Person Responsible

Cathy Loyd

Schedule

On 5/22/2015

Evidence of Completion

The implemented strategies will be evaluated by Cathy Loyd and supported by Kristie Demeter

Plan to Monitor Effectiveness of Implementation of G2.B4.S1 `7`

Teachers will communicate when writing lesson plans for walk-throughs to evaluate the progress of the plan by Cathy Loyd as well as Kristie Demeter. Each teacher will be asked to provide a day in their lesson plans where writing instruction is occurring so that a observation of that process can be established.

Person Responsible

Cathy Loyd

Schedule

Biweekly, from 8/26/2014 to 5/22/2015

Evidence of Completion

Teachers will have the feedback to strengthen their abilities and instruction for teaching students to gain proficiency.

G3. Endeavor's math department will use the collaborative nature of their Professional Learning Communities to develop their ability to effectively use the available technology programs to ensure all students receive the remediation needed to achieve learning gains on state assessments. `1`

🔑 G039290

G3.B3 Fundamental skills `2`

🔑 B094547

G3.B3.S1 Teachers will use available programs to help with lack of fundamental skills. `4`

🔑 S131275

Strategy Rationale

Teachers gaining expertise with effective uses of technology will allow students of all levels to be more successful.

Action Step 1 `5`

Teachers will review needed skills from progress monitoring assessments in Professional Learning Communities.

Person Responsible

Cathy Loyd

Schedule

Monthly, from 9/15/2014 to 5/22/2015

Evidence of Completion

PLC reflections that include the needed skills for each student.

Plan to Monitor Fidelity of Implementation of G3.B3.S1 6

Each teacher can bring concerns about individual students to the PLC and seek best practices from the group to ensure that students get the necessary skills to work towards proficiency.

Person Responsible

Cathy Loyd

Schedule

Weekly, from 9/8/2014 to 5/22/2015

Evidence of Completion

Student assignments that are aligned with standards provide insight to needed skills that will be assessed by progress monitoring tests.

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 7

Teachers will report to their PLC with students who need additional assistance as well as strategies that need improvement through best practices.

Person Responsible

Cathy Loyd

Schedule

Weekly, from 9/9/2014 to 5/22/2015

Evidence of Completion

The students scores of progress monitoring assessment as well as daily assignments that are aligned to the appropriate FSS.

G4. Endeavor's Math Department will work in a collaborative nature with their Professional Learning Communities, to target each of the lower quartile students through the use of Discovery Ed data to ensure each student is receiving the needed remediation to work towards proficiency. `1`

`G039291`

G4.B7 Understanding how to implement data `2`

`B094558`

G4.B7.S1 Teachers will work in their PLCs (in collaboration with Lake Mary High School PLC's) to find strategies to implement for each low quartile student that identifies that student's deficiencies from available data assessments. Teachers will then implement these strategies to target specific areas from data to work on student deficiencies. `4`

`S105575`

Strategy Rationale

Teachers will be able to work with PLC's from a regular school for the specific courses that they teach.

Action Step 1 `5`

Teachers work to develop new strategies for data driven instruction

Person Responsible

Tamicka Merthie

Schedule

Monthly, from 9/8/2014 to 5/22/2015

Evidence of Completion

Teachers will be using new strategies and common strategies in all classes.

Plan to Monitor Fidelity of Implementation of G4.B7.S1 `6`

Administration will monitor the new strategies will providing feedback for the strength of each.

Person Responsible

Cathy Loyd

Schedule

Weekly, from 9/22/2014 to 5/22/2015

Evidence of Completion

Teachers will be using new strategies that are viewable by administration and are correlated to student deficiencies.

Plan to Monitor Effectiveness of Implementation of G4.B7.S1 `7`

Teachers and administration will work to monitor what strategies work and what strategies are not working. This monitoring can be informal or formal by either or both parties.

Person Responsible

Cathy Loyd

Schedule

Daily, from 9/22/2014 to 5/22/2015

Evidence of Completion

Teachers will be trying new, common instructional practices while adjusting to fit each individual low quartile student.

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B4.S1.A1	Implement a training program to assist teachers with the integration of writing into their curriculum.	Demeter, Kristie	9/8/2014	During formal and informal walkthroughs, common language and instruction for writing assignments will be apparent.	5/22/2015 monthly
G4.B7.S1.A1	Teachers work to develop new strategies for data driven instruction	Merthie, Tamicka	9/8/2014	Teachers will be using new strategies and common strategies in all classes.	5/22/2015 monthly
G1.B8.S1.A1	Teachers will create a database of best practices for effective differentiation of strategies to reach multiple levels of students.	Loyd, Cathy	8/18/2014	The database can be viewed by administration, instructional coach and department chairs.	5/22/2015 monthly
G3.B3.S1.A1	Teachers will review needed skills from progress monitoring assessments in Professional Learning Communities.	Loyd, Cathy	9/15/2014	PLC reflections that include the needed skills for each student.	5/22/2015 monthly
G1.B8.S1.A2	Develop a Professional Development Calendar that will allow for teachers to collaborate and learn strategies that will assist in literacy instruction.	Demeter, Kristie	9/10/2014	Professional Learning Community collaborative Summary Document	5/22/2015 monthly
G1.MA1	Curriculum meetings. Design and implement ongoing support for teachers through structured meetings with administration.	Loyd, Cathy	8/11/2014	Data provided from online programs towards our targets and stated goal.	5/22/2015 monthly
G1.B8.S1.MA1	Students will have progress monitoring quarterly exams through Discovery Education which will provide effective monitoring of possible areas of need.	Demeter, Kristie	9/15/2014	The scores on Discovery Education will show patterns of student achievement.	5/22/2015 quarterly
G1.B8.S1.MA1	The database of best practices will be a living document which can be modified throughout the year based on the needs of students.	Demeter, Kristie	9/15/2014	Professional Development Calendar, Agendas and Learning Logs from Teachers Involved, Classroom Walk-through data, Student test scores, Lesson Plans	5/22/2015 quarterly
G2.MA1	Administration will evaluate how each student is doing with the common language and instructional design of writing skills in each classroom.	Loyd, Cathy	10/13/2014	Student's proficiency on Eagles Writes should increase or the plan must be reevaluated and redeveloped.	5/22/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B4.S1.MA1	Teachers will communicate when writing lesson plans for walk-throughs to evaluate the progress of the plan by Cathy Loyd as well as Kristie Demeter. Each teacher will be asked to provide a day in their lesson plans where writing instruction is occurring so that a observation of that process can be established.	Loyd, Cathy	8/26/2014	Teachers will have the feedback to strengthen their abilities and instruction for teaching students to gain proficiency.	5/22/2015 biweekly
G2.B4.S1.MA1	Administration will provide support and structure for the implementation	Loyd, Cathy	9/22/2014	The implemented strategies will be evaluated by Cathy Loyd and supported by Kristie Demeter	5/22/2015 one-time
G3.MA1	Administration will monitor the trainings being made available and encouraging teachers, based on areas of weakness viewed in observations, of those they may need to attend. The teachers will then take that knowledge and apply it to making data based decisions in their classroom to obtain learning gains.	Loyd, Cathy	9/8/2014	Students will show a upward trend on progress monitoring assessments and teachers will show better knowledge of programs during formal and informal observations from administration.	5/22/2015 quarterly
G3.B3.S1.MA1	Teachers will report to their PLC with students who need additional assistance as well as strategies that need improvement through best practices.	Loyd, Cathy	9/9/2014	The students scores of progress monitoring assessment as well as daily assignments that are aligned to the appropriate FSS.	5/22/2015 weekly
G3.B3.S1.MA1	Each teacher can bring concerns about individual students to the PLC and seek best practices from the group to ensure that students get the necessary skills to work towards proficiency.	Loyd, Cathy	9/8/2014	Student assignments that are aligned with standards provide insight to needed skills that will be assessed by progress monitoring tests.	5/22/2015 weekly
G4.MA1	Teachers will track student progress through the use of DiscoveryEd assessments as well as informal classroom assessments using data to support their decisions. Administration will act as a support to guide the teachers will helping them in accurately reading the data for anomalies and possible areas of growth.	Loyd, Cathy	9/8/2014	Teachers will be able to track the low quartile student's data to see an upward trend that will be correlated to their individual deficiencies and driving the direction of classroom instruction and development.	5/22/2015 monthly
G4.B7.S1.MA1	Teachers and administration will work to monitor what strategies work and what strategies are not working. This monitoring can be informal or formal by either or both parties.	Loyd, Cathy	9/22/2014	Teachers will be trying new, common instructional practices while adjusting to fit each individual low quartile student.	5/22/2015 daily
G4.B7.S1.MA1	Administration will monitor the new strategies will providing feedback for the strength of each.	Loyd, Cathy	9/22/2014	Teachers will be using new strategies that are viewable by administration and are correlated to student deficiencies.	5/22/2015 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportuntities

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

G1. Teachers will implement effective teaching instruction aligned to standards that will integrate effective literacy practices into all classes.

G1.B8 General behavior due to exceptionalities

G1.B8.S1 Teachers will use differentiated instruction of best practices for each specific student.

PD Opportunity 1

Teachers will create a database of best practices for effective differentiation of strategies to reach multiple levels of students.

Facilitator

Administration and Instructional Coach

Participants

All staff

Schedule

Monthly, from 8/18/2014 to 5/22/2015

PD Opportunity 2

Develop a Professional Development Calendar that will allow for teachers to collaborate and learn strategies that will assist in literacy instruction.

Facilitator

Administration and Instructional Coach

Participants

All staff

Schedule

Monthly, from 9/10/2014 to 5/22/2015

G2. Endeavor, through the implementation of the writing plan, will empower teachers to engage students across the curriculum by encouraging understanding of basic writing structure which will be used to gain higher proficiency of fundamental writing skills.

G2.B4 Understanding the writing process

G2.B4.S1 Teachers will be given strategies to help students write in all disciplines that is common and reproducible regardless of topic. Those strategies will be developed in monthly PLCs to engage in conversations of best practices in writing instruction and commonality in language as well as methods of instruction. A writing plan will also be implemented in every Language Arts classroom to continue the development while giving students that opportunity to grow as a writier.

PD Opportunity 1

Implement a training program to assist teachers with the integration of writing into their curriculum.

Facilitator

Writing Team, SCPS Content Support Team, and School Administration

Participants

All Staff

Schedule

Monthly, from 9/8/2014 to 5/22/2015

G3. Endeavor's math department will use the collaborative nature of their Professional Learning Communities to develop their ability to effectively use the available technology programs to ensure all students receive the remediation needed to achieve learning gains on state assessments.

G3.B3 Fundamental skills

G3.B3.S1 Teachers will use available programs to help with lack of fundamental skills.

PD Opportunity 1

Teachers will review needed skills from progress monitoring assessments in Professional Learning Communities.

Facilitator

Math Department Chair Tamicka Merthie and School Administration

Participants

All Math teachers

Schedule

Monthly, from 9/15/2014 to 5/22/2015

G4. Endeavor's Math Department will work in a collaborative nature with their Professional Learning Communities, to target each of the lower quartile students through the use of Discovery Ed data to ensure each student is receiving the needed remediation to work towards proficiency.

G4.B7 Understanding how to implement data

G4.B7.S1 Teachers will work in their PLCs (in collaboration with Lake Mary High School PLC's) to find strategies to implement for each low quartile student that identifies that student's deficiencies from available data assessments. Teachers will then implement these strategies to target specific areas from data to work on student deficiencies.

PD Opportunity 1

Teachers work to develop new strategies for data driven instruction

Facilitator

School Administration Manager

Participants

Math PLCs including working with Lake Mary High School PLC's, Curriculum Leaders, Instructional Coach

Schedule

Monthly, from 9/8/2014 to 5/22/2015

Technical Assistance Items

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

Budget Rollup

Summary	
Description	**Total**
Grand Total	**0**